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Perspectives on English Language Learner Programs:

A Case Study

by

Stacie Thompson

May 2019

A Dissertation submitted to the Education Faculty of Lindenwood University in

partial fulfillment of the requirements for the degree of

Doctor of Education

School of Education

Perspectives on English Language Learner Programs:

A Case Study

by

Stacie Thompson

This Dissertation has been approved as partial fulfillment

of the requirements for the degree of

Doctor of Education

Lindenwood University, School of Education

  
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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Stacie Rae Thompson

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Date: 5.8.19

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## **Abstract**

English language programs across the country have experienced a recent swell in English language learner enrollment (McFarland et al., 2017). In this qualitative case study, the researcher elicited the perceptions of multiple groups of individuals directly impacted by the English language program in District B. Two elementary principals, five general education classroom teachers, three English language teachers, two English language paraprofessionals, and five English language learners were interviewed to gain perspective on the current status and effectiveness of the English language program in District B. Little research has been conducted on the perceptions of teachers and the implementation of English language programs in schools. Several shared views on the English language program in District B were identified after data were examined. Teacher participants of the study agreed English language learners gained more from the pull-out instructional model than the push-in model and also believed more collaboration time between general education teachers and English language staff to be necessary. Each of the five English language staff participants agreed with the perception of student achievement being increased through pull-out instruction facilitated by a certified English language teacher. Professional development for general education teachers in meeting the needs of English language learners in the general education classroom surfaced as a need. In addition, general education teachers requested supplementary resources for English language learners. Conclusions reached following this case study may assist school leaders in District B to evaluate and meet the needs of English language learners.

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## **Chapter One: Introduction**

English language learner programs are found in schools across the country and are required by the federal government to be accessible to students (Zacarian, 2012). Calderón, Slavin, and Sánchez (2011) found, “The fastest growing student population in U.S. schools today is children of immigrants, half of whom do not speak English fluently and are thus labeled English learners” (p. 104). Within this group of students, there is a wide range of skill levels (Calderón et al., 2011). Students enter English language programs with different schooling backgrounds, native languages, and levels of English proficiency (Bunch, Kibler, & Pimentel, 2012). The number of minutes English language learners are serviced by an English language teacher is based on student needs and the caseload of the teacher (Haynes, 2016).

Chapter One includes a background of the participating public school district, District B, a pseudonym. The theoretical framework, interpretivism, and the statement of the problem are detailed. The purpose of the study, the research questions, and the significance of the study are provided. Chapter One also contains the definition of key terms and a list of limitations and assumptions.

### **Background of the Study**

Districts across the country have encountered a considerable surge in the enrollment of minority students who are unable to read, write, or speak English at a level that allows them to participate in academic programs without support services (United States Department of Education [USDOE], 2015b). According to Nieto (2009), the overall population of English language learners increased by 52% in the 1990s (p. 61). The National Center for Education Statistics reported that during the 2014-2015 school

year, 9.4%, or 4.6 million students, were classified as English language learners (McFarland et al., 2017, p. 106). This was an increase from 9.1%, or 4.3 million, English language learners recorded during the 2004-2005 school year (McFarland et al., 2017, p. 106). With this change in student demographics, it is important for educators to remember English language learners are a varied group who bring challenges and opportunities to the United States education system as a whole (Squire, 2008).

Title VII of the Elementary and Secondary Education Act, which is focused on bilingual education, was passed in 1968 and is considered the most instrumental law distinguishing the linguistic rights of minorities from others in the history of the United States (Nieto, 2009). Following Title VII, the United States Department of Education's [USDOE's] (2015b) memorandum was affirmed by the United States Supreme Court, which required school districts "to take steps to help ELLs overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs" (para. 2). There is no one means of instruction for English language learners promoted by the Office for Civil Rights, nor is there a law requiring one type of instruction over another (USDOE, 2015a).

In a recent study, 14% of fourth-grade English language learners across the country scored proficient in the area of math, and the graduation rate of English language learners was around the 63rd percentile (Sargrad, 2016, para. 2). The Every Student Succeeds Act prescribes accountability provisions and provides funding opportunities for states (Mathewson, 2016; Sargrad, 2016). According to Sparks (2016), "Districts must use instructional practices and programs that are backed by scientific evidence and effective in helping students speak, listen, read, and write English and meet challenging

state content standards” (para. 5). Sargrad (2016) and Wixom (2015) reported schools are required to show improvement among English language learners in the area of English language proficiency. Lindeahl (2015) determined the way language proficiency is reported has changed, and now multiple tools can be used to measure proficiency in addition to standardized tests.

Districts must show gains in English language proficiency, and a portion that a portion of Title I funding is tied to the progress of English language learners in each district (Sargrad, 2016). Progress is monitored by comparing a student’s current proficiency rate with the proficiency rate measured the previous school year (Darling-Hammond et al., 2016). The overall goal of tying proficiency levels of English language learners with Title I funding is to incentivize districts to focus on providing appropriate supports for English language learners (Darling-Hammond et al., 2016).

### **Theoretical Framework**

The theoretical framework of interpretivism was selected because patterns are recognized through the interpretivist view by gathering responses from participants and identifying themes or patterns (Butin, 2010). When conducting interviews, information must be gathered to explain the actual thoughts and feelings of participants about the topic being studied (Merriam & Tisdell, 2016). Finding the participants’ truths on the topic is the top priority (Brundrett & Rhodes, 2013; Butin, 2010).

Interpretivism allows for the in-depth analysis needed to assess the perceptions of staff and students within District B by revealing patterns or theories through data collected (Riyami, 2015). Riyami (2015) identified case studies as a reasonable methodology and interviews as an appropriate means to collect data within the

interpretivist framework. The information gleaned through interviews provides a holistic view of staff and student perceptions of the English language program District B is currently implementing (Merriam & Tisdell, 2016). Ritchie and Lewis (2014) stated qualitative research is often described as “a naturalistic, interpretative approach, concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values, etc.) within their social worlds” (p. 3). Both the researcher and the research participants must be engaged and open during the investigation (Henwood, 2014).

While there are many definitions of qualitative research, the definition is only the beginning of understanding the many layers of this specific type of research (Merriam & Tisdell, 2016). There are many methods with which to complete a qualitative study, but the type of questions found within the methods are focused on the why, how, and what of a given topic (Ritchie & Lewis, 2014). Next, the answers to the questions are used to interpret the participants’ experiences (Merriam & Tisdell, 2016).

The research questions utilized in this case study were created with interpretivism in mind with close attention given to the perceptions of the participants in the areas of model implementation (Ritchie & Lewis, 2014). All questions were formatted to provide an opportunity for participants to expound on individual thoughts and beliefs (Henwood, 2014). The interview questions addressed a variety of components which make up the English language program in District B to better grasp the truth of each participant’s perceptions (Brundrett & Rhodes, 2013; Butin, 2010).

### **Statement of the Problem**

According to Jones (2014), “More studies about ELL [English language learners] and teacher perception regarding new and old programs or policies should be investigated” (p. 120). With the academic performance of English language learners in question, special attention should be paid to this specific subgroup (Samson & Collins, 2012). With clear patterns of deficiencies in the areas of math and reading, it is critical to determine what means of instruction are best for English language learners (Valentino & Reardon, 2015). Valentino and Reardon (2015) stated to know the effectiveness of English language programs; educators must look at student growth over time rather than a single assessment or year of growth.

District B is currently utilizing both push-in and pull-out instructional models to meet the needs of English language learners (D. Sheets, personal communication, June 14, 2018). Instruction is either provided by a certified English language learner instructor or a paraprofessional (D. Sheets, personal communication, June 14, 2018). With a blend of instructional models used, there is difficulty in monitoring which model yields the most significant results in the area of student achievement (D. Sheets, personal communication, June 14, 2018).

### **Purpose of the Study**

The overall purpose of the study was to better understand the individual meaning each participant brings to or takes away from participating in the English language programs provided by District B (Creswell & Creswell, 2017; Merriam & Tisdell, 2016). Educators were asked to share views of the program models implemented in District B. With little research on the various instructional models used in English language



programs; focus was placed on getting an overall view from multiple stakeholders in the English language program in District B (Sparks, 2016).

**Research questions.** The following research questions guided the study:

1. What are the perceptions of elementary classroom teachers regarding English language instruction models in the following areas:
  - a. Student achievement
  - b. Classroom atmosphere
  - c. Professional development
  - d. Collaboration
  - e. Administrative support?
  
2. What are the perceptions of elementary English language teachers and paraprofessionals regarding English language instruction models in the following areas:
  - a. Student achievement
  - b. Classroom atmosphere
  - c. Professional development
  - d. Collaboration
  - e. Administrative support?
  
3. What are the perceptions of elementary principals regarding English language instruction models in the following areas:
  - a. Student achievement
  - b. Classroom atmosphere
  - c. Professional development

- d. Collaboration
  - e. Administrative support?
4. What are the perceptions of English language learners regarding English language instruction models in the following areas:
- a. Personal experiences of success and failure
  - b. Classroom climate?

### **Significance of the Study**

This qualitative analysis provides the district with interview data, which indicate which model is providing students of District B with the highest success rates. The overall objective of any English language program is to help students develop skills by enabling them to gain English language proficiency as quickly as possible (Hansen-Thomas, Richins, Kakkar, & Okeyo, 2016). Hansen-Thomas et al. (2016) asserted a priority of any English language program should be keeping students motivated and involved. By interviewing all parties involved, subjective ideas such as motivation and involvement were identified (Merriam & Tisdell, 2016). The USDOE (2015b) stressed involving stakeholders including elementary principals, English language program teachers, general education classroom teachers, and other staff members who work with a district's English language learner population is beneficial when monitoring the progress and effectiveness of a given English language program.

The researcher addressed the gaps in research by providing an opportunity for multiple stakeholders to share perceptions of the current instruction models implemented in District B (USDOE, 2015c). With a lack of research in the area of effective program models for English language learners, the feedback gathered during the interview process

gives District B valuable information (Valentino & Reardon, 2015). Jones (2014) identified the need for a focus on perceptions of English language programs; therefore, multiple subgroups provided feedback to glean an appropriate sampling.

### **Definition of Key Terms**

For the purposes of this study, the following terms are defined:

**Co-teaching model.** The Missouri Department of Elementary and Secondary Education [MODESE] (2015) stated the co-teaching model “is implemented when a general educator and a special educator co-teach a subject in the general education classroom setting. This creates a shared classroom with purposeful instruction that includes joint accountability and varied responsibilities for both teachers” (para. 1).

**English language learner.** According to the USDOE (2015a), an English language learner is “a national-origin-minority student who is limited-English proficient” (para. 6).

**English language proficiency.** English language proficiency, as defined by the University of Southern Queensland (2016), is “the ability of Students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study” (para. 1).

**Local education agency (LEA).** The USDOE (2018) defined an LEA as follows:

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a

combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

(para. 12)

**Pull-out instructional model.** Haynes (2016), in accordance with the Teachers of English to Speakers of Other Languages International Association, defined pull-out as instruction that occurs when “the English language teacher pulls students out of the general education classroom to work in a small group setting in another room” (para. 1). Haynes (2016) also stated students “miss instruction that takes place in the general education classroom during this time” (para. 1).

**Push-in instructional model.** Haynes (2016) specified during push-in instruction, the English language teacher “comes into the general education classroom to support students while the general education teacher is teaching, or he or she may wait until instruction is completed and then work with students in a small group in the classroom” (para. 2).

### **Limitations and Assumptions**

The following limitations were identified in this study:

**Sample demographics.** The case study only represents selected personnel and students (elementary principals, certified English language teachers, English language paraprofessionals, English language learners, and general education teachers) within District B. Student participants were in grades 4-6, and all other participants worked with students in grades 1-6. Due to the age and grade-level specifications, the findings of the study may not apply to all English language programs.

**Instrument.** The interview questions were created by the researcher. A draft of the interview questions was reviewed by certified educators outside of District B.

The following assumptions were accepted:

1. The responses of the participants were offered honestly and without bias.
2. All participants interviewed in the study were either employed by District B or were students currently enrolled in District B.
3. General education classroom teachers selected for the study had experience with English language learners and the English language program within District B.
4. Selected students for the study were a part of the English language program implemented by District B for two years or more.
5. District B truthfully reported all student and school English language learner data to the MODESE.

### **Summary**

The number of English language learners is on the rise across the United States (Mitchell, 2018). According to Mitchell (2018), “Almost one in four children in the United States speak a language other than English at home” (para. 1). District B is no exception to this explosion of English language learners, and with this growth comes specific needs and areas of concern (D. Sheets, personal communication, June 14, 2018).

In Chapter One, the background of the study included an introduction to interpretivism and how it guided this research. Collecting perceptions from various groups through interviews allows for identification of what Merriam and Tisdell (2016) referred to as “multiple realities, or interpretations,” of the English language programs implemented by District B (p. 9). By interviewing students, staff, and elementary

principals, personal experiences with the English language program were gathered and studied to reveal trends and common themes (Merriam & Tisdell, 2016).

A statement of the problem and the purpose of the study were explained. The research questions and the significance of the study were delineated. Finally, definitions of key terms used within the study were shared, and the chapter concluded with a list of limitations and assumptions.

Chapter Two includes an in-depth literature review of the history of English language programs, federal and state regulations, English language learners, and teacher requirements. In addition, a detailed presentation is provided of three common English language program models: the push-in program model, the pull-out program model, and the co-teaching model. The literature review provides a comprehensive collection of literature on the benefits of each program model.

## Chapter Two: Review of Literature

Jones (2014) determined a need for further research in the area of teacher perceptions of English language instruction. The essential components of instructing English language learners are not seen as a priority for all educators (Beck & Pace, 2017). Furthermore, Beck and Pace (2017) specified:

Any school with ELLs is essentially a language school, and until this premise is embraced by all staff members, English Language Learners will never fully acquire the academic language to succeed and to do so as rapidly as possible. (p. 39)

Teachers embrace complex beliefs about teaching and learning, and these beliefs could be affecting the quality of education received by English language learners (Farrell & Ives, 2015). Several different program models in which English language learners are engaged are highlighted in this chapter.

The following topics are reviewed within Chapter Two: the theoretical framework, the history of English language education, federal and state regulations, English language learners, teacher requirements, the Sheltered Instruction Observation Protocol (SIOP), the push-in program model, the pull-out program model, and the co-teaching program model. A more in-depth examination of the theoretical framework and the history of English language programs are clearly described.

With federal civil rights laws requiring districts to provide adequate instruction for English language learners and with federal funding tied to the success of English language learners, research in this area will be valuable to districts across the country (Sparks, 2016). The roles and expectations of teachers, paraprofessionals, elementary

principals, and students in an English language program are presented in this chapter. Each program is dissected and examined from a variety of perspectives.

### **Theoretical Framework**

The theoretical framework selected for this study was interpretivism. This specific theoretical framework causes individuals to “search for patterns of meaning” (Butin, 2010, p. 59). The researcher must find meaning and be both trustworthy and authentic throughout the process (Butin, 2010).

Interpretivism was selected due to the belief “every group or culture privileges the truth of their particular viewpoint” (Butin, 2010, p. 60). The focus of this study was to elicit the true perspectives of educators and students about the English language programs currently implemented in their schools. The overreaching goal was to identify trends within the survey and interview data that could shed light on the factual contrast of push-in and pull-out English language programs. With the inclusion of students and their personal opinions about the English language program in District B, interpretivism was the clear choice when selecting a framework (Merriam & Tisdell, 2016). With district English language learner populations varying in both enrollment numbers and English proficiency throughout the country, finding a single truth as to what program is the best one-size-fits-all approach for all districts is impossible (Brundrett & Rhodes, 2013; Butin, 2010).

While the Every Student Succeeds Act requires districts to provide English language learners with meaningful and equitable educational programs and services, there is no specific curriculum mandated for district implementation (USDOE, 2016b). Thus, the purpose of this research was not to find one specific program model deemed the



best fit for all English language programs in the United States, but instead to provide District B with the overall perceptions of English language teachers and students about the district's English language program (Brundrett & Rhodes, 2013; Butin, 2010). By doing so, the district can best utilize the resources available and offer students educational experiences that will promote success in the future (Brundrett & Rhodes, 2013; Butin, 2010).

The goal of interpretivism is to find the truth while analyzing patterns (Butin, 2010). Merriam and Tisdell (2016) emphasized interpretivism serves to analyze the multiple realities in which a specific topic can exist. The realities held by the participants of the case study were interpreted throughout the interview process (Merriam & Tisdell, 2016).

According to Merriam and Tisdell (2016), "The same topic from an interpretive or qualitative perspective would not test theory, set up an experiment, or measure anything" (p. 13). Statistical data are not used to convey the success of students within District B's English language program, but were instead reviewed for the overall perceptions of both staff and students in District B. Commonalities, along with information gathered via the MODESE (2018b), provide adequate information to further the overall goals of the English language program in District B.

### **Federal and State Regulations**

In recent years, numerous changes have been made in the way states are held accountable when providing services to English language learners (Mathewson, 2016). The Every Student Succeeds Act went into effect in December of 2015 (USDOE, n.d.). According to Mathewson (2016):

The Elementary and Secondary Education Act, first passed in 1965, is at its heart a piece of civil rights legislation. Its whole purpose is to provide federal funds to states and districts to overcome disadvantages faced by students who have traditionally fallen through the cracks or been ignored. In the latest rewrite of the law, which turned No Child Left Behind into Every Student Succeeds, there are some key provisions that shift the way schools will have to identify, serve, test, and report information about students who do not speak English. (p. 1)

The Every Student Succeeds Act allows states flexibility in how districts and schools implement English language programming and how data are reported, while still offering some direction for states (Flores, 2016).

Mathewson (2016) identified the following four adjustments for states: how English language learners are classified, standardized testing, English proficiency, and how data are reported. The shifts within the Every Student Succeeds Act “keep a strong focus on supporting the needs of the increasing number of Emergent Bilingual students across the United States” (Fránquiz & Ortiz, 2016, p. 1). Missouri has created guidelines for districts to adhere to when classifying students as English language learners (Rumpf, 2017). The guidelines are just that, and every district has the ability to create an English language program in a way that best suits the specific needs of the population served by each district (Rumpf, 2017). These Missouri guidelines qualify as an acceptable process and meet the expectations outlined in the Every Student Succeeds Act (Mathewson, 2016).

Districts across Missouri must recognize likely English language learners during the enrollment process through a language use survey (Rumpf, 2017). These surveys are

also referred to as home language surveys (USDOE, 2016b) and are given to parents or guardians to assist the school in determining which students are possible English language learners (USDOE, 2016a). Districts utilize the information from the surveys to determine if students need to be assessed on English language proficiency, which ultimately determines whether students are eligible to receive services for language assistance (USDOE, 2016b).

Rumpf (2017) stated students who appear to require services are given a screener to determine if they meet the eligibility criteria. Parents or guardians must be notified within 30 days of enrollment of assessment outcomes and placement results (Rumpf, 2017). According to the MODESE (2018a), Missouri is one of 35 states who participate in the World-class Instructional Design and Assessment (WIDA) Consortium and utilize the WIDA screener to identify English language learners and to monitor student progress.

Rumpf (2017) shared all students must be coded appropriately in the Missouri Student Information System (MOSIS) once the identification process is complete. The codes are included in biennial reports created by each district and submitted by the MODESE to the USDOE as a measure of accountability of the processes in place to identify English language students (MODESE, 2017). School districts throughout Missouri utilize corresponding codes when labeling students in the MOSIS (MODESE, 2017; Rumpf, 2017). The codes include LEP\_RCV, LEP\_NRC, and NLP (Rumpf, 2017) (see Table 1).

Table 1

*Missouri English Language Learner Identification Codes*

Code	Description
LEP_RCV	LEP_RCV students are identified as English learners who must take the yearly ACCESS assessment to determine future eligibility in the language instruction educational program.
LEP_NRC	LEP_NRC students opt-out of Title III-funded English language learner services. LEP_NRC is also used for first-semester kindergarten students who earn a 29-30 on the W-APT and do not receive support.
NLP	Not LEP, the NLP code is for students who are not eligible for the district's language instruction educational program.

*Note.* Adapted from *Identifying and Reclassifying English Learners Guidance on Missouri's Entry and Exit Criteria* by R. Rumpf, 2017, p. 5. Copyright 2017 by the Missouri Department of Elementary and Secondary Education.

Rumpf (2017) clarified the three classifications used to identify students at different levels of English proficiency. The codes fall in line with the expectations laid out in the Every Student Succeeds Act (Mathewson, 2016). Mathewson (2016) explained, “[The] new law creates a level of consistency at least at the state level, if not nationally” (p. 1). The codes, in the end, provide the reporting data needed to follow the requirement outlined in the Every Student Succeeds Act wherein states must identify students who have been in an English language learner program for five or more years (American Federation of Teachers, 2015).

In the area of standardized testing, the Every Student Succeeds Act allows for some flexibility when reporting the success rate of a given state's English language learner programming (Mathewson, 2016). According to Flores (2016), "[The] Every Student Succeeds Act now offers a three year option that states can opt into" when reporting the growth of English language learners who arrived in the United States less than 12 months prior to testing (p. 1). During year one, the students' scores are not part of the accountability report (Flores, 2016). According to Flores (2016), during year two, states must implement some type of growth measure, and in year three the student scores are counted just as any other student's scores would be within the accountability report.

The WIDA ACCESS test is an example of a standardized assessment utilized by a consortium of states to evaluate the English proficiency of English language learners (WIDA, 2018). Both digital and paper copies of the assessment are available for English language teachers to administer (Sherwood, 2018). Sherwood (2018) explained the tiered system within which the three versions of the assessment are written. According to Sherwood (2018), "Tier A is written for beginner students, B is for intermediate students, and C is for more advanced students, and each tier has a score ceiling which a student cannot score above" (p. 45). Currently, 39 out of the 50 states utilizing the WIDA ACCESS test use the data to provide evidence of English language program success within districts (WIDA, 2018, para. 11).

### **English Language Learners**

The fastest-growing subgroup of students in the country is English language learners (Quintero & Hansen, 2017). Quintero and Hansen (2017) emphasized the doubling of the immigrant population since 1990 has caused the demographic

configuration of schools across the country to be altered. The English language learner population represents a diverse group of learners who vary in “age, grade level, native language, language proficiency levels, literacy background both in English and other languages, and quality of previous schooling” (Bunch et al., 2012, p. 2).

Most English language learners can be classified into one of several groups (Calderón et al., 2011). Migrant English language learners are a group, who for the most part, were born in the United States (Calderón et al., 2011). According to Quintero and Hansen (2017), “The majority of ELLs are second-generation immigrants who are born in the United States and do not speak English as a first language at home” (para. 5). Calderón et al. (2011) stated these learners experienced interrupted schooling due to parents moving the family wherever work could be found, which caused gaps in learning.

Transitional English language learners are students who attend school in the United States and also attend school in their native countries during a given school year or for a year at a time (Calderón et al., 2011). Immigrant students, according to Calderón et al. (2011), could be highly educated students who struggle with learning tasks, not due to difficulty level, but because of their lack of English proficiency. Batalova and Zong (2017) reported, “The immigrant population in the United States increased by 29.2 million people between 1980 and 2015” (para. 2). These students are also often referred to as newcomers (USDOE, 2017).

The last group of English language learners is refugee children (Calderón et al., 2011). Refugees can also be referred to as newcomers within the education system (USDOE, 2017). Calderón et al. (2011) stated these students have never attended formal school and traditionally have a higher need level than other English language learners.

The wide range of needs found in the English language learner subgroup plays a role in the apparent achievement gap between English language learners and non-English language learners (Quintero & Hansen, 2017). English language learners often also fall into other “‘at-risk’ status groups: e.g., disadvantaged racial/ethnic minorities, poor, highly mobile, immigrant, and those whose parents have low levels of education” (Callahan, 2013, p. 4). Due to the risk of English language learners falling behind their non-English language learner peers, appropriate supports must be provided and achievement data must be reported (Murphey, 2014).

Callahan (2013) stressed a large contributor to the achievement gap is limited linguistic support services provided in areas of the country just starting to see an increase in English language learners and families. It has been reported nearly half of all English language learners who attend public school in the United States live outside of major cities and are residing in suburban and rural areas (Quintero & Hansen, 2017). Quintero and Hansen (2017) reported the shift would likely cause all general classroom teachers to have at least one English language learner in class.

The academic success of English language learners will significantly impact the economic and demographic future of the country (Callahan, 2013). An English language program must be more than learning the English language (Zacarian, 2012). Zacarian (2012) asserted English language learners must find success in classrooms where English is the language of instruction as well as actively participate in the general education classroom, the school as a whole, and the community at large.

## **Teacher Preparation**

There is little to no consistency among states, let alone districts, regarding requirements for English language teachers (Education Commission of the States, 2014). The majority of states require both English language and bilingual teachers to hold a specialist certification or endorsement, but there are several states that do not require additional certification as an expectation (Wixom, 2015). According to the Education Commission of the States (2014), Missouri does offer an English language license, but it is not clear whether or not the license is required. While states may not require certification, individual districts may (Wixom, 2015).

There are two routes to certification as an English language teacher (TESOL, 2018). One way is to add an English as a Second Language certification to an existing state teaching certification (TESOL, 2018). The other way is to complete a teacher preparation program approved by the state (TESOL, 2018). Wixom (2015) specified preparation programs must prepare English language educators in a way that will aid English language learners with ever-changing achievement standards and expectations.

The federal government does not dictate teacher certification requirements for states (Wixom, 2015). The directive the federal government does give is focused on the presence of an adequate English language program in every district through which quality language instruction is delivered and sustained (American Federation of Teachers, 2015). Furthermore, “no new federal policies have prioritized teacher training for ELs, either pre-service or in-service” (Quintero & Hansen, 2017, para. 14). According to Mathewson (2016), the Every Student Succeeds Act creates uniformity of English



language programming at the state level and will hopefully carry the consistency to the national level.

Wixom (2015) considered the professional development of general education teachers in the instruction of English language learners to be of great importance. Squire (2008) agreed and went on to say that only 13% of general classroom teachers have ever received any professional development related to English language learners (p. 6). Both Arizona and California require all teachers and staff to have a state specialist certification in English language learning (Wixom, 2015).

The majority of classroom teachers will encounter an English language learner while in the profession (Quintero & Hansen, 2017). A national survey revealed 41% of teachers had taught English language learners (Quintero & Hansen, 2017, para. 10). In fact, according to Squire (2008), “Most ELLs find themselves in mainstream classrooms taught by teachers with little or no formal preparation for working with a linguistically diverse student population” (p. 6). Wixom (2015) noted the need and listed several ways for states and districts to meet the needs of both the English language and general classroom teachers.

A few of the suggestions Wixom (2015) shared were practical methods of increasing the capacity of teachers including English language-specific criteria in the teacher evaluation system and providing professional development opportunities at the state and district level that focus on English language instruction. According to Quintero and Hansen (2017), “Good teachers with ELL training appear to be the optimal combination” (para. 10). Overall, districts must increase the local capacity of English

language learning knowledge by equipping all staff members with the tools needed to serve English language learners (Wixom, 2015).

While general education classroom teachers report a lack of professional development in the area of English language learner instruction, there is also a need for training on how to work collaboratively with colleagues in the school setting (Amendum, Babinski, Knotek, Malone, & Sanchez, 2018). Wixom (2015) acknowledged the importance of professional development offered at the district level to better meet the needs of not only general education teachers but also English language learners themselves. Amendum et al. (2018) encouraged professional development time spent with teachers to be focused on a collaboration framework to close the instructional gap observed between the general education classroom and the English language classroom.

According to Quintero and Hansen (2017), it is conceivable the Every Student Succeeds Act's accountability requirements could embolden states to become more aware of teacher preparedness in the area of English language instruction. With funding tied to English language student growth or progress, both states and districts should strive to meet the needs of English language learners, or funding will be lost (Zacarian, 2012). Training all teachers who will encounter English language learners in the classroom to utilize best instructional practices appears to promote the academic success of English language learners (Quintero & Hansen, 2017).

It has been found teachers both trained and prepared to work with English language learners can effectively meet the students' needs whether the teachers are English language certified or not (Quintero & Hansen, 2017). While the Education Commission of the States (2014) clearly identified the requirements for teachers to

become certified in each state, it did not mention a preference of training for general education classroom teachers. Districts must remember “having a good teacher, in general, is better for English Language students than just finding an average English Language specialized teacher” (Quintero & Hansen, 2017, para. 11). Professional development at state and district levels has become a vital component to the academic achievement of English language learners (Education Commission of the States, 2014).

There has been a focus on professional development for teachers who work with English language learners, but researchers have indicated teachers continue to question individual abilities and capacities for working with these specific students (Télez & Manthey, 2015). Li and Peters (2016) emphasized, “It is the responsibility of the school district to provide professional development; the teacher’s responsibility to attend the professional development workshops, pay attention, and implement what has been provided” (p. 4). Schools that have established success with English language instruction employ teachers who are involved, who receive strong administrative support, and who show an extraordinary level of teacher unity (Télez & Manthey, 2015).

Télez and Manthey (2015) reflected on how successful schools that work with English language learners have a high-performing administration and a strong focus on literacy for all English language students. Sharp (2018) agreed a rigorous curriculum is imperative to English language learners finding success in schools across the country. Individualized support, pacing, and access to personalized learning materials are seen as necessities alongside demanding and focused instruction for English language students to be successful across all grade levels (Sharp, 2018).

## **Sheltered Instructional Observation Protocol**

To assist students on the track to academic failure, the Sheltered Instructional Observation Protocol was designed (Inceli, 2015). Inceli (2015) explained, “The model is conceived to guide teachers with lesson planning and lesson delivery” (p. 16). The Sheltered Instructional Observation Protocol model consists of eight components to assist in meeting the needs of English language learners (Guzman, 2015). The eight components include Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment (Echevarria, Vogt, & Short, 2017).

Lesson preparation is the first step within the Sheltered Instructional Observation Protocol model (Echevarria et al., 2017). Kongsvik (2018) explained, “This SIOP [Sheltered Instructional Observation Protocol] component is designed to encourage teachers to consciously plan how they are going to set their students up for success in terms of content, language, and activities” (para. 3). Inceli (2015) expounded and referred to lesson preparation as the driving force behind classroom instruction. Lesson preparation includes six components (Inceli, 2015). Echevarria et al. (2017) identified the six components as language objectives, content objectives, appropriate content concepts, the use of supplementary materials, adaptation of content, and meaningful activities.

The second component of the Sheltered Instructional Observation Protocol model is building background (Echevarria et al., 2017). Echevarria (2016) stated, “In SIOP [Sheltered Instructional Observation Protocol] lessons, teachers help students connect new concepts with their personal and cultural experiences and past learning” (para. 2).

Different media might be utilized to increase student understanding and build vocabulary (Inceli, 2015).

Comprehensible input is the third component of the Sheltered Instructional Observation Protocol model (Inceli, 2015). Kongsvik (2018) shared how overall content concepts should be appropriate for both the age and educational background of students involved in the lesson. Inceli (2015) defined comprehensible input as a focus “on the importance of clear teacher speech, and understandable variety of academic activities and examples to increase student’s comprehension” (p. 17). Within the comprehensible input component, English language teachers are encouraged to provide explanations of concepts or tasks in both written and oral form as well as kinesthetic opportunities for comprehension (Echevarria, 2016).

Strategies are the third Sheltered Instructional Observation Protocol model component (Echevarria et al., 2017). Within the strategies component, English language learners are provided with a multitude of strategies to encourage higher-order thinking and mastery of skill to take place (Echevarria, 2016). According to Inceli (2015), “The dynamic learning process also includes students’ own questions and supporting the exploring ways to guide answers” (p. 17). A major emphasis on scaffolding instruction is evident within the SIOP model (Inceli, 2015).

The fourth component is interaction (Echevarria et al., 2017). Kongsvik (2018) believed all activities in the classroom setting should be both meaningful and interactive. Inceli (2015) added, “The interaction between learners and teachers leads to increasing the language proficiency level via elicitation such as instructional conversations” (p. 17). Echevarria (2016) mentioned the importance of oral language practice due to the

consistent use of conversation and the importance of oral language proficiency across all phases of an English language learner's educational journey.

Inceli (2015) specified practice and application as the fifth component of the Sheltered Instructional Observation Protocol model. Echevarria (2016) suggested:

SIOP [Sheltered Instructional Observation Protocol] teachers routinely ensure that students know a lesson's content and language objectives, so everyone knows what they're to learn and be able to do. SIOP teachers introduce (and revisit) meaningful activities that appeal to students, they provide appropriate wait time so students can process connects, and the classroom instruction fosters high motivation and engagement. (para. 6)

A combination of reading, listening, writing, and speaking attribute to an overall increase in English proficiency experienced by English language learners within a Sheltered Instructional Observation Protocol classroom (Inceli, 2015). The combination provides English language learners with meaningful opportunities for language practice (Kongsvik, 2018).

Lesson delivery is the seventh component of the Sheltered Instructional Observation Protocol model (Inceli, 2015). Echevarria et al. (2017) explained the lesson delivery component as when the English language teacher ensures the daily lesson objectives are being met while providing engaging and applicable lesson activities. Inceli (2015) agreed and mentioned the need for attention to be placed on the pacing of lessons. Providing students with appropriate wait time was also identified as a key element of the lesson delivery component (Echevarria, 2016).

The eighth and final component of the Sheltered Instructional Observation Protocol model is review and assessment (Echevarria et al., 2017). Himmel and Markos (2016) defined the review and assessment component as “the use of alternate assessments to accurately determine what students know about a content area regardless of their English proficiency level” (p. 3). Inceli (2015) explained the importance of teacher feedback and how feedback should be provided often and in many forms.

Himmel and Markos (2016) concluded in order for English language teachers to utilize the Sheltered Instructional Observation Protocol model effectively in the classroom professional development must be made available both on-the-job and outside of the classroom. Inceli (2015) concurred and shared, “They need to develop their instructional strategies to provide effective and understandable learning” (p. 26). When English language teachers are prepared to provide English language learners with quality instruction, both self-confidence and competence increase (Himmel & Markos, 2016).

### **English Language Learner Program Models**

School resources, human resources, student needs, and overall instructional philosophies play a vital role in the English language programs implemented in schools across the country (Magrath, 2016). With the new expectations, public schools are held to through the Every Student Succeeds Act, the productivity and overall success of English language programs have become a focus (Neal & Houston, 2013). The English language program models discussed in this section include the push-in program model, the pull-out program model, and the co-teaching program model.

**Push-in program model.** Haynes (2016) defined English language push-in programs as having students work alongside the English language teacher in the general

education classroom. Neal and Houston (2013) asserted the push-in model of instruction is more beneficial due to English language learners not missing content covered in the general education classroom. The English language teacher, in the push-in model, is seen as a resource for more guided instruction after the classroom teacher has completed the whole-group instruction (Haynes, 2016). Blum, Wilson, and Patish (2015) agreed and added the instruction within a push-in program model must be both differentiated and specialized to meet the needs of the students receiving the services. The English language teacher could pull a small group of English language learners to the side or could work one-on-one with an individual student (Haynes, 2016).

With the expectations of the Every Student Succeeds Act, general education teachers have to find a way to meet the needs of English language learners through differentiation and collaboration in the classroom (Neal & Houston, 2013). Furthermore, Baecher and Bell (2017) suggested:

Push-in is often privileged as being a more “inclusive” model since the instruction ideally is provided by two teachers working collaboratively within the mainstream classroom, yet research on co-teaching models both from the field of special education and ESL has shown that such collaboration is very rare, as it is dependent on administrative support, interpersonal relationships, allocated time and resources, common expertise, and equal status. (p. 54)

The push-in model gives the impression of being more collaborative in nature due to the structure of the model (Baecher & Bell, 2017).

In a recent study, a sample of English language teachers revealed a valid concern of being seen as powerless in the general education classroom instead of as co-instructors



(Baecher & Bell, 2017). This concern varies greatly among English language teachers, as the thoughts and feelings of each individual depend on personal experiences (Shields, 2016). The needs and backgrounds of English language learners must guide the instructional model implemented, regardless of teacher preference (Bunch et al., 2012).

With various levels of support offered via the push-in model, English language learners are able to engage in meaningful activities within the general education classroom and be part of learning opportunities which could improve their language proficiency (Bunch et al., 2012). The push-in model provides English language students with exposure to both conversational and academic language (Shields, 2016). Shields (2016) found the combination of both types of language could provide English language learners with the most well-rounded immersion experience expected to generate academic growth.

Billak (2015) wrote the time an English language teacher spends within the general education classroom is usually only the length of one class period, if not less. Keeping a consistent schedule with push-in services is key to students finding success and to the English language teacher staying connected with the content taught in the general education classroom (Billak, 2015). Barton (2015) detailed, “Students need to be in the classroom but with the supports, accommodations, and adaptations needed for the child to be successful” (p. 8). Shields (2016) recommended both general classroom and English language teachers be provided with adequate tools and training to meet the needs of the eclectic group of student learners serviced within the classroom.

According to Bunch et al. (2012), both English language teachers and general education teachers need to intermix language with content in all areas to further the

comprehension of English language learners and to provide instruction to strengthen English proficiency. Billak (2015) stated English language teachers should be expected to enter a general education classroom, assess the learning environment, and assist English language learners with the task at hand. The needs of English language students within the general education classroom could vary greatly, but each student should receive academic support (Bunch et al., 2012).

**Pull-out program model.** While the push-in model works for some schools and districts, others prefer the pull-out model (Barton, 2015). Researchers have shown English language learners who are either classified as newcomers or who have a very low English proficiency level benefit most from the pull-out model (Billak, 2015). Barton (2015) asserted the model utilized depends on the needs of the students.

Billak (2015) noted English language learners are grouped according to English proficiency levels. Pearson (2015) added the idea some districts are unable to provide leveled groupings due to lack of resources and staff but instead group English language learners by grade level. The number of days English language learners are served through the pull-out program model depends on individual needs, English proficiency, and the time the English language teacher's schedule allows (Billak, 2015).

According to Pearson (2015), the pull-out model is most often used in the elementary school setting. An elementary school provides more flexibility in scheduling (Pearson, 2015). Shields (2016) stressed the importance of both classroom teachers and English language teachers providing differentiated instruction and being flexible. English language teachers are easily able to remove students from general education classrooms without interrupting the instructional flow of the day or classrooms (Pearson,

2015). Durham (2018) noted that even with the flexibility of an elementary schedule, many English language teachers are still unable to meet the needs of English language learners due to lack of time within the school day.

With a shortage of instructional time for English language learners to meet with the English language teacher, collaboration is vital between English language teachers and general education teachers (Hopkins, Lowenhaupt, & Sweet, 2015). Hopkins et al. (2015) asserted not only does collaboration assist the English language teacher in carrying over content covered in the general education classroom to the English language classroom, but it could also eliminate the frustration general education teachers feel with frequent interruptions to instruction. It is important for both teachers to understand the need for students to gain English proficiency in reading, writing, and speaking while in the general education classroom as well as the English language classroom (Pearson, 2015).

The overall goal of any pull-out program is to bring students to the level of proficiency at which English language learners feel confident to participate in the general education classroom and are able to contribute to grade-level activities and class discussions (Billak, 2015). Providing quality instruction in both settings allows students to eliminate the feeling of being segregated or labeled (Barton, 2015). While students reportedly appreciate the one-on-one attention given while receiving pull-out services, English language learners continue to feel isolated from peers and are at risk of failure in the academic setting (Durham, 2018).

English language learners are not the only subgroup pulled out of the general education classroom to receive services provided by a specialized teacher (Barton, 2015).

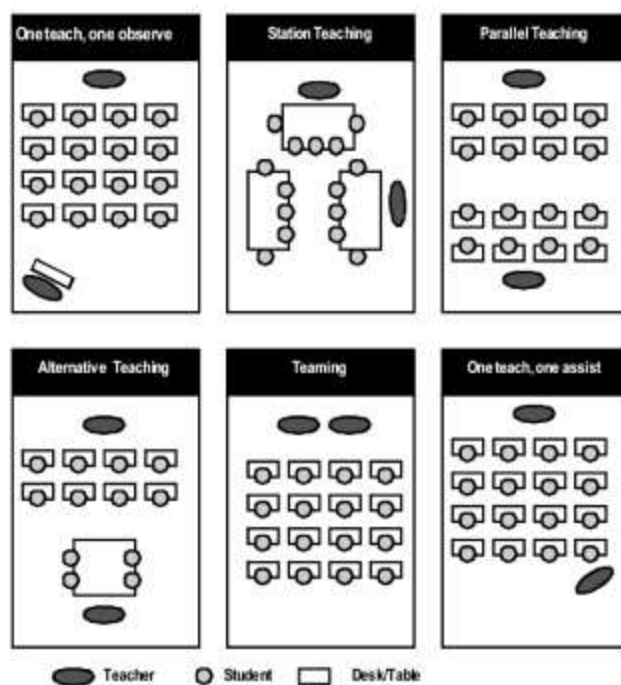
Constant interruptions to the academic day have been found to leave students and teachers feeling disjointed and confused (Hopkins et al., 2015). Hopkins et al. (2015) explained English language learners are unclear on the expectations of the general education teacher and about what work should be completed once back in the general education classroom.

Durham (2018) focused on the importance of relationships between English language learners and the English language teacher. Awareness of student backgrounds, communities, and family origins allows English language teachers to gain a greater understanding of the needs of English language learners and where possible educational gaps might exist (Durham, 2018). Because most English language learners who receive pull-out services are newcomers, building trust between English language learners and the English language teacher is imperative to the learning process and to achieving the English proficiency level necessary (Billak, 2015).

**Co-teaching program model.** Ideally, a co-teaching classroom is set up in a way that allows two certified educators to share thoughts and ideas in the lesson planning process and to be active participants in differentiating instruction for students (Haynes, 2016). Honigsfeld and Dove (2016) stated when both the general education teacher and English language teacher work together as a team; the teachers “can address the needs of English Language Learners with a collaborative instructional cycle that starts with co-planning” (p. 56). During the planning period, the general education teacher aligns lessons to grade-level standards, while the English language teacher focuses on what aspects of the lesson could cause an issue for English language learners in the classroom (Honigsfeld & Dove, 2016).

Co-teaching began as a way to integrate students with special needs into general education classrooms to ensure the social component of the academic journey is not lost (Friend, 2016). Friend (2016) acknowledged the social factor at the forefront and the necessity for targeted instruction to meet the needs of students who could easily be ignored or seen as unmanageable. To assure both the academic and social components of the co-teaching classroom are intact, administrators must provide professional development opportunities for both general classroom teachers and English language teachers (Murawski & Bernhardt, 2015). Having both teachers attend professional development opportunities is crucial in maintaining a collaborative approach to the co-teaching model (Murawski & Bernhardt, 2015).

There are several different approaches to implement the co-teaching model in a classroom (Allen, Perl, Goodson, & Sprouse, 2014). Jackson, Willis, Giles, Lastrapes, and Mooney (2017) identified co-teaching methods as One Teach/One Observe, One Teach/One Assist, Teaming, Alternative Teaching, Station Teaching, and Parallel Teaching (see Figure 1). Most of the methods are similar in nature but differ slightly (Allen et al., 2014).



*Figure 1.* Co-teaching models utilized in a general education classroom. From “Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education” by M. Friend, L. Cook, D. Hurley-Chamberlain, and C. Shamberger, 2010, *Journal of Educational and Psychological Consultation*, 20(1), pp. 9-27. Copyright 2010 by Taylor & Francis Group.

The most commonly used co-teaching model is the One Teach/One Observe method (Allen et al., 2014). When utilizing the One Teach/One Observe method, one teacher does all of the instruction while the other is observing and recording observations (Allen et al., 2014). Friend (2016) defined One Teach/One Observe as when “one teacher leads large-group instruction while the other gathers academic, behavior, or social data on specific students or the class group” (p. 12). Allen et al. (2014) explained how the teacher responsible for observing and recording observations could assist individual students or observe students to check for understanding of the content being delivered.

An advantage to the One Teach/One Observe method is the information and data collected during the co-teaching instructional period (Jackson et al., 2017). Jackson et al. (2017) identified the disadvantage as having only one of the teachers delivering instruction.

### **Summary**

Keeping the needs of English language learners in mind when choosing and implementing a program model with fidelity is crucial to increasing the English proficiency of English language learners (Bunch et al., 2012). According to Li and Peters (2016), no matter the program model districts decide to implement, it is evident teacher preparation is vital to producing student success for English language learners at the same rate as non-English language learners. With the rapid increase in students classified as English language learners, teacher preparation has become critically essential (Li & Peters, 2016).

The information offered within this chapter was a summary of relevant literature concerning English language instruction. Special consideration was given to the theoretical framework utilized, the history of English language education, federal and state regulations, English language learners, teacher requirements, the SIOP model, the push-in program model, the pull-out program model, and the co-teaching program model. The literature reviewed in the chapter offered a holistic look at English language instruction at the national, state, and local levels.

A thorough presentation of the methodology for the research conducted in the case study is included in Chapter Three. A brief explanation of the problem and purpose are provided, and the research questions and design of the case study are reintroduced. In

addition, the population, purposive sample, instrumentation, data collection, data analysis, and ethical considerations are addressed.



### **Chapter Three: Methodology**

The purpose of this case study was to gain an understanding of the overall perceptions of elementary English language teachers, English language paraprofessionals, classroom teachers, elementary principals, and English language learners regarding the English language program implemented within District B. Jones (2014) identified a need for more qualitative research in the area of English language program models and policies. Furthermore, Samson and Collins (2012) determined more attention is needed on the English language learner subgroup, specifically in the area of academic achievement. The USDOE (2015b) suggested involving stakeholders including building-level administrators, English language teachers, general education classroom teachers, and other staff members who work with the English language student population is beneficial in monitoring the progress and effectiveness of an English language program.

With clear patterns of deficiencies in the capacities of math and reading, it is critical to determine what means of instruction are best for English language learners (Valentino & Reardon, 2015). Valentino and Reardon (2015) suggested to know the effectiveness of English language programs educators must look at student growth over time rather than a singular assessment or year of growth. Information garnered from the study will be beneficial to District B when evaluating instructional practices within the current English language program.

Provided in Chapter Three is a detailed description of the methodology of this case study. The problem and purpose and the research questions are restated. A description of the research design is included. Also incorporated in Chapter Three are the

ethical considerations, population and sample, and the instrumentation used in the study. Finally, the methods used for data collection and data analysis are detailed.

### **Problem and Purpose Overview**

District B is currently utilizing both push-in and pull-out instructional models to meet the needs of English language learners. The instruction is either provided by a certified English language teacher or a paraprofessional. Students with a lower English proficiency level are considered a priority for pull-out services, while students with higher English proficiency generally receive more push-in services.

The overall objective of any English language program is to help students become proficient in English as rapidly as possible (Hansen-Thomas et al., 2016). Hansen-Thomas et al. (2016) also stated a priority and key to the success of any English language program should be keeping students motivated and involved. By surveying all stakeholders, personal perceptions on motivation and involvement were identified.

**Research questions.** The following research questions guided the study:

1. What are the perceptions of elementary classroom teachers regarding English language instruction models in the following areas:
  - a. Student achievement
  - b. Classroom atmosphere
  - c. Professional development
  - d. Collaboration
  - e. Administrative support?

2. What are the perceptions of elementary English language teachers and paraprofessionals regarding English language instruction models in the following areas:
  - a. Student achievement
  - b. Classroom atmosphere
  - c. Professional development
  - d. Collaboration
  - e. Administrative support?
3. What are the perceptions of elementary principals regarding English language instruction models in the following areas:
  - a. Student achievement
  - b. Classroom atmosphere
  - c. Professional development
  - d. Collaboration
  - e. Administrative support?
4. What are the perceptions of English language learners regarding English language instruction models in the following areas:
  - a. Personal experiences of success and failure
  - b. Classroom climate?

### **Research Design**

The design of this research study was qualitative. Yin and Campbell (2018) identified case studies as a method of research which provide the results of an investigation on a modern topic within its everyday framework. This form of research

was selected since case studies are an essential process for program evaluators (Yin & Campbell, 2018). Merriam and Tisdell (2016) explained qualitative case studies are conducted to search for both meaning and understanding of a specific topic. This explanation matches the intent of the study.

Qualitative researchers look for the how and the why of a given subject matter (Butin, 2010). Lub (2015) explained qualitative research is not based on intervals or ratio levels but on authenticity and neutrality. Data in qualitative research are collected in a variety of ways, and words are utilized as a replacement for statistical findings (Merriam & Tisdell, 2016). The questions found in qualitative research are about understanding rather than proof (Merriam & Tisdell, 2016). Qualitative researchers are interested both in how individuals deduce experiences and in obtaining an understanding of how others make sense of situations (Merriam & Tisdell, 2016). Merriam and Tisdell (2016) stated that if the number of possible participants in the study is unending, then a case study would not be an appropriate research design.

The theoretical perspective chosen to guide this study was interpretivism due to the need to determine inherent patterns of thought revealed through interview responses of individuals with diverse perspectives (Brundrett & Rhodes, 2013; Butin, 2010). Merriam and Tisdell (2016) clarified the purpose of interviews in research is to attain a distinct type of data. Butin (2010) stated if questions eliciting perspectives are asked, the research could inform the practices of a school or organization.

There are multiple forms of case studies which could be used within a qualitative research study. When considering the three basic types of case studies, it is important to keep in mind all case studies focus on a restricted system or a specific unit (Merriam &

Tisdell, 2016). Yin and Campbell (2018) described the three as exploratory, explanatory, and descriptive. An exploratory case study is utilized to understand a developing phenomenon or to endorse new theoretical understandings on an incomplete theory (Yin & Campbell, 2018). Explanatory case studies are less structured by nature and lack factors needed to be complete, while descriptive case studies try to depict precisely the phenomenon at hand (Yin & Campbell, 2018). The descriptive case study method was selected and employed to study teacher perspectives on English language learner programs.

### **Population and Sample**

The target population consisted of eight English language teachers and paraprofessionals, 363 certified staff members, 12 building principals, and assistant principals, and 260 students who participate in the English language program provided by District B. The accessible student population included 89 students enrolled in grades 4-6 in District B and served through the English language program. The sample population included five English language learners in grades 4-6, two elementary principals, two English language paraprofessionals, five general education classroom teachers, and five English language teachers (MODESE, 2018b).

A purposive sample was selected from each of the populations. Fraenkel, Wallen, and Hyun (2015) stated, “A purposive sample consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence” (p. 108). Furthermore, purposive sampling “is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam & Tisdell, 2016, p. 96). The

sample of English language teachers was selected based upon teacher qualifications. The elementary principals, classroom teachers, and English language learner samples were based upon a selection of individuals able to provide the best insight on current English language instruction models.

District B was selected due to continued growth in the English language population served. All participants in the study were part of District B. The percentage of Hispanic students in the district has increased from 5.6% to 6.2% over the last three years (MODESE, 2018b, p. 1).

### **Instrumentation**

The interview questions were created by the researcher. Miller and Glassner (2016) purported interviews allow information to be gathered through the stories told by participants, which shed light on social occurrences from the perspectives of those sharing. Each interview question was crafted to elicit individual perceptions and views of the English language program models implemented by District B. Special attention was given to ensure questions were not repetitive in nature and addressed the research questions of the study. All questions are open-ended in nature and allowed the participants to better understand the topic being studied (Silverman, 2016).

Four sets of interview questions were created with the theoretical framework of interpretivism in mind and were guided by the literature reviewed in Chapter Two and the research questions. The questions were written to correspond with each type of participant interviewed for the study. The four sets of questions were formulated for elementary principals, elementary classroom teachers, individuals working in an English language teacher or paraprofessional role, and English language learners.

In addition, the student interview questions were reviewed by an elementary principal to ensure an age-appropriate tone and to provide an additional layer of fidelity. Particular attention was given to the perceptions of English language programs and the success rate of the students who participate in either push-in or pull-out programs in each elementary school. The interview questions were field-tested by a group of elementary English language teachers from schools not included in the study (Jacob & Furgerson, 2012). The feedback was synthesized to make appropriate revisions to the interview questions.

**Reliability.** The interview questions were field tested with three elementary English language teachers in surrounding districts similar in size to District B. Creswell and Creswell (2017) described field testing as a process providing “an initial evaluation of the internal consistency of the items; and to improve questions, format, and instructions” of the constructed interview questions (p. 154). Teachers involved in the field test provided essential feedback on the appropriateness of the questions posed through the interview process. Feedback gathered through the field test was used to make the needed revisions. According to Merriam and Tisdell (2016), reliability is when a given study can be duplicated and will yield similar findings. While reliability is sometimes seen as troublesome in qualitative studies, Merriam and Tisdell (2016) emphasized running the selected instrumentation through refining field tests can provide the reliability a qualitative researcher is seeking.

**Validity.** Participants in the study received a copy of the transcripts from their interviews to provide complete transparency. Birt, Scott, Cavers, Campbell, and Walter (2016) called this process *member checking* and stated this level of transparency covers

an array of actions including the provision of interview transcripts to all participants involved in the study. In qualitative research, validity is when the research findings or results are credible (Merriam & Tisdell, 2016). All interviews in the study were completed face-to-face when possible by a third-party interviewer. Lub (2015) stated validity in qualitative research also means the results are authentic.

### **Data Collection**

*Merriam-Webster's Online Dictionary* (2018) defined a case study as a real-life situation which can be observed or analyzed to acquire data about a specific person or community. Qualitative interviews provide information about social situations through the lens of individuals who participate in such situations (Silverman, 2016). Interviews allow information to be gathered through the stories told by the interviewees and shed light on social occurrences from the perspectives of those sharing (Miller & Glassner, 2016). There is an importance in the type of questions asked as well as the tone with which the questions are presented (Silverman, 2016). Silverman (2016) suggested participants need to be led through interviews in a manner that allows them to have a better understanding of the subject matter, which in turn allows them to theorize the topic being studied.

Rosenthal (2016) asserted providing participants with open-ended questions elicits vulnerable and honest answers. The purpose of an interview is “to enter into the other person’s perspective” (Merriam & Tisdell, 2016, p. 108). While the purpose of all interviews is the same, the way a researcher goes about interviewing the participants can vary (Merriam & Tisdell, 2016).



District B serves English language learners in each of the five elementary buildings in the district. Upon approval of the Lindenwood Institutional Review Board (see Appendix A) and approval of the superintendent of District B to conduct the study, adult participants were asked to volunteer for the case study if they had teaching or supervisory experience with English language learners or had participated in the English language program provided by District B. An informational letter (see Appendices B & C) was given to potential participants to outline the specifics of the study.

Participants were also given a copy of the informed consent form (see Appendices D, E, F, G, & H) and respective interview questions (see Appendices I, J, K, L, & M). Participants were given the option to accept or decline participation in the study. Interview schedules were created and provided to participants. All interviews were recorded with the permission of the participants. Each participant of the study was assigned a code to guarantee privacy and provide complete anonymity.

Data collected during interviews were gathered directly from individuals who play a decisive role in the English language instruction taking place in District B and from students enrolled in the program. Merriam and Tisdell (2016) determined, “Because human beings are the primary instrument of data collection and analysis in qualitative research, interpretations of reality are accessed” through interviews (p. 243). These interpretations were the basis of the recommendations for District B.

Student participants and legal guardians received an informal letter outlining the specifics of the study. This document required a parent or guardian signature giving the student permission to participate and be interviewed. The parent or guardian received a copy of the interview questions prior to the student being interviewed. All information

about the research study given to families was available in both Spanish and English. If there were any questions or concerns regarding the interview questions, appropriate changes or modifications were made preceding the interview.

Student interviews were audio recorded. The interviews were transcribed and reviewed. After completion of the student interviews, a transcript of each interview was made available to the parent or guardian upon request.

### **Data Analysis**

Multiple sources of data (principals, teachers, paraprofessional, and students) were used to form an overall evaluation of the program (Creswell & Creswell, 2017). Patterns, themes, and individual perceptions were identified (Butin, 2010). Both open and axial coding were utilized. Data were organized by grouping participant responses to each interview question. This process allowed similarities and differences to be revealed. Creswell and Poth (2018) defined this type of data analysis as open coding.

Open coding allowed for anecdotal notes to be used to identify relevant data found within the interview transcripts, which were then grouped using axial coding to identify themes among the interviews (Merriam & Tisdell, 2016). According to Yin and Campbell (2018), open coding leads to a more detailed analysis to identify and categorize relationships among the codes. Creswell and Poth (2018) identified this type of coding as axial coding.

The interview data were kept in a secure location and reviewed multiple times. The constant comparison analysis model was utilized to focus the theory on data (Olson, Mcallister, Grinnell, Walters, & Appunn, 2016). Fram (2013) asserted constant comparison analysis provides researchers the ability to “identify patterns in the data and

to organize large amounts of data so as to abstract categories” (p. 20). A repetitive synthesis of evidence followed to identify developing themes and to assist in determining which program model is more successful in District B.

### **Ethical Considerations**

All interviews were conducted by a third party, and recordings were stored in a password-secured account. A copy of the interview transcript was given to each participant upon request; member checking was utilized to ensure accuracy (Merriam & Tisdell, 2016). Participants were able to make revisions, modifications, or opt out of participating in the research at that time.

Each participant was given an informed consent form. The form detailed the purpose of the research and provided each participant with the opportunity to opt out of the case study at any time. Codes were assigned to each participant to provide anonymity. These codes identified each individual throughout the entirety of the case study. All transcripts will be secured on a password-protected computer for three years and then destroyed.

### **Summary**

The goal of this study was to find common themes and perceptions among participants to identify the program model best-suited to meet the needs of English language learners in District B. The methodology for this study was detailed in Chapter Three. The problem and purpose and the research questions were restated. The research design, population and sample, and the instrumentation were presented. Chapter Three also included a description of data collection and data analysis. Finally, ethical considerations were provided.

Chapter Four contains a presentation of the interview data. Specifics from each interview question are shared. Common perceptions are highlighted, and developing themes are identified.

## **Chapter Four: Analysis of Data**

The purpose of this study was to better understand the individual meaning each general education classroom teacher, elementary principal, English language learner, English language teacher, and English language paraprofessional either brings to or takes away from participating in the English language programs provided by District B (Creswell & Creswell, 2017; Merriam & Tisdell, 2016). Mitchell (2018) reported even though the number of English language learners continues to increase, “the quality of education those students receive in the nation’s K-12 schools is not” (p. 3). According to Beck and Pace (2017), it is the responsibility of schools to ensure English language learners receive a quality education.

Research indicates in order for schools to be successful, it is vital to ensure high-performing school leaders, a solid focus on literacy, and an overall rigorous curriculum (Sharp, 2018; Téllez & Manthey, 2015). Neal and Houston (2013) emphasized the new expectations public schools are held to through the Every Student Succeeds Act are increasing focus on the overall success of English language learner programs across the country. The researcher wanted to compile a holistic view of the English language program implemented by District B from a qualitative approach utilizing individual interviews to answer four research questions.

### **Interviews**

Personal interviews were utilized as the primary source of data for this study. Individual interviews were conducted in person by a non-biased third party. Participants of the study included general education classroom teachers, elementary principals, English language learners, English language teachers, and English language

paraprofessionals of District B. Participants were asked one of four sets of interview questions depending on the role of each individual in the district.

**Elementary principals.** Complete anonymity was ensured for each elementary principal involved in the study by assigning a code according to the role held in the district to guarantee privacy. For example, the first elementary principal was referred to as Principal 1, and the second elementary principal was referred to as Principal 2.

*Interview question one.* How long have you been an educator, and of those years, how long have you been an elementary school principal? How many years have you been employed in your current position?

Both of the elementary principals interviewed have over 10 years of experience in administration (see Table 2). Additionally, both principals have worked in education for more than 10 years. Principal 1 and Principal 2 have also been employed by District B for more than 10 years each. This allowed the participating elementary principals to have experience not only in education but also with the English language learner program implemented in District B.

Table 2

*Principals' Years of Experience as a Principal in Current District and in Education Overall*

Participant	Years of experience as principal in current district	Overall years of experience in education
Principal 1	11	20
Principal 2	7	14

***Interview question two.*** Describe the English language population in your district.

Both elementary principals described the English language population in District B as “large.” Principal 2 stated there are roughly “254 English language learners currently enrolled” in District B, and the majority of the students are Hispanic Spanish speakers. Principal 1 noted, “District boundaries divide students out where we are a higher population of students in our south campus boundaries as opposed to the north campus.” Principal 1 was the only principal to make mention of the boundary lines in District B.

While both campuses of District B do provide English language learner services, Principal 1 explained how the south campus is currently serving 13% of their student population within the English language program, while the north campus serves around 8% of the student population. Principal 1 expressed the heavy concentration of English language learners on the south campus provides wonderful opportunities to build “capacity with our ELL families.” The buildings of Principal 1 and Principal 2 were referred to as having “higher English language learner populations” than all other buildings in District B.

***Interview question three.*** How would you describe the English language learner program model utilized by your district?

Principal 1 and Principal 2 cited District B implements a “blended model approach” utilizing both push-in and pull-out instruction. Certified teachers and paraprofessionals were mentioned by both principals as the individuals who deliver the

instruction to English language learners in District B. Principal 1 explained how the lower elementary grades “employ more of pull-out than the push-in” model.

Both buildings represented by Principal 1 and Principal 2 employ certified English language teachers as well as a paraprofessional. Principal 1 employs a full-time as well as a half-time certified teacher to serve English language learners, while Principal 2 employs a full-time certified English language teacher. This was said to be “due to the age of the students” and the needs of the English language learners in the lower elementary grades.

Principal 2 expounded on the program models by explaining the use of the Sheltered Instruction Observation Protocol model. The Sheltered Instructional Observation Protocol model blends academic language and content concepts during the instruction of English language learners. Principal 2 noted, “We utilize primarily a pull-out model within SIOP [Sheltered Instructional Observation Protocol] with some limited push-in during content time to assist as needed.” Principal 1 and Principal 2 indicated the paraprofessional provides the push-in services, while a certified teacher supports students through pull-out services.

***Interview question four.*** What steps are taken to ensure student success within the district’s English language learner program?

Principal 2 went into great detail about how English language learners are placed in classrooms. He also discussed how communication between the general education teacher and the English language teacher is critical to the success of students.

Furthermore, Principal 2 stated:



Many of our buildings cluster English language learners so that it makes it easier for our English language teacher to assist them in those clusters. We also have regular communication between our English language teacher and our classroom teachers that have our identified clusters so that they are communicating regularly.

This was the only instance where a principal indicated students are “clustered” in classrooms to aid in the success of English language learners within District B. Principal 2 added there are other opportunities available to the English language teachers and “other stakeholders within the building to discuss student needs” and successes.

Principal 1 and Principal 2 acknowledged all English language learners are assessed regularly in District B. These assessments were said to track student growth both within the English language program as well as in comparison to grade-level peers. Principal 1 reported, “The same data analysis opportunities exist for our ELL [English language learners] students that we utilize for instructional shifts across the board for all learners.” These opportunities are said to be built into everyday teaching and learning as well as state and district assessments.

The district assessment mentioned by Principal 1 and Principal 2 was the Northwest Evaluation Association exam. Principal 2 pointed out this specific assessment is one all students “take for progress monitoring three times a year.” Principal 1 also named the Northwest Evaluation Association exam as well as the Missouri Assessment Program test as an opportunity to “utilize data analysis in both content areas, math and ELA [English language arts], to chart a path for student growth.” Principal 1 and Principal 2 agreed the WIDA ACCESS exam is relied on to show individual growth of

English language learners within the English language program in District B. Principal 2 explained the ACCESS exam and Missouri Assessment Program test “are given once a year,” while the “NWEA [Northwest Evaluation Association exam] is given three times a year.”

*Interview question five.* How successful or unsuccessful do you feel students are who receive push-in services only?

Principal 1 and Principal 2 agreed push-in services need to be coupled with additional supports to aid in the success of students. Principal 1 expounded upon this thought by addressing teacher quality and student growth:

Students who receive push-in services only are more dependent on the quality of the educator and their expertise in the intervention field. Typically, students are going to gain greater learning outcomes if their intervention is provided in the instructional environment; for example, in the regular education classroom.

Pulling them from their comfortable learning environment in a pull-out scenario is somewhat of a watered-down intervention that we typically put in place to accommodate our own resources.

Principal 1 is the only principal who took this stance on the overall effectiveness of push-in services.

Principal 1 further reiterated this point by stating District B would “have greater success with a high-quality certified position that is providing a push-in service in the regular education classroom in more of a co-teaching scenario.” Principal 2 supported this idea by indicating English language learners are not performing at the same level or showing growth at the same rate as grade-level peers within the current model. Both

principals agreed that highly qualified educators are the key to student success within the English language program.

Principal 2 went on to discuss the success rate of push-in services being tied to classroom support. Providing comfort for English language learners during push-in instruction was also mentioned as an aid in assisting students in acclimating to the learning environment. Principal 2 was the only one to mention comfort as a means of supporting English language learners in order to be successful in the classroom.

*Interview question six.* How successful or unsuccessful do you feel students are who receive pull-out services only?

The answers provided by Principal 1 and Principal 2 addressed different concerns. Principal 1 shared there appears to be greater ownership from a push-in model when a certified English language teacher and a general education teacher work together to provide quality instruction for the English language learners in the classroom setting. Principal 1 continued by addressing the fact District B is fortunate to have a certified English language teacher providing pull-out services, as this is not the case for other districts in the area.

Principal 2 gave attention to the newcomer students who do not speak English at all and stated, “Many of our newcomer students, those who have been in the county a year or less, have made huge strides both academically and socially.” Principal 2 added these gains are made because of the amount of pull-out services these students are receiving. Principal 2 was the only principal who addressed newcomer English language learners.

Principal 2 addressed the lack of academic growth English language learners are making within the program in District B by referring to the Missouri Assessment Program exam data. Principal 1 simply stated, “[I] would feel stronger about a quality push-in service over a pull-out program.” Principal 2 did not indicate one service is yielding better results overall for English language learners in District B.

*Interview question seven.* Do you feel a combination of these program models provides students with an adequate educational experience? Why or why not?

Each principal conceded the number of human resources as a major factor in the educational experience provided to English language learners in District B. Greater student gains were noted by Principal 1 as a possibility with the adding of supplementary human resources. Human resources was the only congruent point made by Principal 1 and Principal 2 during the responses to question seven.

Principal 2 continued, “We do see some positive language acquisition movement among our English language learners as well as academic achievement.” This was followed with the belief the models being employed are not the issue, but rather the need for more human resources is affecting the possible growth of English language learners. According to Principal 2, “Gains in language acquisition and academic achievement” are made by students within the program.

Principal 1 spoke of a completely differing thought on the matter. Principal 1 again referred to the idea of co-teaching:

It would still be a greater benefit to student outcomes to host a co-teaching environment to meet ELL needs in a regular education classroom where they

have the opportunity to learn from peers and build background and vocabulary within their regular education classroom.

In addition, Principal 1 thought the implementation of a pull-out only program would mean students with restricted vocabulary would be pulled from the classroom environment and would “not be given the benefit of a cohesive learning environment.” This reason is a major contributor to the need to focus on a solid push-in program, according to Principal 1.

*Interview question eight.* How have funding and resources changed to meet the needs of the English language learner population?

While Principal 1 and Principal 2 agreed they are both uninformed of any additional monies allocated to the English language program, Principal 1 addressed the overall plethora of resources available for both staff and students in District B. Principal 1 was also clear on funding not matching the increase of the English language learner population as a whole. With the lack of information, both principals admitted to in relation to federal monies, Principal 2 referenced the possible need for either a “program or textbook that is research-based” and is proven to aid English language learners in finding academic success.

*Interview question nine.* Do you have anything else you would like to add?

Neither Principal 1 nor Principal 2 had additional information to add to the interview process.

**General education teachers.** To assure complete anonymity each general education teacher involved in the study was assigned a code to guarantee privacy. For example, the first general education teacher was referred to as Teacher 1, the second

general education teacher was referred to as Teacher 2, the third general education teacher was referred to as Teacher 3, the fourth general education teacher was referred to as Teacher 4, and the fifth general education teacher was referred to as Teacher 5.

***Interview question one.*** How long have you been an educator? How many years have you been employed in your current position?

The years of experience for the general education teachers ranged from three years to 27 years (see Table 3). The years of experience in current roles ranged from three to 18 years.

Table 3

*General Education Teachers' Years of Experience in Education Overall and in Current Position*

Participant	Overall years of experience in education	Years of experience in current position
Teacher 1	3	3
Teacher 2	27	15
Teacher 3	22	2
Teacher 4	8	7
Teacher 5	25	18

***Interview question two.*** How would you describe the English language program utilized by your district?

All five teachers referenced both the push-in and pull-out models when describing District B's English language program. Teacher 3 added it is an "immersion model of instruction," while Teacher 5 referenced the focus of the instruction being on guided reading and vocabulary. Teacher 1 explained the program is two-part, as all students within the English language program receive both push-in and pull-out services.

Teacher 4 referenced the level of English proficiency students are exited at by explaining, "Newcomers to the country up to level threes are required to receive services. If they are still identified as ELL, but above level three, I guess we work with them in the classroom." Teacher 4 was the only general education teacher who referenced the levels of proficiency.

***Interview question three.*** How successful or unsuccessful do you feel students are who receive push-in services only?

The experience the five teachers have had with students who only receive push-in services was split down the middle. Teachers 1, 2, and 4 have always had students with a low English proficiency level, and therefore have never had a student who receives push-in services only. The students have always had a combination of both push-in and pull-out services.

Teacher 3 and Teacher 5 had experience with students who receive push-in services independently of pull-out services. Teacher 5 felt students "are successful, but it depends on the student. It is helpful, but sometimes I think they need some one-on-one, too, and so they do need to have pull-out along with it." Teacher 3 echoed this sentiment

and added she truly enjoys working with the paraprofessional who provides these supports. Teacher 1 later reflected on the idea of having the paraprofessional in the classroom and thought it to be a great resource as well as an opportunity for students who do not necessarily need the explicit instruction provided with pull-out services.

Teacher 3 expounded on her thoughts with regard to the push-in services offered. She identified social studies and science as subjects where students benefit most from push-in supports. Teacher 3 also recognized:

If they are only receiving push-in minutes, obviously they can't have that throughout the entire day, and it's very limited. The question becomes will they carry over that information that they are learning within the push-in model to other subject areas.

Teacher 3 was the only one to mention specific content areas in relation to teaching models, while Teacher 5 was the only teacher who discussed the success of the push-in model depending on the students themselves.

***Interview question four.*** How successful or unsuccessful do you feel students are who receive pull-out services only?

Teacher 1, Teacher 2, Teacher 3, and Teacher 4 all agreed pull-out services provide targeted instruction on specific skills and give students the extra support needed, "specifically in the area of language." Teacher 3 mentioned how the students "enjoy the one-on-one and small group" setting they are part of during the pull-out instruction provided in the English language teacher's classroom.

Teacher 3 discussed the need for, and success found when students work with the English language teacher in a small group setting. She went on to reference the focus on



basics, which is an area Teacher 3 felt inadequate to meet the needs of the English language learners and still provide grade-level instruction for other students. Teacher 5 added the opportunity for students to receive a “double dip in guided reading groups ...and focus on vocabulary” is particularly helpful and aids in the success of English language learners.

Teachers 3 and 4 agreed there is a bit of a disconnect when students are pulled from the classroom to receive pull-out services. Teacher 4 was specifically troubled with not being fully aware of what takes place in the English language classroom while students are receiving services. Teacher 4 later mentioned the communication between the English language teacher and the general education teacher being vital and truly the responsibility of both parties. Teacher 3 lamented, “They are obviously missing class instruction minutes. It’s hard to replicate that sometimes.” While both Teacher 3 and Teacher 4 mentioned students can be successful receiving pull-out services, both were candid about specific difficulties the model poses for both general education teachers and the English language learners themselves.

***Interview question five.*** Do you feel a combination of these program models provides students with an adequate educational experience? Why or why not?

All of the teachers agreed it would be ideal for students to receive both push-in and pull-out services. Teacher 5 did mention, “For the newcomers, the pull-out model is more beneficial due to their level of English proficiency.” Teacher 5 went on to state the combination of both models “does seem to work for most” of the English language learners in general education classrooms.

Teachers 1 and 4 agreed there is great value in English language learners being a part of the regular education classroom. Teacher 4 clarified:

Yes, I think that kids need both. We need to make sure that they feel a part of the regular classroom. So, push-in services are great. I think that the pull-out services make sure the instruction is individualized and it's on their levels, so it's also really important. Otherwise, you're not going to see growth.

Teacher 4 echoed Teacher 1 by reiterating the need for students to experience “both types of instruction” from the English language teacher and the paraprofessional. Teacher 4 acknowledged, sometimes the need for push-in support is due to the need for translation during whole group instruction, but pull-out instruction then allows the English language staff to take the information shared in the classroom setting and “break it down smaller” for students to comprehend.

Teachers 2 and 3 established a need for more personnel within the English language department for a true blend of both program models to be put into practice. Teacher 3 maintained students “typically get one or the other, and that's just because there's a lack of personnel and time in the day to get all of those students cycled through for both.” Teacher 2 concurred, “The problem we are having is the push-in program is very sporadic because she's [the paraprofessional] trying to kind of almost triage the kids that need the most support.” Teacher 2 continued by including the need for there to be extra time to plan and coordinate with the English language staff in order for both program models to be implemented fully.

***Interview question six.*** What type of initial preparation or training did you receive to prepare you for English language instruction as a classroom teacher?

All of the teachers interviewed, with the exception of Teachers 2 and 5, reported having little to no training in the area of English language instruction for English language learners in general education classrooms. Teacher 4 reiterated, “Not much [training]. I think at open house when we find out if we have an English language cluster, we meet with the ELL teacher just over our kids and get a little background information on each of them.” Teacher 3 reinforced this idea by revealing, “There was no professional development or training before school started.” This thought was also mentioned by Teacher 1.

Teacher 5 argued, “There has been some PD [professional development], and also there’s PD offered using our PDC money to attend different conferences.” Teacher 2 had a similar experience with professional development opportunities. The difference between Teacher 2 and Teacher 5 was that Teacher 2 felt as though the English language teacher sought her out to have these conversations “on a weekly basis about their shared students,” while Teacher 5 reported having to seek out professional development opportunities on her own.

Even though Teacher 1 reported not having any specific training in the area of instructing English language learners, she did mention how carpooling with the English language teacher in her building gave her an opportunity others may not have to discuss students and their needs. Teacher 1 also made mention of the lack of training in this area at the collegiate level. According to Teacher 1, “The class for ELL was optional, and it was my last semester before I graduated. I did not have time to take it, so I opted not to.” Teacher 1 was the only teacher to recall college coursework in response to question six.

Teacher 2 recalled “being taken to a couple of workshops” by the English language teacher in her building in 2000. Teacher 2 was the only teacher out of the five interviewed who had attended any type of training on instructing English language learners at the beginning of the surge of these learners in District B. Teacher 5 had not attended any professional development, but “they brought in a booklet of resources for ELL students. The ELL instructor also came in and advised me on their ability and what they would need.” These two moments of professional development were the only two mentioned in response to question six.

***Interview question seven.*** What type of professional development is offered to you to aid in meeting the needs of your students? Do you feel this is adequate? Why or why not?

Teacher 5 claimed the professional development offered is adequate, “because basically with the ELL students I would treat them pretty much the same as I would treat another student at their level.” Teacher 2 reiterated the idea of English language learners “getting lumped into the same struggling reader category” as other students. Teacher 2 later added that even though she has been able to attend a couple of professional development workshops, “it’s an overall approach that maybe we haven’t really invested in yet that I still feel a little bit out of my depth sometimes.” Teacher 2 is not the only one who mentioned the need for more professional development.

Teachers 1 and 3 did not feel adequately prepared to instruct English language learners in general education classrooms. Teacher 3 noted:

I don’t believe that we have adequate professional development in this area. I do remember that we had a regional PDC person come and do a session with us last

school year about this topic and focus on vocabulary and building conversational skills with our ELL students. I definitely think that if the classroom teachers have been selected to have ELL students, they should be given more opportunities for professional development.

Teacher 1 agreed with this sentiment with simple reasoning based on the number of English language learners in her building alone.

Teacher 1 went on to offer several thoughts on the possibility for more professional development offerings. According to Teacher 1, “I know that you get pulled out once every year for autism training if you have a student that has that in your classroom or if you want to go to that.” Teacher 1 continued, “I don’t think there’s anything like that for ELL, but I think it would be really helpful.” Teacher 4 acknowledged all of the professional development she heard of would require her to “reach out to myself” instead of it taking place in the building. Teacher 4 did notice during a recent collaboration meeting with her grade level the topic was phonics, which “has been great for my lowest students, and it’s really great for my newcomers to the country.” Teacher 4 did not specifically mention if the professional development provided in District B was adequate or not.

***Interview question eight.*** What type of relationship would you say there is between English language teachers/paraprofessionals and general education classroom teachers?

All of the teachers interviewed agreed the relationship they personally have with the English language teachers and paraprofessionals is positive. Teacher 4 felt the relationship is “up to each teacher to seek out,” and “it’s great to have a relationship with

them.” Teacher 2 chimed in, “They [the ELL teacher and paraprofessional] go way above and beyond. They are excellent.” Teacher 1, Teacher 3, and Teacher 5 all shared similar sentiments.

Teachers 2 and 3 agreed the English language teachers and paraprofessionals provide resources for students when needed. Teacher 2 shared, “They are always willing to provide me with resources or make phone calls home.” Teacher 3 concurred the English language teacher “has been really good to bring me any materials that I’ve asked them for. If I ask for books, they will bring me books.” Teacher 1 asserted, “If I ever need anything I can ask.” All teachers made reference to ways both the English language teachers and paraprofessionals provide teachers with various supports.

Teachers 1 and 3 shared the same thought on consistent communication between general education teachers and English language teachers and paraprofessionals. While Teachers 1 and 3 agreed this is the responsibility of each individual teacher, Teacher 3 noted, “Typically speaking, general education teachers don’t feel like they have very good communication with the ELL department.” Teacher 1 then clarified, “I don’t know that there’s enough constant communication or at least consistent communication” between the English language staff and the general education teachers. Teacher 4 pointed out, “It’s easy to just go about your day and not speak to anyone,” but there is value in having these conversations about students.

***Interview question nine.*** What measures could the district take to ensure you are prepared to provide the best possible learning experience for students?

Each teacher was able to share several ideas on how to better prepare teachers for working with the English language learner population. Teachers 1 and 4 longed for time

to communicate about students, whether with other general education teachers or with English language teachers. Teacher 1 brought up the idea of having a session at the district's "Teaching and Learning Institute, like a little session on if you do these five things, it will really help the kids in your class." The Teaching and Learning Institute is a professional development opportunity held in the summer with sessions on a variety of topics pertaining to the classroom.

Teacher 4 claimed there are times where other areas get to meet with general education teachers such as special education teachers and interventionists, but there is no time for the English language teacher to meet with them due to the "60 ELL students that are identified as ELL... It'd be great just to have more time to learn about things that we can do for those kids." Teacher 1 and 4 saw the lack of time within the school day as a hindrance to the possibility of collaboration with the English language teacher.

Teacher 3 was the only teacher who focused her answer on the need for a consistent schedule of push-in services provided to English language learners. Teacher 3 began by stating, "I think that really developing a strong schedule that classroom teachers can count on the times in which the ELL students will either be pulled out or when you'll have a push-in teacher." Teacher 3 continued, "Consistency in this area would be really critical." Teacher 2 did remark on the daily schedule and expectations for classroom teachers being difficult to find flexibility within, but Teacher 3 was the only one who commented on the schedule of the English language teachers and paraprofessionals.

Teachers 2, 3, and 5 all identified a resource that could be useful in preparing teachers to instruct English language learners. Teacher 2 discussed more training overall and the need for flexibility within daily instruction to "fill their holes and bring them up

to where the structure that we have would work for them.” Teacher 3 mentioned hosting more of a co-teaching environment within the general education classrooms as well as a need for books in Spanish for newcomers to utilize in the classroom. Teacher 3 discussed this need further:

They don’t have any in the library. I was told they didn’t have any, so when you have a student who is a non-English speaker, and you’re having independent reading time, that time is completely wasted for them if you can’t meet with them at the table during that time.

The need for materials for newcomers to utilize immediately was a major concern for Teacher 3. Teacher 5 pointed out it would be valuable “that new teachers know what is expected of them and how to reach those learners.” Teacher 5 was referring to the need to have more professional development available for general education teachers.

***Interview question 10.*** What suggestions do you have to improve the current program model(s) used in your classroom? What would you do differently? What other strategies would you implement?

Teachers 1, 3, 4, and 5 all brought up the need for professional development and resources as possible changes District B could make. Teacher 3 reported, “I would like to see more online resources. I know there is a ton out there, but I only know two.” She continued, “I feel like there’s a whole wealth of opportunity there for online help for the teacher and the student that maybe we’re not made aware of.” Teacher 3 made mention of a game called “Dulingo” students sometimes utilize in class. Teacher 5 echoed the need for resources with a focus being on “new students who do not speak English” to help the students have something to do when they first arrive.



Teacher 4 added, “Just more time working with the ELL teacher and paras to plan and to make sure we’re on the same page and doing what is best for the kids” would be helpful. She added, “We don’t get to see each other very often. He [the English language teacher] is doing one thing, and I know what is going on, but I don’t know if I’m always doing what is best for a particular ELL student.” Teacher 4 mentioned the frequency with which general education teachers and English language teachers meet.

Teacher 5 also discussed communication but focused on the need for more communication with parents of English language learners. According to Teacher 5, “I don’t feel like we’re always able to communicate with them in every language, and I don’t know how to fix that, but that would be helpful.” Teacher 1 responded with a focus on the need for more push-in services for students to have experiences in the general education classroom. She shared the “point [is] just them being immersed in the classroom where that language [English] is spoken.” Teacher 1, out of all five teachers, was the only one who cited the need for push-in services to be a focus.

Teacher 2 agreed experiences are important but discussed a more experiential focus on the types of instruction provided by both the general education teacher and the English language teacher. Teacher 2 continued:

I think if we, in the primary grades, could have more time for experiences and language-building experiences, and to talk about the kinds of things, it could help boost their vocabulary. All I’m seeing more and more is just regular classroom students who are not language learners who do not have that vocabulary and that language. It might take us more time in the beginning, but I think we might gain

more ground in the end if we could have time to really hold rocks, and sticks, and look at them, and talk about them.

This was the only instance where this concern arose during all of the general education teacher interviews.

***Interview question 11.*** Do you have anything else you would like to add?

Teachers 1, 3, and 4 were the only participants who added any additional thoughts. Teacher 1 specifically shared thoughts about the amount of time the English language teachers spend with the general education teachers during District B's Friday collaboration time. Teacher 1 noted her "recommendation would be to having ELL teachers to have more of a presence during collaboration time on Fridays." Teacher 1's idea was "they could maybe come around and talk to the teams of teachers and meet with those teachers that have ELL children in their classrooms." She concluded with the thought the English language teacher could also benefit from this by gaining more insight into the focus of each grade level in specific content areas.

Teacher 3 came back to the belief District B is "in desperate need of extra people in this area within our building." Teacher 3 reinforced this idea by stating, "Considering the population size and ELL population in our building, it's critical that they get as many people hired in that space." She settled on the notion more staff would enable the school to provide students with the services they need.

Finally, Teacher 4 shared her thoughts on the support she has received from the English language teachers and paraprofessionals. Teacher 4 explained:

I've never felt like I wasn't doing a good job with my ELL students. I think that for someone that speaks zero Spanish, or any other language, I've always felt very

comforted by our ELL staff... They are very supportive of what we're doing in a classroom, and they know that we are limited to what we can do.

Teacher 4 maintained the English language staff is supportive of general education teachers and do not pressure them in any way to provide services they are uncomfortable providing.

**English language staff.** To assure complete anonymity, each English language staff member involved in the study was assigned a code to guarantee. For example, the first English language staff member was referred to as English Language Staff 1, the second English language staff member was referred to as English Language Staff 2, the third English language staff member was referred to as English Language Staff 3, the fourth English language staff member was referred to as English Language Staff 4, and the fifth English language staff member was referred to as English Language Staff 5.

***Interview question one.*** How long have you been an educator? How many years have you been employed in your current position?

The years of experience for the English language staff members ranged from two years to 24 years (see Table 4). The years of experience in current roles ranged from two to 12 years.

Table 4

*English Language Staff Members' Years of Experience in Education Overall and in Current Position*

Participant	Overall years of experience in education	Years of experience in current position
English Language Staff 1	2	2
English Language Staff 2	10	2
English Language Staff 3	24	4
English Language Staff 4	14	12
English Language Staff 5	4	4

***Interview question two.*** How would you describe the English language program model utilized by your district?

English Language Staff 1, 3, and 5 all explained how District B implements both the push-in and pull-out models. English Language Staff 1 reported:

To describe the instruction would be to say that would be transitional. So, that means that we don't have a bilingual program here. We have ELL services for the purpose of the students becoming fluent in English here, and they are only receiving services in English... Push-in with a paraprofessional and pull-out with a certified ELL teacher.

English Language Staff 3 and 4 agreed with English Language Staff 1 but added the type of instruction does depend on the grade level. English Language Staff 3 explained, "I work mostly at the high school, and we do almost exclusively pull-out." English Language Staff 4 reinforced, "When we are looking more at K through six, there's a lot

of pull-out minutes being utilized because of the number of students on our caseloads.” She explained, “That can definitely be challenging, but for me personally, I utilize any para minutes I have for push-in support, and most of my instruction is pull-out.” English Language Staff 3 supported English Language Staff 4 and agreed push-in services are secondary to pull-out.

English Language Staff 2 described how District B uses the SIOP model. He described SIOP as “modeling for the students, then beginning guided practice activities, then observing the students’ abilities to do independent practice with language-based tasks.” English Language Staff 2 provided the only response to the question referencing the SIOP model.

English Language Staff 5 was unclear on how to describe the program model. She reported, “[I] really wouldn’t know much about the program itself.” English Language Staff 5 went on to explain how she provides services to students and elaborated on how “the model that I’m utilizing is I’m working with newcomers. So, I mainly make sure that they are learning new vocabulary, and I am re-teaching some content.” English Language Staff 5 added information pertaining to other skills covered with the English language learners like “basic skills” such as learning the alphabet.

***Interview question three.*** What steps are taken to ensure student success within the district’s English language program?

English Language Staff 2, 3, 4, and 5 attributed student success within the district to the constant communication among the English language teachers, paraprofessionals, and general education teachers. English Language Staff 3 deemed “parents, regular education teachers, and interventionists” as “stakeholders” who need to be included in the

communication about English language learners. English Language Staff 3 explained, “We work with the students’ classroom teachers as well as the content teachers to see what we can do to help them improve anything that needs improving, or how we can help to assist the students.” English Language Staff 2 added it is also “important to explain the adjusted expectations for the student based on language ability.” The adjusted expectations mentioned by English Language Staff 2 include “creating modified instructional goals... class modifications... assignments and tests.” All modifications made are based on student needs, according to English Language Staff 2.

English Language Staff 1 focused on the use of the WIDA program that “qualifies them [students] giving them a screener, and then every year it requalifies them by having them take four proficiency exams.” English Language Staff 1 added how the screener “ensures that learners actually do need ELL.” She concluded by identifying the WIDA program as a “foundation” for student success.

***Interview question four.*** What steps are taken for students who are not successful?

Every English language staff member interviewed mentioned how other interventions would be put into place similar to those implemented for regular education students. English Language Staff 2 explained, “When students are not successful in the English language learner program, steps must be taken to determine the cause for the academic struggles.” English Language Staff 1, 2, and 4 specifically mentioned additional interventions. English Language Staff 4 identified the “Problem Solving Team is putting the student in intervention if they are struggling with math or literacy.” English

Language Staff 1 added “lots” of her English language learners are in a math or reading intervention class.

English Language Staff 3 and English Language Staff 2 agreed monitoring student progress within the general education classroom provides important data. English Language Staff 3 shared, “We use everything together to decide what next step we need for the students.” English Language Staff 2 has found, “Sometimes it is not always a language barrier, so assessments or alternative assignments are created in order to determine what is causing the struggle for students.” English Language Staff 2 and 3 concurred students need to be closely monitored to ensure success.

***Interview question five.*** How successful do you feel students are who receive push-in services only? Why?

Each English language staff participant expressed the push-in model is not effective for ensuring student success in District B. Several reasons were shared to support the belief. English Language Staff 1 explained, “That is basically task completion that they get with push-in services.” She elaborated:

They don’t get any explicit ELL instruction from a teacher who’s been trained and certified in that area, and then on top of that, a push-in teacher can only get to so many kids during the day... I’m able to deliver explicit instruction to them, but push-in services only would not be able to cover as many students during the day.

English Language Staff 5 agreed push-in services, overall, are providing students with task completion support.

English Language Staff 1, 3, 4, and 5 found caseloads and time restraints to be the main factors in how successful the push-in model is in District B. According to English Language Staff 4, the push-in model is not “efficient mostly because with the number of kids on our caseloads; we can’t provide very much in the way of push-in minutes.” English Language Staff 5 reported, “When I’m doing push-in, my time is very limited and many times is interrupted, and I feel like I’m mainly task completion.” She added, “I want them to be able to complete their classroom assignments, so I’m not really teaching them the basics, or I don’t have enough time to start with the basics.” English Language Staff 1 agreed with English Language Staff 5’s thoughts on task completion being the main focus for push-in services.

English Language Staff 2 was the only participant to mention “environmental factors” as a possible reason for the lack of success students find when receiving push-in services. English Language Staff 2 mentioned, “Classroom noise, student pressure and anxiety, and proper locations” to work alongside the students as probable factors. She did comment on the possibility of push-in services being successful with “frequent communication” with the general education teacher.

***Interview question six.*** How successful do you feel students are who receive pull-out services only and why?

Every English language staff participant expressed the belief pull-out services are the most beneficial for students overall. English Language Staff 4 shared, “If you’re going to choose... I think pull-out services are much better for building stronger relationships between the English language learners and the ELL teacher and among the English language learners themselves.” English Language Staff 4 added, “Building a



community and those relationships are really pivotal to academic success.” Both English Language Staff 2 and 5 acknowledged the English language classroom provides students an opportunity to have a place English Language Staff 2 stated is away from “their peers, so there is no anxiety or pressure to make mistakes or the struggle to fail.” English Language Staff 5 added this environment is particularly comforting for “newcomers” who have to “start from the bottom” when it comes to language instruction.

Having pull-out services only, according to English Language Staff 4, allows the English language department to target “different things, so when you do pull-out only, it’s usually not content-specific, but you’re really able to specifically target their [English language learners’] English language development needs a little more specifically for what that individual child needs.” English Language Staff 2 and 5 agreed with English Language Staff 4. English Language Staff 2 noted, “We have found that students who have the ability to be loud, make mistakes, experiment with language without an audience tend to do better in the long run for assessments and overall results.” English Language Staff 5 further illustrated the point by focusing on ensuring students are “grouped properly” to meet needs so “they can be successful” in a pull-out setting.

English Language Staff 1, 3, and 4 referenced the preferred program would be a blend of both push-in and pull-out services for English language learners. English Language Staff 1 remarked, “Them being combined, I think, is the best-case scenario for the students and for the teachers.” English Language Staff 3 added, “Realistically, we know that’s not always possible, and we do our best to meet the needs with what we are able to do” for the English language learners. English Language Staff 4 agreed, “I do

think that the best combination, obviously, is going to be push-in and pull-out” if it is possible.

*Interview question seven.* Do you feel a combination of these program models provides students with an adequate educational experience? Why or why not?

All English language staff participants agreed a blend of both program models would be ideal. English Language Staff 2 concluded, “A combination of push-in and pull-out programs is the optimal route to go.” English Language Staff 4 concurred, “I always wish we could do more of that.” While English Language Staff 3 agreed both program models utilized simultaneously is best practice, she shared, “You can’t always do that... It’s not feasible time-wise or resource-wise.” English Language Staff 1 offered, “They [English language learners] need both push-in and pull-out services to encompass everything they’re doing” in the general education classroom.

English Language Staff 4 identified “caseloads,” and English Language Staff 3 identified “manpower” as variables in the ability to provide both push-in and pull-out services. English Language Staff 4 explained, “On my particular caseload we kind of design it to where all of my students receive instruction with me and then my students that I’m most concerned about, and the ones that are newcomers also receive push-in support.” Additionally, English Language Staff 4 specified push-in support is provided by “a paraprofessional that I share with several other grades.” English Language Staff 4 answered, “It would be great if we could do that, but I think manpower restricts us from doing that.” English Language Staff 4 clarified, “I do think that we do a pretty good job of meeting the needs of everybody.” English Language staff 3 confirmed, “We do the best we can with what we have, and I think we have a pretty good system.” English

Language Staff 3 and 4 were the only two participants who mentioned specific reasons why a combination of the two program models is difficult.

There was only one participant who was not sure a blended approach would be best. English Language Staff 5 explained:

I feel like they could be successful, but I'm not 100% sure, because even though I'm the one that provides the push-in, and I love my job, I don't feel like I am as helpful as I probably could be.

English Language Staff 5 concluded she could be more helpful in a "co-teaching experience" rather than as push-in support. English Language Staff 5 was the only participant who mentioned co-teaching while answering the question.

***Interview question eight.*** What type of professional development is offered to you to aid you in meeting the needs of your students? Do you feel this is adequate? Why or why not?

English Language Staff 1, 2, 3, and 4 believed there are adequate professional development opportunities provided. English Language Staff 1, 3, and 4 mentioned conferences outside of District B. English Language Staff 1 explained, "We have lots of opportunities for professional development in ELL." She added, "WIDA states run a lot of professional opportunities, and our director is always open for us to get to go and be a part of it." English Language Staff 4 explained how the state's education department "has the office of Migrant English Language Learners, and they offer a lot of things."

English Language Staff 3 cited:

Well, we do regular professional development with everybody in our building, whenever we have PD days. We also, in addition to that, have different ELL

professional development opportunities, and they are mostly in Springfield, sometimes Jefferson City, maybe Kansas City, or St. Louis.

Time out of the classroom to participate in professional development was noted by English Language Staff 3 and 4 as an obstacle to attending. English Language Staff 4 described being out of the classroom as “really difficult sometimes when you’re charged with teaching some of our most vulnerable kids.” English Language Staff 3 pointed out, “It’s hard to get out” to attend the professional development offered.

English Language Staff 5 stood alone in her opinion that she needs “to know more of what’s expected” so she “doesn’t always feel like I’m failing my position.” English Language Staff 5 continued, “I’m still helping the students, and I’m still doing task completion, but there are such small time blocks with each student that I don’t feel like they’re completely adequate, and that makes me feel like I’m not being adequate.” This was the only time a participant mentioned feeling inadequate throughout the interview process.

*Interview question nine.* What type of relationship would you say there is between the English language teachers/paraprofessionals and general education classroom teachers?

All English language staff participants reported the relationship between the general education teachers and the English language staff is positive in nature. English Language Staff 2 explained how the relationship “is always open and welcoming for collaboration.” English Language Staff 4 stated, “I think it’s a pretty good relationship, but it entails a lot of effort, especially on the part of the ELL staff to make it a good relationship.” English Language Staff 5 offered, “We all stay in communication, but I do

feel like the communication could be better.” English Language Staff 1 replied, “The teachers are great about emailing me when they have concerns or successes for their students.” English Language Staff 2 also mentioned email as a means of communication between English language staff and general education teachers.

English Language Staff 1 explored the idea of having “more ways to present on what they’re doing and what their classroom instruction looks like from day today.” English Language Staff 4 responded, “I don’t want them [general education teachers] to feel like I’m just taking their kids and we are doing two separate things. We just always have to keep in mind we are always working towards a common goal.” English Language Staff 3 concluded, “I think we really do work well, in general, as a whole team, because in the end, it’s what students need.” English Language Staff 2 agreed and added, “Extra attention and time must be devoted consciously to making regular communication with the classroom teacher possible.” English Language Staff 2 mentioned regular communication must take place even with the “time constraints” of the day.

***Interview question 10.*** Do you have anything else you would like to add?

Three of the five English language staff participants mentioned professional development in response to this question. English Language Staff 3 and 5 mentioned seeing a need for more, while English Language Staff 2 was more interested in providing professional development for general education teachers. English Language Staff 2 replied:

English language teachers and the paraprofessionals would be curious to know if the classroom teachers are interested in having their own professional development in regards to English language learner strategies or methods that can

be utilized in the classroom that would make the classroom teacher more comfortable with having English language learners in the classroom.

English Language Staff 2 was the only participant to mention professional development for classroom teachers in response to the question.

English Language Staff 4 concluded, “I really just wanted to share that time, and our numbers on our caseloads are always going to be the biggest challenge.” She mentioned wanting time to “talk to that student longer, to that teacher longer, or to the para that I share with multiple grade levels a little longer just so that we could collaborate more and dig in a little more.” English Language Staff 3 also identified more collaboration time as a desire.

**English language learners.** To assure complete anonymity, each English language learner involved in the study was assigned a code to guarantee privacy. For example, the first English language learner was referred to as Student 1, the second English language learner was referred to as Student 2, the third English language learner was referred to as Student 3, the fourth English language learner was referred to as Student 4, and the fifth English language learner was referred to as Student 5.

***Interview question one.*** How long have you been in this school? How many years have you been a part of the English language program?

The length of time the English language learners had been in the school ranged from two years to seven years (see Table 5). The English language learners answered according to the number of years spent in District B. The years spent as part of the English language program also ranged from two years to seven years.

Table 5

*English Language Learners' Number of Years in the School and Number of Years as Part of the English Language Program*

Participant	Years in the school	Years as part of the English language program
Student 1	3	4
Student 2	3	3
Student 3	2	2
Student 4	4	4
Student 5	7	7

***Interview question two.*** What type of help do you receive from your English language teacher(s) and or paraprofessional(s)?

Four out of the five students interviewed identified reading as an area for which help is given by either the English language teacher or the paraprofessional. Student 1 listed “spelling and writing and math” as the areas of focus during time with the English language teacher or paraprofessional. Student 1 was the only student who did not give reading as an area of focus.

Student 2 added, “When I don’t have anything, they give me something to read or write to practice English.” Student 3 agreed, “We work on English by reading books and try to spell some words. If I don’t know the words, we write them down.” Students 2 and 3 were the only to participants to mention working with unknown words when answering the question, but Student 5 did reference “reading group assignments” and

continued by stating she does discuss “what happens in the book and picking out important details” with the English language teacher.

***Interview question three.*** Does your English language teacher come to your classroom and help you? If so, what kinds of activities does he or she do to help you?

Student 1 was the only student who answered no to this question when sharing, “They don’t. I only go to their classroom.” Students 2, 3, 4, and 5 all indicated a teacher or paraprofessional pushes into the classroom to provide assistance. Student 3 explained, “She asks me what I am doing, and I will tell her math, and she asks me if I need help, and I say ‘yes,’ and she helps me.” Students 4 and 5 also identified math as an area for which support is given. Students 2, 4, and 5 explained the paraprofessional “sometimes” comes to the classroom to provide support.

***Interview question four.*** Do you ever go to your English language teacher’s classroom for help? If so, tell me about the kinds of activities you have completed in his or her classroom?

All of the student participants answered yes to this question. Student 3 elaborated by sharing, “If we don’t have any work, we play with one of the games he has like a headband game that has a card, and we try to give hints and guess the word. That helps with my vocabulary.” Student 5 also recognized games as an activity used in the English language classroom.

Student 1 explained, “Yes, like he helps me when I have reading. We do reading and writing, and math. And when I don’t have anything to do, he gives me something to do. He gives me spelling quizzes.” Student 2 listed math and reading as well and answered, “I do. I read books, or if I have any math, or sometimes if I don’t have



anything they give me things to practice English.” Student 4 also made mention of math and reading as content areas focused on while in the English language classroom.

*Interview question five.* Do you get help both ways (both in your classroom and in the English language classroom)? If so, which one do you prefer and why?

This particular question elicited unique responses from the five student participants. Student 1 was the only student not to receive both push-in and pull-out services. Student 1 responded, “I only go to [the English language] classroom. I would like it if they came to my classroom to help me, so I don’t have to be walking to their classroom every day.” He only receives pull-out services at this time.

Students 2, 3, and 5 gave the noise level in the regular education classrooms as a reason for preferring pull-out instruction over push-in. Student 3 expounded, “I like to go to the ELL room better because I get to work in silence and not in the room, because there is a lot of noise and it’s hard to concentrate.” Student 5 reiterated the point Student 3 made and added, “I like going to their classroom better because it is quieter and calmer. In the class, the kids talk a lot, and that bothers me, especially when I am try[ing] to do something important.” Student 2 agreed with Students 3 and 5.

Student 4 had a different take on why his preference would be to go to the English language classroom. Student 4 clarified, “I like going to the ELL classroom because my para doesn’t always come down to help me. I go to ELL every day, but my para doesn’t come to my room very often anymore to help me.” There was not another student who mentioned the paraprofessional support while answering the question.

**Interview question six.** Can you tell me one of the successes you have experienced while participating in the program? Was it during push-in, pull-out, or a co-teaching activity?

Students 2, 4, and 5 agreed success was found in math when working in the English language classroom during pull-out instruction. Student 4 elaborated, “It helps me when my ELL teacher helps me with my math. I can learn how to do it. He helps me in his classroom.” Student 5 added, “They give me tools, and when I use them, I do better.” Student 2 focused on the opportunity to “do tests” in the English language classroom as a reason she likes pull-out instruction.

Students 1 and 3 identified spelling as an area of success while participating in pull-out instruction. Student 1 shared, “I learn how to talk more English. I’m getting better at spelling.” Student 3 recalled, “I’ve gotten better at reading... I didn’t know the word giraffe, and I tried to spell it, and I did good.” Student 3 was the only student to mention reading when answering this question.

**Interview question seven.** Can you tell me about one of the failures you have experienced while participating in the program? Was it during push-in, pull-out, or co-teaching?

Student 1 responded to the question by sharing, “Learning English is hard, but I’m getting better.” Students 3 and 4 said math was the biggest struggle. Student 4 explained, “Probably math, because it is just really hard for me.” Student 3 agreed and mentioned the paraprofessional “helps me with that, too” when providing push-in services.

Student 5 stood alone in listing science and social studies as areas of struggle. According to Student 5, “When I don’t finish my work, I have to finish at ELL, and sometimes I still don’t get it.” She also felt as though she had to “pay attention to a lot of things” which causes her to “get behind” on her classwork.

### **Summary**

This qualitative study uncovered the perceptions of elementary principals, general education teachers, English language teachers, and paraprofessionals, and English language learners of District B regarding the English language program currently being implemented. Interview responses were examined to identify congruencies and variances of thought on the English language program in District B. Most stakeholders involved felt the relationship between general education teachers and the English language staff was positive and open. In addition, most stakeholders agreed the pull-out program model produces better results and increased student success.

Chapter Four was comprised of the perceptions of two elementary principals, five general education classroom teachers, five English language teachers, and five English language learners. Each participant was employed by or attended school in District B. The participants’ interviews were transcribed and analyzed within specific classifications (elementary principal, general education classroom teacher, English language staff, English language learner). Participants pointed out the following: the need for additional English language staff members to provide both push-in and pull-out services at an optimal efficiency level; communication between classroom teachers and English language staff is vital; more consistency is evident with pull-out instruction than push-in

instruction; and the need for professional development for classroom teachers and English language staff to better meet the needs of students.

Chapter Five includes the discoveries from the analysis of data and a summary of these discoveries. Each research question is addressed, and conclusions are discussed. Specific implications for practice are addressed, and recommendations for further research regarding program models for English language programs are offered.

## Chapter Five: Summary and Conclusions

According to Zacarian (2012), the federal government's mandate on public schools to provide English language programs requires all English language learners to have equal access to academic opportunities. With the recent surge in the English language learner population across the country, schools are feeling the pressure now more than ever to evaluate the effectiveness of English language programs (McFarland et al., 2017). Sparks (2016) discussed the four skills of language as the primary concentration for districts when implementing an effective English language program that enables student success.

Li and Peters (2016) explained the importance of teacher preparation and professional development of English language teachers, no matter the program model a district chooses to implement. The overall goal of any English language program is to improve the English proficiency level of all English language learners within the program (Bunch et al., 2012). Shields (2016) asserted in order for an English language program to be effective and to assist students in improving upon individual English proficiency levels, both English language teachers and general education teachers must be provided professional development.

The purpose of this qualitative study was to analyze the perceptions of elementary principals, general education teachers, English language teachers, and paraprofessionals, and English language learners regarding the English language program in District B. In this final chapter, the research questions which steered the study are answered. Support through corresponding data is shared to frame the findings of the study. Also,

conclusions, implications for practice, and recommendations for future research are conveyed regarding English language programs.

### **Findings**

To help answer the four guiding research questions of this qualitative case study, participants' perceptions of the English language program in District B were examined. Interviews were performed by a third-party interviewer and transcribed to offer the desired data. All data were reviewed to gain an understanding of the perceptions of elementary principals, general education teachers, English language teachers, and paraprofessionals, and English language learners regarding the English language program in District B.

**Research question one.** What are the perceptions of elementary classroom teachers regarding English language instruction models in the following areas:

- a. Student achievement
- b. Classroom atmosphere
- c. Professional development
- d. Collaboration
- e. Administrative support?

The general education teachers interviewed had both similar and differing views of student achievement attained within the English language program in District B. Teachers 5 described the success of a student receiving push-in services only really depending on the student himself or herself. Teacher 3 stated, "I feel they can be a bit more successful" when receiving push-in minutes, but later added that "obviously they can't have that throughout the day, and it's very limited." While Teacher 4 asserted the

English language program is “great” and “obviously instruction is taking place,” to truly ensure student achievement she felt as though communication between the general education teacher and the English language teacher is vital.

Teacher 2 shared, “I see a lot of growth in my students who are pulled out.” Teacher 2 went on to praise the English language teacher on “trying to target their specific skills and help them be ready, not only for what they have to accomplish for the state, but also what they need to be successful in the classroom.” The thoughts of Teacher 2 were echoed by several of the general education teachers who participated in the study.

The majority of the teacher participants felt as though students gained more out of the instruction gleaned during implementation of the pull-out model as opposed to the support provided during push-in services in the general education classroom. The classification of English language learners Teacher 5 identified as most in need of pull-out services was newcomers. This was described as being due to the language proficiency level of students.

All of the teachers who participated in the study agreed a combination of both push-in and pull-out models for all students would be ideal. Specifically, Teachers 1 and 4 shared there is value in English language learners being part of the general education classroom as well as receiving targeted instruction provided by the English language teacher. With all teachers reporting being open to having a paraprofessional in the classroom assisting students and providing additional help, the classroom environment was thought to be conducive to providing services for students.

Teacher 1 explained how the paraprofessional providing the push-in services is someone a teacher views as “an extension of yourself.” Teacher 3 agreed and shared how the classroom atmosphere should be open and more of a “co-teaching” scenario between the general education teacher and the push-in support staff. The only concern indicated on the topic of classroom atmosphere was by Teacher 3. Teacher 3 indicated the paraprofessional providing the push-in supports is not always made to feel “comfortable or confident” when in general education classrooms.

The majority of the teachers interviewed agreed professional development on ways to better assist and instruct English language learners in the general education classroom is an area severely lacking. Teachers 2 and 5 stood alone in having attended a conference or receiving an initial training when beginning to work with English language learners. Teachers 1, 2, and 4 shared a strong need for professional development and were willing to attend applicable trainings if available. This question sparked strong emotions from the participants, as each individual spoke of wanting to meet the needs of all students within the classroom.

A positive response was given by all teachers interviewed on the relationship between general education teachers and the English language staff. That said, a need for more collaboration time was expressed. Teachers 2 and 3 agreed the English language teachers and paraprofessionals are quick to provide assistance, but the lack of time within the day hinders the amount of collaboration which can realistically take place. Teacher 1 offered the idea of having the English language teacher come to the district’s Friday collaboration time to meet with teachers who have English language learners in class.



**Research question two.** What are the perceptions of elementary English language teachers and paraprofessionals regarding English language instruction models in the following areas:

- c. Student achievement
- d. Classroom atmosphere
- e. Professional development
- f. Collaboration
- g. Administrative support?

All five English language staff participants recognized student achievement increases when English language learners receive pull-out services with a certified English language teacher. English Language Staff 3 and 4 both viewed pull-out services as the primary source of instruction for English language learners in District B. English Language Staff 1, 3, 4, and 5 explained how both the number of English language learners on each English language teacher's caseload as well as the time available within the school day limits push-in services that could promote the academic achievement desired.

Hosting collaborative conversations with general education teachers on a regular basis to ensure the needs of students are being met in all areas was identified as a necessity for achieving student success. All English language staff interviewed indicated the relationships between general education teachers and English language staff are promising, and all parties are focused on what is best for students. English Language Staff 5 was the only individual who indicated not having a constant feeling of positive rapport with regular education teachers due to her lack of consistent time within the

classroom. According to English Language Staff 5, “We are all in communication, but I do feel the communication could be better.” English Language Staff 5 described receiving more information from general education teachers about daily schedules and activities, not necessarily academic needs.

English Language Staff 1, 2, 3, and 4 purported professional development opportunities offered at the state level provide the professional development each individual needs at this time. The support from the district Director of Curriculum and Federal Programs was mentioned as a resource for professional development prospects. Two of the five English language staff participants identified being absent from work as a deterrent from wanting to attend professional development opportunities, while English Language Staff 5 identified the need for her personally to attend professional development to serve the English language learners of District B better.

Overall each English language staff participant felt as though students were being instructed in a way that ensures individual needs are not only targeted but are met as well as possible with the current staffing conditions within the English language program. English Language Staff 2 identified a desire to guarantee general education teachers are equipped to provide instruction for English language learners in District B. English Language Staff 3 and 4 agreed additional collaboration time would be of great benefit to the English language staff, general education teachers, and English language learners themselves.

**Research question three.** What are the perceptions of elementary principals regarding English language instruction models in the following areas:

- h. Student achievement

- i. Classroom atmosphere
- j. Professional development
- k. Collaboration
- l. Administrative support?

The elementary principals interviewed held differing views on the level of student achievement obtained within the English language program models currently implemented within District B. Principal 1 believed neither current model truly meets the needs of English language learners but rather felt a shift to a co-teaching model would bring about a higher level of student success. Thus, Principal 1 described the push-in model as a more effective approach for meeting needs and providing students with authentic learning experiences.

Principal 2 disagreed and shared his preference for a blend of both the push-in and pull-out models to allow students to gain experiences within the general education classroom as well as receive targeted small group instruction with the English language teacher. Principal 2 specifically mentioned the blend of instructional models being invaluable for “newcomer” English language learners. Both principals agreed more human resources in the English language program are necessary for student achievement to increase.

While no mention was specifically made about the collaboration between general education teachers and the English language staff, a need for “highly qualified teachers” was mentioned by Principal 2 and was referenced by Principal 1. Both principals interviewed were not aware of any additional human resources being planned for the

English language learner program as of late. Principal 2 did reference how District B is “blessed” with an abundance of resources overall.

**Research question four.** What are the perceptions of English language learners regarding English language instruction models in the following areas:

- a. Personal experiences of success and failure
- b. Classroom climate?

All English language learners represented in the study described the successes taking place within specific content areas such as math, “learning English,” social studies, and science. Students 1, 2, 3, 4, and 5 all expressed the climate within the English language classroom provides the most effective environment for focused learning. Student 2 referenced taking tests in the English language classroom as a positive experience. Several students agreed the general education classrooms are harder to focus in due to volume.

Student 4 confirmed the preference for pull-out over push-in and cited the consistency of support within the English language classroom being more on-target with his needs. He specifically mentioned the lack of paraprofessional support within the general education classroom as a concern. While this was only mentioned by Student 4, all other students preferred to complete work within the English language classroom rather than the general education classroom.

## **Conclusions**

The following conclusions were drawn from the participants’ answers to the four research questions that guided the case study. Common perceptions of participants are focused on in this section. The participants included elementary principals, general

education teachers, English language teachers, and paraprofessionals, and English language learners of District B.

Open coding was utilized to identify common themes within the participants' responses to the interview questions used in the case study (Creswell & Poth, 2018). This type of coding assisted in the identification of the consistent perceptions of participants in the case study (Merriam & Tisdell, 2016). The recognized themes support how the participants from District B view the English language program currently being implemented. After reviewing the transcripts of all interviews, the following themes were evident.

**Professional development for both English language staff and general education teachers is needed to support English language learners.** Multiple participants identified a lack of professional development opportunities available within District B. General education teachers mentioned the desire to have more instructional tools to aid English language learners within the classroom setting and recognized professional development as a means of securing new strategies to meet the needs of students. The elementary principals identified highly qualified teachers as a necessity for student success and illuminated teacher training as a need.

The developing theme is in line with subsidiary research focused on professional development for all teaching staff with a role in the education of English language learners (Li & Peters, 2016). Quintero and Hansen (2017) also found the training of all teachers involved in the education of English language learners is vital to meeting the needs of students and allowing for academic success.

**The number of English language learners on each English language teacher's caseload should be addressed.** While interviewing elementary principals, general education teachers, and English language teachers, the number of English language learners being served by each individual English language teacher was mentioned. Principal 1 stated she was unaware of any additional funds allocated to the English language program with the increase "in our ELL family population." Principal 2 added the issue is not with programming but rather "the amount of human resources we have dedicated to meet the needs of the English learner students." English Language Staff 4 made mention of caseload numbers multiple times during the interview process. She explained how caseload numbers will always be a hurdle to overcome.

The theme was added to by Teachers 1, 3, and 4. All three of the teachers identified the number of English language learners within the buildings as a need for additional staff or reason for the lack of time English language staff are able to designate for each individual English language learner. Magrath (2016) listed human resources as a contributor to the academic success of English language learners. Téllez and Manthey (2015) mentioned supportive administration as a necessity for English language programs.

**Additional resources to aid in classroom instruction would benefit English language learners.** Elementary principals, general education teachers, and English language staff discussed how additional resources geared toward English language instruction could benefit the English language program in District B. While Principal 2 recognized District B has a plethora of resources, he did identify the need for either a "program or curriculum" to assist in the instruction of English language learners in

District B. Teacher 1 shared, “If you had resources, it would be easier” when discussing her experience of teaching English language learners in the general education classroom.

Teacher 3 specifically mentioned the desire to have more digital resources as well as Spanish books for non-English speaking English language learners to utilize while in the general education classroom. Teacher 5 agreed with Teacher 3. Teacher 5 shared her thoughts on the need for additional resources within general education classrooms.

Barton (2015) assigned importance to the supports offered within the general education classroom setting. The resources would assist classroom teachers with instruction and would especially benefit English language learners who are new to the country.

**Additional collaboration time between general education teachers and English language teachers would be beneficial.** Several general education teachers and English language staff members identified additional focused collaboration time as needed. Teachers 1, 3, 4, and 5 and English Language Staff 2, 4, and 5 all commented on the need for more conversations and collaboration time to allow for a seamless approach when instructing English language learners. The focus was put on more time to collaborate during District B’s Friday collaboration time, shared planning when daily schedules are created, and ensuring content and skills covered are congruent between general education classrooms and English language classrooms. This collaboration time is vital to the academic success of English language learners (Hopkins et al., 2015).

**The pull-out instructional model is currently the most effective model of instruction utilized within the English language program in District B.** Each subgroup of participants, including elementary principals, general education teachers, English language staff, and English language learners, had several members identify pull-

out instruction as the preferred method. Individuals shared the idea that within the current structure of the English language program in District B, the pull-out instructional model is providing the best results in the area of academic success for English language learners. Principal 1 was the only participant to disagree with this sentiment specifically when she shared her thoughts on the importance of English language learners being in the most “natural learning environment,” the general education classroom.

Teacher 4 asserted pull-out instruction allows for instruction to be “individualized.” Teacher 2 stated, “I see a lot of growth in my students who are pulled out.” Teachers 3 and 5 identified pull-out instruction as particularly important for those students who are new to the country and know little to no English.

Every English language staff member interviewed stood firm on the idea that pull-out instruction is preferred over push-in instruction. Consequently, a majority of the English language staff did mention a combination of the two instructional models, with staffing needs fully met, would be ideal. English Language Staff 3 reiterated the point, stating “time-wise or resource-wise,” the combination of pull-out and push-in instruction is not feasible. English Language Staff 4 added building relationships with students is more of a focus and possibility when providing pull-out services. These relationships, according to Durham (2018), are important to the overall academic success of English language learners. Billak (2015) agreed, specifically when instructing English language learners classified as newcomers. Student 4 specifically mentioned the lack of consistency of instruction provided by the English language paraprofessional who provides push-in support for him. For this reason, Student 4 expressed a preference for pull-out instruction.



### **Implications for Practice**

The English language program implemented in District B was perceived as having specific areas of strength and in need of improvement. The findings in the case study specified the need for District B to evaluate the use of human resources within the English language program. After evaluating the results of the study, multiple implications for practice became evident as a way to better serve the staff and students of District B. The implications identified are supported by research.

**Provide additional professional development opportunities for general education teachers focused on the instruction of English language learners.**

Principals and teachers in the study made mention of the need for teachers working with English language learners to be well-trained. Specifically, the general education teachers interviewed almost unanimously agreed additional training or professional development would be welcomed and is currently perceived as a need. Murawski and Bernhardt (2015) identified the need for professional development for both general education teachers and English language teachers.

While District B has scheduled collaboration time each week for certified staff members, both general education teachers and the English language staff recognized the lack of collaboration between the two groups to meet and discuss instruction and student needs. By scheduling specific collaboration dates for English language staff to meet with teachers who have English language learners in class, building principals could provide a natural means for a partnership. The time spent during collaboration could be focused on specific content taught in the classroom, instructional strategies that could assist general education teachers in meeting the needs of English language learners, lesson planning,

and the sharing of resources students could utilize while in either classroom setting. The team approach would be in line with the research of Honigsfeld and Dove (2016). The specific dates for English language collaboration could be added to building-level collaboration schedules and shared with other buildings as well. Additionally, general education teachers and English language staff could share specific needs or requests to build a collaboration agenda. The agenda would be shared with building principals to ensure all stakeholders are aware of the items being covered.

The Teaching and Learning Institute hosted by District B would be another prospect for professional development with a focus on English language learners. With the Teaching and Learning Institute comprised of a myriad of topics, there would be ample opportunity for a focus on best practices for working with English language learners. In addition, interview responses revealed a high number of staff would be in attendance. Having district English language staff members facilitate the session(s) and provide strategies, identify resources both digital and non-digital, and provide time for questions and answers would benefit general education teachers, English language staff, and the English language learners of District B.

**Translation services should be provided by individuals other than paraprofessionals providing push-in instruction for English language learners in District B.** Each building represented in the case study does have a staff member who provides translation of documents, translates phone calls home to non-English speaking families and sits in on meetings when translation is needed. In most situations, the paraprofessional who is also designated to provide push-in services is the staff member providing all translations. English Language Staff 5 reported her day being interrupted

regularly during scheduled times for push-in services to provide translation support.

Billak (2015) supported the idea of consistent scheduling of push-in services when focusing on academic success for English language learners. Three of the five English language learners interviewed insisted the paraprofessional does not frequently come to provide support in the general education classroom setting. General education teachers recalled the schedule of the paraprofessional to be less-than-consistent due to other job requirements.

Providing translators within the district to assist the communication process with families, and to ensure English language learners have access to all documents would benefit all stakeholders. The implementation of translators could be established in multiple ways. Current paraprofessionals could specify times within the schedule when all identified translation tasks would be completed. The blocked-out time for translation would eliminate interruptions to the daily schedule as well as provide consistent support for English language learners. New families to District B would be given a specific time to come and complete the enrollment process to provide families with the best experience possible. English language paraprofessionals would be able to connect with families and students and build relationships by providing focused time and attention to each family, while still providing push-in support for students (Durham, 2018).

The alternative to utilizing English language paraprofessionals in District B would be to hire translators. These individuals would be charged with making all phone calls and attending all meetings where translation services are required. This could include home visits. The translation of documents would also be a required task. The individuals

in the role of translator would most likely be in several buildings and have to split time accordingly.

### **Recommendations for Future Research**

The case study was designed to elicit the perceptions of elementary principals, general education teachers, English language staff, and English language learners in District B on the effectiveness of the English language program. With the change in federal mandates imposed on public schools across the country, the time has come for schools to focus on quality instruction for all learners including English language learners. A comparative study among a variety of districts who utilize the WIDA ACCESS as an assessment could reveal successful English language programs. The common assessment component would allow the study coordinator to effectively identify success rates by tracking student data. Research comparing the efficacy of program models within varying districts is limited. Correlating student data with program models could reveal successful English language programs and assist districts when evaluating current models.

During this case study, restricted demographic data were collected from participants. An additional area of focus could be the link between the lengths of time English language learners have been in the country with English proficiency levels. A study such as this could reveal a specific time span when growth is prevalent or when growth becomes stagnant. In addition, a connection between the types of services the English language learners were provided during growth periods as well as periods of time when growth was not apparent could be evaluated and common themes identified.

The last further research needed is gleaning the perceptions of English language families on the success English language learners are achieving. A point of focus could be what types of support are needed in the home or for families to better assist students with performing at grade level and within the same range as peers. The study could be both qualitative and quantitative by providing surveys and interviews for family members. A focus on the perceptions of school-to-home communication, resources available, and overall student success might provide specific best practices in crafting a successful English language program.

### **Summary**

This qualitative case study was designed to identify perceptions of elementary principals, general education teachers, English language staff, and English language learners in District B. The interview questions were designed to obtain data on the overall effectiveness of the program models currently being implemented in District B. Special attention was given to student achievement, classroom environment, professional development, collaboration, and overall support. Data collected provided the opportunity for District B to glean an understanding of how the current English language program model is perceived to be meeting the needs of English language learners.

Research reviewed in Chapter Two reinforced the findings of this case study. The participants of the case study aligned multiple themes with the effectiveness of the English language program in District B. Additional professional development was among the identified themes. General education teachers and English language teachers agreed additional time to collaborate, plan as a team, and share resources to aid English language learners in both settings would be beneficial. Some asserted the collaboration

time would be useful to discuss student achievement as well as the current needs of English language learners.

The number of students on each English language teacher's caseload was listed as a focus. Most participants concurred the number of students served by a single English language teacher directly impacts the consistency of push-in services available to English language learners in the general education classroom setting. This area of concern was the consistent reasoning given for why the pull-out program was perceived to be more effective than the push-in program in District B.

Resources for the general education classroom were mentioned as an area to be addressed. Several general education teachers identified digital resources as a tool which could positively impact instruction and time spent within the general education classroom. A participant also revealed the need for Spanish books for students to read when English proficiency levels are low. English language teachers shared a desire to provide general education teachers with resources to better aid students and allow for quality learning activities and opportunities to take place.

Finally, additional intentional collaboration time between general education teachers and English language staff was recognized as an area of focus for the English language program in District B. General education teachers and English language teachers agreed additional time to collaborate, plan as a team, and share resources to aid English language learners in both settings would be beneficial. Some asserted the collaboration time would be useful to discuss student achievement as well as the current or ongoing needs of English language learners.

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**Appendix A**  
**IRB Approval**

Jan 25, 2019 10:49 AM CST

RE:

IRB-19-105: Initial - Perspectives on English Language Learner Programs: A Case Study

Dear Stacie Thompson,

The study, Perspectives on English Language Learner Programs: A Case Study, has been Exempt as Exempt.

Category: Category 1. Research, conducted in established or commonly accepted educational settings that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

The submission was approved on January 25, 2019.

Here are the findings:

- This study has been determined to be minimal risk because the research is not obtaining data considered sensitive information or performing interventions posing harm greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.
- This study is approved in accord with 45 CFR 46.404, as the research presents no greater than minimal risk to the children and adequate provisions are made for soliciting the assent of the children and the permission of their parents or guardians. The signature from only one parent or legal guardian is required.

Sincerely,

Lindenwood University Institutional Review Board

## Appendix B

### Letter of Participation: Interview

<Date>  
<Title> <First Name> <Last Name>  
<Position>  
<School District>  
<Address>

Dear <Title> <First Name> <Last Name>:

Thank you for participating in my research study, *Perceptions of English Language Programs: A Case Study*. I look forward to talking with you at <time> on <date> to gather your perceptions of English language programming in your district. I have allotted approximately 30 minutes to conduct our interview.

Enclosed are the interview questions to allow ample time for reflection before our interview. I have also enclosed the Informed Consent Form for your review and signature. If you agree to participate in the study, please sign and date the provided consent form.

Your participation in this research study is purely voluntary, and you may withdraw at any time. Confidentiality is assured. If you have any questions, please call [REDACTED] or e-mail [REDACTED]. Once the study has been completed, the results will be available to you upon request.

Sincerely,

Stacie Thompson  
Doctoral Candidate  
Lindenwood University

## Appendix C

### Carta de Participación: Entrevista

24 Enero, 2019  
Stacie Thompson  
Candidata a Doctorado  
Escuelas Públicas de Branson  
<Address>

Estimado <Title> <First Name> <Last Name>:

Gracias por su participación en mi estudio de investigación, *Percepciones sobre los Programas de Lenguaje de Inglés: Un Estudio de Casos*. Estoy anticipando hablar con usted a las <time> el <date> para recaudar sus percepciones sobre la programación de ELL en nuestro distrito. Tengo asignado aproximadamente 30 minutos para conducir nuestra entrevista.

Adjunto están las preguntas de la entrevista para permitirle suficiente tiempo para reflexionar antes de nuestra entrevista. He incluido la Forma de Consentimiento Informado para que la revise y la firme. Si está de acuerdo en participar en este estudio, por favor firme y feche la forma de consentimiento proporcionada.

Su participación en este estudio de investigación es puramente voluntaria, y puede retirarse a cualquier hora. Confidencialidad está asegurada. Si tiene alguna pregunta, por favor llame [REDACTED] o envíe correo electrónico a [REDACTED]. Una vez que el estudio sea completado, los resultados estarán disponibles para usted a petición.

Sinceramente,

Stacie Thompson  
Candidata a Doctorado  
Lindenwood University

**Appendix D****LINDENWOOD****Research Study Assent Form****What is research?**

We are going to do a research study. A research study is when a researcher or doctor collects information to learn more about something. During this research study, we are going to learn more about the perceptions individuals have of the current English language program models being used within the district. After we tell you more about this study, we would like to ask you to be a part of it.

We also will be asking about 22 other people to be part of this study.

**What will you ask me to do?**

If you choose to be part of this study, you will participate in a 15-20 minute interview after reading and signing this form. You will be asked a total of five interview questions. One question will seek to elicit information on how long you have been a participant in the English language program provided by the district. The other four questions will be centered on the program models utilized by the district and how you perceive these program models benefit you as a student.

This study is going to last 15-20 minutes, and then it will be over.

**Will I be harmed during this study?**

There are no anticipated risks associated with this research.

**Will I benefit from being in this study?**

You will not get anything special if you decide to be part of this study. We hope what we learn will help other children.

**Do I have to be in this research?**

No, you do not. If you do not want to be in this research study, just tell us. You can also tell us later if you do not want to be part of it anymore. No one will be mad at you, and you can talk to us at any time if you are nervous.

**What if I have questions?**

You can ask us questions right now about the research study. You can ask questions later if you want. You can also talk to someone else about the study if you want. You can change your mind at any time. Being in this research study is up to you.

If you want to be in this research study, just tell us. Or, you can sign your name in the blank below. We will give you a copy of this form to keep.

_____	_____
<b>Minor Participant's Signature</b>	<b>Date</b>
_____	
<b>Minor Participant's Printed Name</b>	

_____	_____
<b>Signature of Principal Investigator or Designee</b>	<b>Date</b>
_____	
<b>Investigator or Designee Printed Name</b>	



## Appendix E

# LINDENWOOD

## Forma de Consentimiento para el Estudio de Investigación

### **¿Que es un Estudio de investigación?**

Vamos a conducir un estudio de investigación. Un estudio de investigación es cuando un investigador o doctor junta información para aprender sobre algo. Durante este estudio de investigación, vamos a aprender más sobre la percepción que individuos tienen sobre el modelo del programa de Inglés como Segunda Lengua (ELL) utilizado por el distrito. Después que le digamos más sobre este estudio, queremos preguntarle que tome parte de ello.

También le preguntaremos a más o menos 22 otras personas que sean parte de este estudio.

### **¿Que me va a pedir que haga?**

Si escoge ser parte de este estudio tendrá que participar en una entrevista de 15-20 minutos despues de leer y firmar esta forma. Le preguntaran un total de 5 preguntas en la entrevista. Una pregunta buscará obtener información sobre cuánto tiempo a participado en el programa de ELL que está disponible en su distrito. Las otras 4 preguntas serán concentradas en el modelo del programa utilizado por el distrito y como percibe que estos programas le han beneficiado como estudiante.

Este estudio durará 15-20 minutos, y se terminará.

### **¿Me puedo lastimar durante este estudio?**

No se anticipa ningún riesgo asociado con esta investigación.

### **¿Voy a beneficiar de este estudio?**

No recibirá nada en especial si decide tomar parte de este estudio. Esperamos que lo aprendido ayude a otros niños.

### **¿Tengo que tomar parte de esta investigación?**

No, no tiene que. Si no quiere tomar parte de este estudio de investigación, sólo tiene que decirnos. También nos puede decir después si decide no continuarlo. Nadie se molestara con usted y puede platicar con nosotros si se siente nervioso en cualquier momento.

**¿Que pasa si tengo preguntas?**

Nos puede preguntar cualquier pregunta sobre este estudio de investigación. También nos puede preguntar después si usted gusta. También puede platicar con alguien más sobre este estudio. Y puede cambiar de parecer en cualquier momento. Ser parte de este estudio de investigación es completamente su opción.

Si quiere ser parte de este estudio de investigación, solo diganos. O, puede firmar su nombre en el espacio debajo. Le daremos una copia de esta forma para que la guarde.

<hr/>	
<b>Firma del Participante Menor</b>	<b>Fecha</b>
<hr/>	
<b>Nombre Escrito del Participante Menor</b>	

<hr/>	
<b>Firma del Investigador Principal o Designado</b>	<b>Fecha</b>
<hr/>	
<b>Nombre Escrito del Investigador Principal o Designado</b>	

## Appendix F

## LINDENWOOD

## Research Study Consent Form

*Perspectives on English Language Learner Programs: A Case Study*

**Note: “You” in this form refers to the minor participant. If an activity or requirement refers to the parent or guardian consenting on behalf of the minor, this will be clearly indicated.**

Before reading this consent form, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

*Basic information about this study:*

- We are interested in learning about the perceptions individuals have of the current ELL program models being used within the district.
- You will participate in a 15-20 minute interview where questions about your personal experiences and perceptions of the ELL program used within the district will be posed. The interview will be audio recorded and kept in a secure location.
- There are no anticipated risks associated with this research.

# LINDENWOOD

## Research Study Consent Form

### *Perspectives on English Language Learner Programs: A Case Study*

You are asked to participate in a research study being conducted by Stacie Thompson and Dr. Shelly Fransen at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

#### **Why is this research being conducted?**

We are doing this study to identify the perceptions individuals have of the current English language program models being used within the district. We will be asking about 22 other people to answer these questions.

#### **What am I being asked to do?**

You are being asked to voluntarily participate in a 15-20 minute interview after reading and signing this form. You will be asked a total of five interview questions. One question will seek to elicit information on how long you have been a participant in the English language program provided by the district. The other four questions will be centered on the program models utilized by the district and how you perceive these program models benefit you as a student.

#### **How long will I be in this study?**

The amount of time involved in your participation for an interview will be approximately 15-20 minutes.

#### **Who is supporting this study?**

This study is not funded by an individual or agency.

#### **What are the risks of this study?**

- Privacy and Confidentiality: We will be collecting data that could identify you, but each survey response will receive a code so that we will not know who answered each survey. The code connecting you and your data will be destroyed as soon as possible.
- We are collecting data that could identify you, such as your individual answers to the interview questions. Every effort will be made to keep your information

secure. Only members of the research team will be able to see any data that may identify you.

- No data will be collected online for this study.

### **What are the benefits of this study?**

You will receive no direct benefits for completing this interview. We hope what we learn may benefit other people in the future.

### **What if I do not choose to participate in this research?**

It is always your choice to participate in this study. You may withdraw at any time. You may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from a study, please use the contact information found at the end of this form.

### **What if new information becomes available about the study?**

During the course of this study, we may find information that could be important to you and your decision to participate in this research. We will notify you as soon as possible if such information becomes available.

### **How will you keep my information private?**

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are members of the research team, qualified staff of Lindenwood University, and representatives of state or federal agencies.

### **How can I withdraw from this study?**

Notify the research team immediately if you would like to withdraw from this research study.

### **Who can I contact with questions or concerns?**

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or [mleary@lindenwood.edu](mailto:mleary@lindenwood.edu). You can contact the researcher, Stacie Thompson, directly at [REDACTED] or [REDACTED]. You may also contact Dr. Shelly Fransen at [REDACTED].

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

_____	_____
<b>Parent or Legally Authorized Representative's Signature</b>	<b>Date</b>
_____	
<b>Parent or Legally Authorized Representative's Printed Name</b>	

_____	_____
<b>Signature of Principal Investigator or Designee</b>	<b>Date</b>
_____	
<b>Investigator or Designee Printed Name</b>	

## Appendix G

## LINDENWOOD

## Formulario de Consentimiento para Estudio de Investigación

Perspectivas sobre los Programas para los Estudiantes de Inglés; Un Estudio

**Nota: “Usted” en este formulario se refiere al participante menor de edad. Si una actividad o requisito se refiere al padre o tutor que dio consentimiento en parte del menor, se le indicará claramente.**

Antes de leer este formulario de consentimiento, por favor sepa:

- Su decisión a participar es opcional
- Tendrá tiempo para pensar sobre el estudio
- Podrá retirarse del estudio en cualquier momento
- Usted es libre de hacer cualquier pregunta sobre el estudio a cualquier hora

Después de leer el formulario de consentimiento, esperamos que sepa:

- Porque estamos conduciendo este estudio
- Que se requiere que haga
- Cuales son los posibles riesgos y beneficios del estudio
- Qué alternativas están disponibles, si el estudio implica un tratamiento o terapia
- Qué hacer si tiene preguntas o preocupaciones durante el estudio

*Información básica sobre este estudio:*

Estamos interesados en aprender sobre las percepciones que individuos tienen sobre los modelos de los programas actuales de Inglés como Segunda Lengua (ELL) que están siendo utilizados dentro del distrito.

Usted participará en una entrevista de 15 a 20 minutos donde las preguntas serán sobre sus experiencias personales y percepciones del programa actual de Inglés como Segunda Lengua (ELL) y como es utilizado dentro de su distrito. La entrevista sera audio grabada y guardada en un lugar seguro

No se anticipa ningún riesgo asociado con este estudio.

# LINDENWOOD

## Formulario de Consentimiento para el Estudio de Investigación

### Perspectivas sobre los Programas para los Estudiantes de Inglés; Un Estudio

Se le pide su participación en un estudio conducido por Stacie Thompson y Dra. Shelly Fransen de la Universidad de Lindenwood. Tomar parte de el estudio de investigación es voluntario, y es libre de parar en cualquier momento. Antes de que decida participar, puede discutir sobre este estudio de investigación con su familia, amigos, o médico. No sienta que tiene que participar en este estudio hasta que todas sus preguntas y preocupaciones sean respondidas. Si decide participar, se le pedira que firme esta forma.

#### **¿Porque se está conduciendo este estudio?**

Estamos conduciendo este estudio para identificar las percepciones que individuos tienen sobre los modelos del programa de Inglés como Segunda Lengua (ELL) que son utilizados dentro del distrito. Aproximadamente le preguntaremos a otras 22 personas a responder estas preguntas.

#### **¿Que se le pide que haga?**

Se le pide que participe voluntariamente en una entrevista de 15-20 minutos despues de leer y firmar esta forma. Se le preguntaran un total de 5 preguntas en la entrevista. Una pregunta buscará información elicitada sobre cuánto tiempo a participado en el programa de Inglés como Segunda Lengua que provee el distrito. Las otras 4 preguntas son concentradas sobre el modelo del programa utilizado por el distrito y como usted cree que estos modelos le benefician a usted como estudiante.

#### **¿Cuanto tiempo estare en este estudio?**

Su participación en la entrevista incluye el tiempo total del estudio que serán aproximadamente 15-20 minutos.

#### **¿Quien esta apoyando este estudio?**

Ningun individuo o agencia esta financiando este estudio.

#### **¿Cuales son los riesgos de este estudio?**

- Privacidad y Confiabilidad: Estaremos coleccionando información que lo puede identificar, pero cada respuesta de este estudio recibira un código para que no se sepa quien respondió cada estudio. El código conectándolo a usted y a su información se destruirá lo más pronto posible.



Estamos coleccionando información que lo puede identificar, tal como sus respuestas a las preguntas de su entrevista. Se hará todo esfuerzo para que su información este segura. Solo miembros del equipo de investigación podrán ver información que lo pueda identificar.

No se colecciona información en-línea para este estudio.

### **¿Cuales son los beneficios de este estudio?**

No recibira beneficios directos por completar este entrevista. Esperamos aprender cómo beneficiar a otra gente en el futuro.

### **¿Que pasa si prefiero no participar en este estudio?**

Siempre será su opción participar en este estudio. Puede retirarse en cualquier momento. Tiene opción a no contestar cualquier pregunta o realizar tareas que lo hagan sentir incómodo. Si decide retirarse, no recibirá ninguna penalización o pérdida de beneficios. Si gusta retirarse del estudio, por favor utilice la información del contacto que se encuentra al final de esta forma.

### **¿Qué pasa información está disponible sobre este estudio?**

Durante el curso del estudio, será posible que encontremos información que sea importante para usted y su decisión a participar en este estudio. Le notificaremos en cuanto esta información sea disponible.

### **¿Cómo mantendremos tu información privada?**

Haremos todo para proteger su privacidad. No tenemos la intención de incluir información que lo pueda identificar en ninguna publicación o presentación. Cualquier información que coleccionemos será guardada por el investigador en un lugar seguro. Las unicas personas que podrán ver su información serán: miembros del equipo de investigación, personal calificado de la Universidad de Lindenwood, representativos del estado o agencias federales.

### **¿Como me puedo retirar del estudio de investigación?**

Notificar al equipo de investigación inmediatamente si le gustaría retirarse del estudio de investigación.

### **¿Con quien me contacto si tengo preguntas o preocupaciones?**

Si tiene alguna pregunta sobre sus derechos como participante de esta investigación o preocupaciones sobre este estudio, o se siente presionado a participar o continuar su participación en este estudio, puede comunicarse con el Director de la Junta de Revisión Institucional de la Universidad de Lindenwood, Michael Leary, al (636) 949-4730 o

mleary@lindenwood.edu. Puede comunicarse directamente con la investigadora, Stacie Thompson al [REDACTED] o [REDACTED]. También con la Dra. Shelly Fransen al [REDACTED].

He leído la forma de consentimiento y me han dado la oportunidad a hacer preguntas. También me han dado una copia de la forma de consentimiento para mis archivos. Les doy mi consentimiento a participar en este estudio como fue descrito en este formulario.

<hr/>	
<b>Firma del Padre o Representante Legalmente Autorizado</b>	<b>Fecha</b>
          <hr/>	
<b>Nombre Escrito del Padre o Representante Legalmente Autorizado</b>	

<hr/>	
<b>Firma del Investigador Principal o Designado</b>	<b>Fecha</b>
          <hr/>	
<b>Nombre Escrito del Investigado o Designado</b>	

**Appendix H****LINDENWOOD****Research Study Consent Form***Perspectives on English Language Learner Programs: A Case Study*

Before reading this consent form, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

*Basic information about this study:*

- There are no anticipated risks associated with this research.

# LINDENWOOD

## Research Study Consent Form

### *Perspectives on English Language Learner Programs: A Case Study*

You are asked to participate in a research study being conducted by Stacie Thompson and Dr. Shelly Fransen at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

#### **Why is this research being conducted?**

We are doing this study to identify the perceptions individuals have of the current English language program models being used within the district. We will be asking about 22 other people to answer these questions.

#### **What am I being asked to do?**

You are being asked to voluntarily participate in a 20-30 minute interview after reading and signing this form. You will be asked a total of nine interview questions. One question will seek to elicit information on how long you have been employed by the district and how long you have held your current position. The other eight questions will be centered on program models utilized by the district and how you perceive these program models to benefit English language learners.

#### **How long will I be in this study?**

The amount of time involved in your participation for an interview will be approximately 20-30 minutes.

#### **Who is supporting this study?**

This study is not funded by an individual or agency.

#### **What are the risks of this study?**

- Privacy and Confidentiality: We will be collecting data that could identify you, but each survey response will receive a code so that we will not know who answered each survey. The code connecting you and your data will be destroyed as soon as possible.
- We are collecting data that could identify you, such as your individual answers to the interview questions. Every effort will be made to keep your information

secure. Only members of the research team will be able to see any data that may identify you.

- No data will be collected online for this study.

### **What are the benefits of this study?**

You will receive no direct benefits for completing this survey. We hope what we learn may benefit other people in the future.

### **What if I do not choose to participate in this research?**

It is always your choice to participate in this study. You may withdraw at any time. You may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from the study, please use the contact information found at the end of this form.

### **What if new information becomes available about the study?**

During the course of this study, we may find information that could be important to you and your decision to participate in this research. We will notify you as soon as possible if such information becomes available.

### **How will you keep my information private?**

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are members of the research team, qualified staff of Lindenwood University, and representatives of state or federal agencies.

### **How can I withdraw from this study?**

Notify the research team immediately if you would like to withdraw from this research study.

### **Who can I contact with questions or concerns?**

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or [mleary@lindenwood.edu](mailto:mleary@lindenwood.edu). You can contact the researcher, Stacie Thompson, directly at [REDACTED] or [REDACTED]. You may also contact Dr. Shelly Fransen at [REDACTED].

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

_____	_____
<b>Participant's Signature</b>	<b>Date</b>
_____	
<b>Participant's Printed Name</b>	

_____	_____
<b>Signature of Principal Investigator or Designee</b>	<b>Date</b>
_____	
<b>Investigator or Designee Printed Name</b>	

## Appendix I

### English Language Teacher and Paraprofessional Interview Questions

1. How long have you been an educator? How many years have you been employed in your current position?
2. How would you describe the English language program model utilized by your district?
3. What steps are taken to ensure student success within the district's English language program?
4. What steps are taken for students who are not successful?
5. How successful do you feel students are who receive push-in services ONLY? Why?
6. How successful do you feel students are who receive pull-out services ONLY? Why?
7. Do you feel a combination of these program models provides students with an adequate educational experience? Why or why not?
8. What type of professional development is offered to you to aid you in meeting the needs of your students? Do you feel this is adequate? Why or why not?
9. What type of relationship would you say there is between the English language teachers/paraprofessionals and general education classroom teachers?
10. Do you have anything else you would like to add?

## Appendix J

### English Language Learner Interview Questions

1. How long have you been in this school? How many years have you been a part of the English language program?
2. What type of help do you receive from your English language teacher(s) and or paraprofessional(s)?
3. Does your English language teacher come to your classroom and help you? If so, what kinds of activities does he or she do to help you?
4. Do you go to your English language teacher's classroom for help? If so, tell me about the kinds of activities you have completed in his/her classroom.
5. Do you get help both ways (both in your classroom and in the English language classroom)? If so, which one do you prefer and why?
6. Can you tell me about one of the successes you have experienced while participating in the program? Was it during a push-in, pull-out, or co-teaching activity?
7. Can you tell me about one of the failures you have experienced while participating in the program? Was it during a push-in, pull-out, or co-teaching activity?



## Appendix K

### Aprendiz del Lenguaje Inglés Preguntas de la Entrevista

1. ¿Cuánto tiempo has estado en las Escuelas Públicas de Branson? ¿Cuántos años has tomado parte del programa de Inglés como Segunda Lengua.
2. ¿Que tipo de ayuda recibe de su maestro(s) de ELL?
3. ¿Va tu maestro(a) de ELL a tu salón de clase y te ayuda? ¿ Cómo y con que te ayuda?
4. ¿Vas al salón de clase de ELL por ayuda?¿ Dime qué hacen en su salón
5. ¿Te ayudan de las dos maneras (en tu salon y en el salón de ELL)? ¿Cual prefieres y porque?
6. ¿Me puede decir sobre uno de sus éxitos que ha experimentado mientras participo en el programa? ¿Fue durante la visita de tu maestra a clase, cuando fuiste a la clase de tu maestra, o durante una actividad de co-maestría?
7. ¿Me puedes decir sobre uno de los fracasos que has experimentado mientras participaste en el programa? ¿Fue durante la visita de tu maestra a clase, cuando fuiste a la clase de tu maestra, o durante una actividad de co-maestría?

## Appendix L

### General Education Classroom Teacher Interview Questions

1. How long have you been an educator? How many years have you been employed in your current position?
2. How would you describe the English language program model utilized by your district?
3. How successful or unsuccessful do you feel students are who receive push-in services ONLY? Why?
4. How successful or unsuccessful do you feel students are who receive pull-out services ONLY? Why?
5. Do you feel a combination of these program models provide students with an adequate educational experience? Why or why not?
6. What type of initial preparation/training did you receive to prepare you for English language instruction as a classroom teacher?
7. What type of professional development is offered to you to aid you in meeting the needs of your students? Do you feel this is adequate? Why or why not?
8. What type of relationship would you say there is between the English language teachers/paraprofessionals and general education classroom teachers?
9. What measures could the district take to ensure you are prepared to provide the best possible learning experience for students?
10. What suggestions do you have to improve the current program model(s) used in your classroom? What would you do differently? What other strategies would you implement?
11. Do you have anything else you would like to add?

## **Appendix M**

### **Elementary Administrator Interview Questions**

1. How long have you been an educator, and of those years, how long have you been an elementary school principal? How many years have you been employed in your current position?
2. Describe the English language learner population of your district.
3. How would you describe the English language program model utilized by your district?
4. What steps are taken to ensure student success within the district's English language program?
5. How successful do you feel students are who receive push-in services only?
6. How successful do you feel students are who receive pull-out services only?
7. Do you feel a combination of these program models provide students with an adequate educational experience? Why or why not?
8. How has funding and resources changed to meet the needs of the English language learner population?
9. Do you have anything else you would like to add?

### **Vita**

Stacie R. Thompson attended Evangel University for her undergraduate degree and Missouri Baptist University for her master's degree. She obtained a Bachelor's of Science in Elementary Education with a minor in vocal performance in 2005. In 2009, she received her Master of Science in Educational Administration.

Stacie started her career in 2006 with Springfield Public Schools in Springfield, Missouri, as a first grade teacher. The following year she moved with her husband to Rolla, Missouri where she taught fifth grade at Rolla Middle School for three years. While in Rolla, Stacie taught a Technology for Teachers course through East Central College. She then relocated and taught fifth grade for three years at Branson Intermediate. Stacie currently is the assistant principal at both Cedar Ridge Elementary and Cedar Ridge Intermediate in Branson, and she has held this position for the past six years.