8-7-2008

Historical Case Study of ESL Staff Development for Mainstream Content Area Teachers in a Pennsylvania School District

Holly Sue Hudspath-Niemi
Indiana University of Pennsylvania

HISTORICAL CASE ANALYSIS OF ESL STAFF DEVELOPMENT FOR MAINSTREAM CONTENT AREA TEACHERS IN A PENNSYLVANIA SCHOOL DISTRICT

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Holly Sue Hudspath-Niemi

Indiana University of Pennsylvania

August 2008

Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of English

We hereby approve the dissertation of

Holly Sue Hudspath-Niemi

Candidate for the Degree of Doctor of Philosophy

April 2, 2008 Signature on File
David I. Hanauer, Ph.D.
Professor of English, Advisor

April 2, 2008 Signature on File
Gian S. Pagnucci, Ph.D.
Professor of English

April 2, 2008 Signature on File
Richard D. McCallum, Ph.D.
Professor of Education
University of California, Berkeley

ACCEPTED

Signature on File
Michele S. Schwietz, Ph.D.
Assistant Dean for Research
The School of Graduate Studies and Research

ABSTRACT

Title: Historical Case Study of ESL Staff Development for Mainstream Content Area Teachers in a Pennsylvania School District

Author: Holly Sue Hudspath-Niemi

Dissertation Chair: Dr. David I. Hanauer

Dissertation Committee: Dr. Gian S. Pagnucci
Dr. Richard D. McCallum

This study is an analytical critique of English as a second language (ESL) staff development based on an informed understanding of the field of teacher training that considers the diversity within perceptions and perspectives of the stakeholders. The importance of context will be explored in the district's ESL staff development programs from 2000-2005; in order to evaluate the future needs in mainstream teacher training.

The research sites include an elementary, middle and a high school located in western Pennsylvania. The district experienced an increase in English language learners (ELLs) over the past ten years (3,061%). Data analyses consisted of document analysis, a teacher focus group, and administrator interviews that concluded the success or failure of any ESL staff development initiative is contingent upon the collaboration between administrators and teacher, who conduct the district in a bureaucratic linear model.

The documents identified seven critical ESL themes: strategies of instruction, second language acquisition, role of culture, affective concerns, Bloom's taxonomy, ESL program and policy, and ESL standards. Administrator interviews revealed an

expectation for teachers to be responsible and self-sufficient professionals who can implement initiatives in order to individualize instruction for ELLs. The teacher focus group revealed a level of frustration with the bureaucratic constraints of the institution that lacks collaboration, time, and communication between stakeholders.

Overall, the triangulation of the data reveals that there are inconsistencies between explicit statements in the data and the actualities that occur in the district. First and foremost is the "illusion of teacher training." Secondly, the triangulation of the data reveals inequities within the power relations and lack of consistent collaboration between the administrators and the teachers.

AKNOWLEDGEMENTS

I am eternally grateful to Dr. Hanauer, my mentor, who allowed me to reach my goal of receiving a doctoral degree. If it were not for his professionalism, patience, extraordinary guidance and above all his ability to think critically and problematize, I would not be writing this now. I will always be thankful to him.

My deepest appreciation is extended to both Dr. Pagnucci and Dr. McCallum for their time, expertise, and educational insights, while serving on my committee.

Also, I thank the Superintendent of Schools and Principals for allowing me to conduct my research in the school district. In addition, I am grateful to all my participants for participating in the study. I wish to give a special thanks to Mrs. Rock who kindly listened as a friend and provided me with her invaluable experience as an educator.

To my husband, Matt, who supported and encouraged my endeavors. With your guidance, love, patience, and tolerance, you have allowed me to pursue my dream that we share together.

Last, but certainly not least, my daughter, Ella, I want to be an example that will guide you in your life and know that with hard-work, perseverance, and your family's support, you can accomplish anything.

DEDICATION

I dedicate this work to my parents. You are my inspiration and have taught me the value of education. Your love and support gives me the strength to accomplish my goals.

I hope that I have made you proud by being the first, but certainly not last, doctor in the family. This work is my heartfelt thanks from your daughter, Dr. Holly Sue Hudspath-Niemi.

TABLE OF CONTENTS

LIST OF TABLES

Table Page

LIST OF FIGURES

Figure Page

CHAPTER I

INTRODUCTION

Background

There are few educational topics that have attracted as much attention in recent years as the education of limited English proficient (LEP) students. This attention has been intensified in response to pressure from lawmakers, educators, and organizations to set higher standards for LEP students. In Pennsylvania, as well as other states, the concept of including LEP students in the mainstream warranted a significant change in the manner in which English as a Second Language (ESL) services are provided to students within school districts. Until recently, most school systems relied upon ESL teachers to provide educational services for students with limited English proficiency. Although this practice was considered appropriate and in compliance with regulations, the system often fell short in relation to meeting the academic achievement of the ESL student population. Lawmakers and advocates assumed that access, as written into law, would ensure good educational outcomes for students with limited English proficiency.

Menken and Antunez (2001) report national data, which states that only 2.5% of teachers of ESL students have degrees in Teaching English to Speakers of Other Languages (TESOL) or related fields. In addition, they found that 70% of teachers lack basic professional development in teaching ESL students. Teachers are beginning to realize that this diverse student population is steadily increasing and that teachers must gain the skills and experience necessary to ensure the success of ESL students. Short and Echevarria (2005b) found that students with non-English speaking backgrounds are "the fastest-growing subset of the K-12 student population" (p. 9). Thus, with recent trends,

lawmakers and advocates have seen a positive correlation between language policy and the ESL population.

Corson explains, "School language policies are viewed by many in education as an integral and necessary part of the administration and curriculum practice of schools" (1991, p. 1). Kennedy states that "the close relationship between use of a language and political power, socioeconomic development, national and local identity, and cultural values had led to the increasing realization of the importance of language policies and planning in the life of a nation. Nowhere is this planning more crucial than in education, universally recognized as a powerful instrument of change" (1983, p. iii). Nonetheless, language policy does not automatically guarantee access for English language learners (ELLs). Reagan states that "an important point that needs emphasis here is that language policy is profoundly political in nature [(see McKay, 1993, Pennycook, 1994, 1998, Phillipson, 1992, van Dijk, 1995 (2002, p. 129)]. Thus, "the great linguistic paradox of our time is that societies which dedicate enormous resources to language teaching and learning have been unable-or unwilling- to remove the powerful linguistic barriers to full participation in the major institutions of modern society" (Tollefson, 1991, p. 7).

Dong (2004) calls attention to the increase in ELLs and the "…urgent need for all teachers to develop culturally sensitive and language appropriate instruction so that all students can succeed" (p. 202). With the trend of mainstreaming non-native speakers into English-only classes, a teacher's delivery of instruction and assessment greatly impacts the success of ELLs (Rubinstein-Ávila, 2003, p. 122). A closer look at ESL training revealed that "few mainstream teachers have been prepared to address the linguistic challenges and cultural differences present in diverse classrooms" (Young &

Young, 2001, p. 101). Clair and Adger (1999) report on effective professional development, as well as optimal conditions for successful professional development, that incorporates teacher input, critical reflection, and meaningful collaboration provided over a long duration. Moreover, continued trends of growth suggest that the ELL population will continue to increase and "professional development must equip teachers for this challenge" (Clair & Adger, 1999, p. 5). This phenomenon calls for schools to address the needs of mainstream classroom teachers who are unprepared and ill equipped to teach ESL students in the content areas. "Ultimately, therefore, school districts are increasingly engaged in comprehensive staff development…" (Smith-Davis, 2004, p. 25). One of the most feasible choices to schools is in the form of ESL staff development for mainstream content area teachers.

Statement of the Problem

As previously noted, the ESL population is steadily on the rise throughout the nation (Gray and Fleischman, 2005, Short & Echevarria, 2005b). The purpose of this study is to explore how a school district plans, implements, and evaluates staff development in order to find gaps to make recommendations for future training opportunities. Descriptions of the research questions will provide further data for ESL staff development for mainstream content area teachers. The overarching research question to be addressed within the study site is: "How does a school district understand ESL staff development for mainstream teachers in a time of change?"

Specific research questions to be addressed in this qualitative study are fourfold:

i. What are the existing models of ESL staff development?

ii. How does a school district plan for ESL staff development?

iii. How does a school district implement ESL staff development?

iv. How does a school district evaluate ESL staff development?

Professional Significance of the Study

The ultimate goal of this study is to contribute to the preparation of mainstream content area teachers who work with ELLs. This study is essential to the field to better understand the emphasis on early mainstreaming of ESL students, which directly impacts many classroom teachers who are under-prepared to work with diverse student populations. My study will contribute to the field by providing a greater understanding of how school districts are contending with practical implications of implementing ESL staff development. In addition, my critical analysis will provide recommendations and considerations for future ESL staff development and add to what is known about ESL teacher training. Furthermore, conducting research that is closely related to program evaluation will allow one to critically evaluate other districts' ESL programs in order to make ESL staff development recommendations. As a matter of law, ELLs have a legal right to access the mainstream curricula; thus, it is more important than ever that the mainstream teacher is knowledgeable about how to adapt and modify content, culture and language instruction. Thus, my central goal is to contribute to the success of ELLs by identifying staff development practices in the form of a historical case analysis.

Firstly, the practical research purpose of my study is closely related to a program evaluation of ESL staff development initiatives. Maxwell (1996) states the importance of "conducting formative evaluations, ones that are intended to help improve existing practice rather than to simply assess the value of the program or product being evaluated. In such evaluations, Maxwell believes that it is more important to understand the process

by which things happen in a particular situation than to rigorously compare it with other situations" (1996, p. 21). With this noted, one of my practical research purposes is to improve current ESL staff development initiatives, by understanding the process by which they are created and conducted in their situational context. Moreover, by "understanding the process by which events and actions take place," the district can apply identifiable components to future ESL staff development initiatives (Maxwell, 1996, p. 19).

Secondly, my practical research purpose includes "understanding the meaning, for participants in the study, of the events, situations and action they are involved with and of the accounts that they give of their lives and experiences" (Maxwell, 1996, p. 17). Imperative to this study is an understanding of the stakeholders in the ESL staff development initiatives including the teachers and administrators. Each of these participants contributes his/her meaning and understanding that, when analyzed, brings new insights. Moreover, my practical research purpose includes "understanding the particular context within which the participants act, and the influence that this context has on their actions" (Maxwell, 1996, p. 17). The teachers and administrators are influenced by the school's context and it is this context that makes each participant's understanding unique.

Ultimately, my goal is to understand how a district approaches planning, implementation, and evaluation of staff development in order to assist mainstream teachers in meeting the needs of culturally and linguistically diverse learners. My study contributes to the preparation of mainstream content area teachers who work with ELLs and to the field with a greater understanding of how school districts are contending with

practical implications of ESL staff development: my study also proposes a critical analysis based on an informed understanding of the future direction of ESL staff development and teacher training.

Description of Historical Case Analysis

This is a historical case analysis research study of ESL staff development for mainstream content area teachers in a Pennsylvania school district. In the context of this study, the researcher will be referring to "historical" as the interpretation of a phenomenon as it changed through time. It is the researcher's belief that history is just not found in archives and libraries; it is in the memories and experiences of people. It is the latter notion which serves as the basis of this study. In the context of this research, the term case study refers to the collection and presentation of qualitative research from a small participant pool, in this case, the pool being Williams Valley School District (WVSD), in order to draw conclusions from this specified context.

After analyzing the ESL staff development initiatives from a historical perspective in this Pennsylvania school district, an analytical critique based on an informed understanding of the field of teacher training for mainstream content area teachers who work with ELLs will be proposed. A series of research questions that incorporate the planning, implementation, and evaluation of the school district's ESL staff development programs from multiple perspectives, teachers and administrators, are answered, in order to critically evaluate the future needs in mainstream teacher training and begin to answer how we understand ESL staff development in a time of change.

The Subject District

In the context of my research, Williams Valley (pseudonym) is a suburban western-Pennsylvania school district that has experienced an increase in ESL students due in part to the school district's location near a Catholic charity organization. As of the 2000 census, Williams Valley had approximately 19,999 residents 8,193 households, with the average household size of 2.41 and the average family size was 2.92. Table 1 shows the racial makeup of Williams Valley according to the 2000 census.

Table 1
Williams Valley Race and Ethnicity Data

Race	White	African American	Hispanic or Latino of any race	Asian	From Other Race	Native American	Pacific Islander
Percent	96.20%	2.42%	0.65%	0.56%	0.17%	0.05%	0.01%

The median income for a household in Williams Valley was $40,752. The median income for a family was $48,503. According to the 2000 census, approximately 3.9% of families and 5.3% of the population were below the poverty line.

This organization sponsors numerous refugee families who, in turn, become part of the school and community. Teachers are beginning to realize this diverse student population is steadily increasing and the teachers must gain the skills and knowledge necessary to ensure student success. This increase was recognized by the state and district, which sparked the creation of an ESL grant for WVSD to provide necessary

services and support. The grant program, whose funding is provided by the Pennsylvania Department of Education and the Department of Health and Human Services, Office of Refugee Resettlement, is a collaborative effort of various individuals, agencies, organizations, and religious congregations. The initiative began in 1996, "as a response to the growing number of refugee families in Williams Valley Borough. The staff quickly realized that a community effort was needed to help these students and their families adjust to their new school and environment" (WVSD, 2005). Table 2 shows the increase in ESL students according to the Pennsylvania Department of Education's LEP count by district (PDE, 2005).

Table 2
WVSD ESL Enrollment from 1996-2005

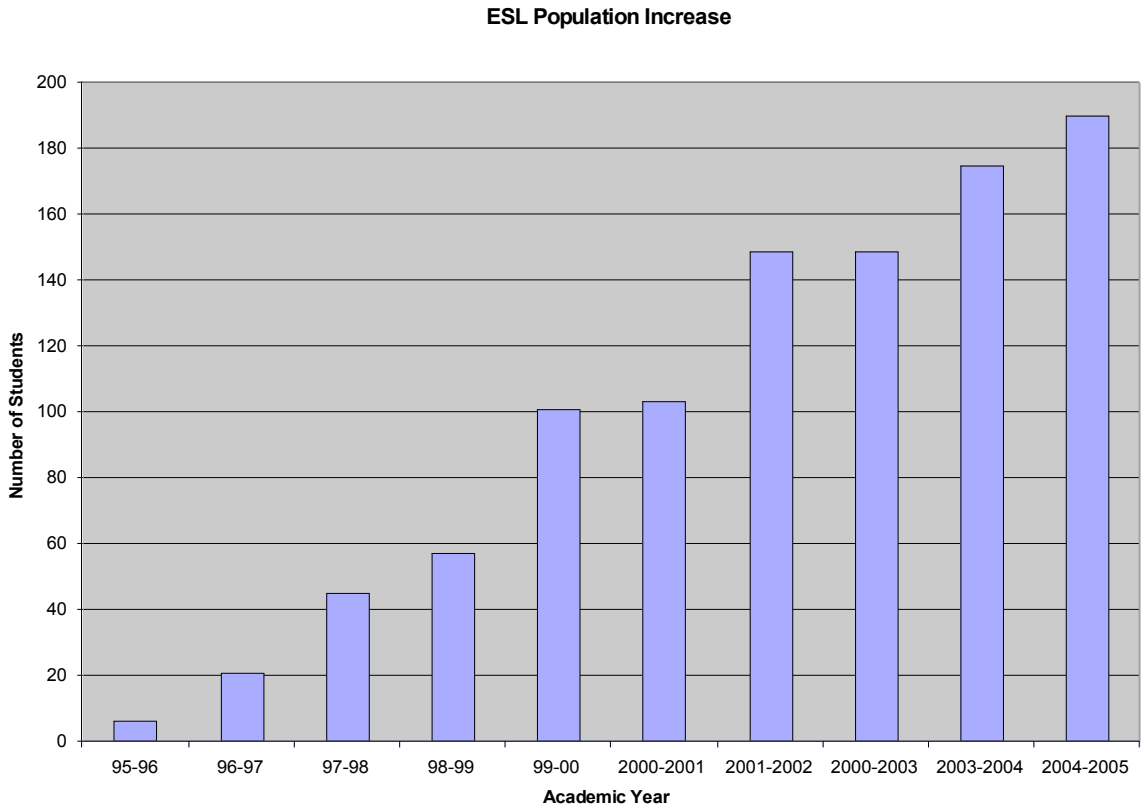


Table 2 shows the steady increase in the LEP student population to which Williams Valley School District reacted. There is a sharp increase in LEP students from 2001-2002. According to the ESL coordinator at WVSD, "the increase is likely due to the influx of refugees at the time. 2001-2003 was likely the 'bubble' as far as absorption of refugees nationally, and it is reflected in our numbers at WVSD. That is the year that we began receiving large families from the Middle East and Africa. Previous to that, the nationalities were largely from the former Yugoslavia" (Judd, 2007).

The goals of this grant project include efficient enrollment and orientation procedures, increasing ELLs' academic achievement, as well as keeping families informed of school programs. When students enroll, their families are welcomed and given a tour of the school. In addition, the curriculum, goals, and school procedures are discussed through an interpreter. In order to increase academic achievement, students are placed in appropriate grade level classes. Students receive formal ESL instruction and core subjects in the mainstream. WVSD also provides recreational and academic programs during the summer months. Teachers and other school staff have the opportunity to receive training in educational strategies appropriate for ELLs. In an effort to keep families abreast of school polices, procedures and programs, various translation services are available. Also, every effort is made to encourage parents to attend school events such as Open House, Curriculum Night, and the Parent-Teacher Association (PTA).

The decision to choose WVSD to conduct this research is based on the notion of "situational understanding" proposed by Kumaravadivelu (2001). "That is to say, language pedagogy, to be relevant, must be sensitive to a particular group of teachers

teaching a particular group of learners…" (p. 538). Keeping this in mind, a holistic interpretation of the schools' context will include experience from many of the district's teachers, curricula, administration, and community, as well as their mission, beliefs, successes, and challenges.

The researcher's involvement at the site has been in the capacity of an ESL teacher who works with students, teachers, and administrators on a daily basis. The researcher is in the unique position to see the struggles and success of both the students and teachers. The researcher believes that it is her role to balance this dichotomy. From the researcher's experience, it is clear that most teachers are not prepared to teach linguistically and culturally diverse students, yet they are not all willing to seek out preparation. The teachers want to know how to reach and educate ELLs in the mainstream, but yet are not given adequate time to do so. This is a complex situation that will require extensive effort to solve. Thus, it is the researcher's belief that ESL staff development for mainstream teachers should be conducted. So far, the district has taken multiple steps to ensure that the teachers are prepared to teach ESL in the mainstream classroom. Between the years 2000 and 2005, there have been multiple workshops, in-services, and meetings with facilitators, administrators and teachers throughout the district; yet a closer look at these steps reveals an inconsistency and repetition of this development.

Overview of the Methodology

The historical case analysis research study design in a K-12 public school setting incorporated qualitative practices. The study employs an analysis of documents related to the planning, implementation, and evaluation of ESL staff development. This study uses

document analysis, focus group interviews and individual interviews as the primary methodologies. The use of these methods aids in achieving the goal of understanding how ESL staff development is planned, implemented, and evaluated in order to propose an informative critical analysis of the future direction of ESL staff development and teacher training to better understand ESL staff development in a time of change.

Assumptions Underlying the Study

According to Maxwell (1996), the conceptual context of this study is "the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs" the research (p. 25). Thus, I formulated a tentative theory of what is occurring within ESL staff development for mainstream teachers at WVSD. The theoretical model, which grounds my study, is constructed from experiential knowledge, as well as from existing theory and research.

As a public school ESL teacher, I have been responsible for providing staff development opportunities for the mainstream teachers with whom I have worked with since I have been viewed as the "expert" by the faculty and staff. My involvement at the site has been in the capacity of an ESL teacher. I work with students and teachers on a daily basis. I have the unique position to see the struggles and successes of both the students and teachers. I believe that it is my role to balance this dichotomy. From my experience, it is clear to me that teachers are not prepared to teach linguistically and culturally diverse students, yet they are not all willing to seek out preparation. The teachers I have encountered want to know how to reach and educate ELLs in the mainstream, but yet don't want to put forth the extra time and energy to do so. I have caught myself on more than one occasion telling teachers that I do not have one magic

answer and I cannot wave a magic wand to give a quick fix. This is a complex situation that will require extensive work to solve.

I have presented to teachers of grades K-12 from a variety of content areas in both suburban and urban school settings. My personal philosophy of ESL staff development considers theory and research from Kutner (1992), Kumaravadivelu (2001), and Pennycook (1999). Thus far, the district has taken multiple steps to ensure the teachers are prepared to teach ESL in the mainstream classroom. Since 1999, there have been multiple workshops, in-services, and meetings with facilitators, administrators and teachers throughout the district, yet a closer look at these steps reveals an inconsistency and overlap of this development.

When designing my workshops, I consider the professional development design of Kutner (1992), which incorporates theory and research, demonstration, practice and feedback, application, follow-up, and evaluation. The innovation in my ESL in-servicing incorporates post-method pedagogy, as it "takes into account the importance of recognizing teachers' voices and visions, the imperatives of developing their critical capabilities, and the prudence achieving both of these through a dialogic construction of meaning" (Kumaravadivelu, 2001, p. 552).

My interpretation of Kumaravadivelu's post-method is defined as promoting a context-sensitive education that combines the role of the teacher as a theorist and practitioner who continually identifies a problem, seeks solutions, and critically evaluates the effects of the solution, making changes as needed. As with post-method pedagogy, I aim to help teachers recognize inequality, articulate their voices, encourage critical thinking, as well as have them bring theory into practical classroom use by integrating

pedagogy and research (Pennycook, 1999). "Given the complexity of social, cultural, and pedagogical relations, a critical approach to TESOL needs to work at multiple levels," in this case at a staff development level.

Furthermore, by taking a critical approach to the post-method ESL staff development, I present teachers with the idea that "TESOL is in no way reducible to teaching techniques, methods, or approaches…" (Pennycook 1999, p. 341). My approach enables teachers to look at the needs of individual ESL students and realize there is not a "quick fix," but rather a variety of techniques and methods to increase their success.

Overall, the goal of my staff development is to begin to balance the power relations between administrators and mainstream teachers and ESL students, thus the majority of this rationale is grounded in the post-process and post-method pedagogies. By contextualizing information to the mainstream classroom and understanding the complexity of the issue, teachers are required to critically question the processes and methods in their classrooms.

Reflecting upon experiential knowledge, recent Pennsylvania (PA) state ESL guidelines have made ESL staff development a mandatory part of each school's professional development plan. In many cases, ESL staff development programs are required with little input or consideration from the stakeholders. Too often, teachers are required to attend workshops that are required by administration, apparently with little or no consideration of the immediate needs of the teacher. Many workshops are given in one session, in an environment that lacks active teacher participation. Richardson (2003) states that "indeed, most of the staff development that is conducted with K-12 teachers derives from the short-term transmission model; pays no attention to what is already

going on in a particular classroom, school, or school district; offers little opportunity for participants to become involved in the conversation; and provides no follow-up" (p. 401). Thus, current trends of ESL staff development are not accomplishing the intended outcome of preparing teachers to work with culturally and linguistically diverse populations.

Next, experiential knowledge has led me to incorporate post-method pedagogy into ESL staff development in so far as the parameters of particularity, practicality, and possibility. This would allow for consideration of the particular school's context, suggesting practical in-service workshops, as well as the possibility of exploring the power relations in the mainstream classroom to empower the individual with an active voice and participation. My beliefs and assumptions of the direction of ESL staff development are reflected in post-method teacher training (Kumaravadivelu, 2001).

Considering existing theory and research in this study, ESL staff development can be presented as part of a theoretical framework, grounded in post-modern deconstructionism, additionally including social constructivism and critical pedagogy. This work is based on the assumption that schools must explicitly address the need for mainstream teacher ESL training through a variety of critical lenses. The under preparation of today's teachers in working with ESL students does not stem exclusively from lack of training; rather, it is a combination of the type of planning, implementation and evaluation that occurs in such training in a time of change. It is considered crucial to deal with this in order to guarantee that LEP students are afforded equality and access to educational resources and outcomes. The following theoretical models are the foundation to this study and its approaches: postmodern deconstructionism, social constructivism,

and critical pedagogy, as well as components of principles of adult learning and the theory of change.

When considering postmodern deconstructionist philosophy in the constructs of this study, it is understood that there is an acceptance to meaning and authority from a variety of sources as a historical occurrence and not one "ultimate" authority that is abstract or logical in nature. Postmodern deconstructionism in the context of this research is a view that emphasizes a variety of perspectives that are socially constructed, maintaining skepticism of humanity's progress, while analyzing or deconstructing beliefs in the face of increasing individualism, pluralism, and eclecticism. In addition, traditional assumptions are questioned in order to gain a deeper understanding of how the individual constructs meaning and "truth" related to ESL staff development initiatives.

Considering Kuhn's argument, one can apply social-critical theory to one's understanding of scientific knowledge as socially constructed, thus lending to social constructivism. In relation to the current study, one attempts to uncover hidden meanings and socially constructed forms of knowledge that are not self-apparent to the participants of the study (Kuhn, 1972). MacIntyre (1990) suggests that social and intellectual transformation operates as a prejudgment of our understanding of the phenomena in the present moment. Furthermore, the critical lenses from which one interprets must be considered in the present moment, with respect to projected possibilities and a reminder of the past. Finally, when considering the modernist's assertion that critical theory is founded on a universal base, then the postmodernist's assertions may be seen as being founded on a variety of bases, depending on the critical lenses through which it is

constructed; teachers and administrators, by providing multiple perspectives and understandings of what is true.

In form with critical pedagogy, the aim of this study is to unmask and demystify the power underlying ESL staff development initiatives in the school district. By demystifying the power and knowledge within this institution, one is in a position to understand the future possibilities of change and identify other ESL staff development intervention strategies that may effectively contribute to social change within an institution. This study recognizes and evaluates structures of power existing within the school's context. Moreover, the school's pedagogical focus enables the stakeholders to understand themselves as active participants, which in turn may create conditions conducive for the possibility of change within their sociopolitical constructs (McKerrow, 1989).

Two additional bodies of literature and research inform the ideas explored in this study. One body involves the principles of adult learning, which is the "art and science of helping adults learn" (Knowles 1970). This framework was selected because it includes consideration of the prior learning experiences of adults. The second body involves the theory of change process proposed by Weiss (1995), which explains why and how initiatives operate.

As one of the first to clearly theorize adult learning as a process of self-directed inquiry, Knowles' argument maintains the following principles:

1. The adult learner must deem the knowledge important,
2. self-direction is crucial,
3. prior knowledge can assist in adult learning and meaningfulness,

4. provide task-centered learning,
5. and consider motivation that is extrinsic and intrinsic in nature.

When contextualizing the Principles of Adult Learning to WVSD, some of Knowles' principles are apparent. For example, if the adult learner deems the knowledge important, it is completely dependant upon the values and beliefs of the learner. In addition, the stakeholders of WVSD come with extensive prior knowledge regarding their ESL students. This prior knowledge can assist with and contribute to a meaningful learning experience that may be motivated by extrinsic and intrinsic factors, such as PA Department of Education Act 48 professional development credits or the increase of ELLs success, which may also impact the concept of self-direction. The principle of providing task-centered learning is completely dependant upon the workshop conducted by the facilitator.

Rogers (1969) characterizes adult learning as cognitive and experiential. Rogers differentiates the two by defining cognitive learning as meaningless and viewed as academic knowledge, while experiential knowledge has significant personal pervasive effects on the learner. Rogers maintains that the adult learning process is aided by the following:

1. Active participation and control over the learning,
2. direct confrontation with the problem,
3. and progress assessment with self-evaluation.

A closer look at Rogers' characterizations of adult learning suggests direct confrontation with the problem. Within the contextualized nature of WVSD, one may infer that the increase in ELLs and their education is a "problem" rather than a problem; Cross'

characteristics of adults as learners model presents a “challenge” that would capitalize on the experience of the stakeholders at WVSD.

Cross (1981) created the characteristics of adults as learners (CAL) model by integrating and expanding upon the work of Knowles and Rogers. The CAL model is defined by personal and situational variables, which include capitalizing on the experiences of the adult learners and challenging the learner to advance personal development with increasing opportunities for choice.

Weiss (1995) suggested that most programs are based on a theory of change, even if the theory has not been made explicit. Simply stated, Weiss defines the term “theory of change” as how and why an initiative works. In other words, this theory explains the set of assumptions connected to both the short-term and long-term goals of interest. Furthermore, this theory is “a systematic and cumulative study of the links between activities, outcomes and contexts of the initiative” (Connell & Kubisch, 1998).

Killion (2002) states that a theory of change "...delineates the underlying assumptions upon which the program is based. It includes not only the components of a program, but also incorporates an explanation of how the change is expected to occur" (p. 55). Similarly, Whaley (1987) states that program components include resources, activities, a variety of outcomes, and ultimate goals. When designing a theory of change for one’s program, both Killion and Whaley validate the significance of including stakeholders. A very simple theory of change might involve the stakeholders in a discussion about goals, outcomes, and underlying assumptions, which contributes to a consensus among the group and stronger staff development plans. Moreover, the

involvement of the stakeholders leads to more fidelity and commitment toward the ultimate outcomes.

Summary of Assumptions

In sum, the theoretical model, which grounds my study, is constructed from experiential knowledge, as well as from existing theory and research. My personal philosophy of ESL staff development considers theory and research from Kutner (1992), Kumaravadivelu (2001), and Pennycook (1999). I consider the professional development design of Kutner (1992), which incorporates theory and research, demonstration, practice and feedback, application, follow-up, and evaluation. My interpretation of Kumaravadivelu's post-method is defined as promoting a context-sensitive education that combines the role of the teacher as a theorist and practitioner who continually identifies a problem, seeks solutions, and critically evaluates the effects of the solution, making changes as needed. As with post-method pedagogy, I aim to help teachers recognize inequality, articulate their voices, encourage critical thinking, as well as have them bring theory into practical classroom use by integrating pedagogy and research (Pennycook, 1999).

In addition, postmodern deconstructionism, social constructivism, and critical pedagogy, as well as components of principles of adult learning and the theory of change influenced the assumptions underlying this study. Postmodern and social deconstructionism in the context of this research questions traditional assumptions in order to gain a deeper understanding of how the individual constructs meaning and "truth" related to ESL staff development initiatives (Kuhn 1972, MacIntyre 1990). In form with critical pedagogy, the aim of this study is to unmask and demystify the power

underlying ESL staff development initiatives in the school district. Two additional bodies of literature and research inform the ideas explored in this study: principles of adult learning (Knowles 1970) and theory of change (Weiss 1995). This framework was selected because it includes consideration of the prior learning experiences of adults, as well as to explain why and how initiatives operate.

Limitations of the Study

1. This study is limited to the collection and description of data gathered from participants from the selected school district that have participated in ESL staff development programs for LEP students. However, the teachers selected are not the primary data source. It is more relevant to gain an in-depth understanding of the process by which a district plans, implements, and evaluates ESL staff development and the events surrounding the natural settings and contexts.
2. The elementary and secondary building sites were identified as potential sites, as long as the schools have been involved with past and present ESL staff development from 2000-2005. The researcher contacted administrators, including the Superintendent of Schools, the ESL Coordinator, and the building principals of potential schools in order to determine appropriateness for the study. The school sites must have been actively involved with ESL staff development from 2000-2005.

3. Data from interviews and document analysis are limited to teachers and administrators who are part of the ESL staff development for each school building.
4. This study is limited to only those mainstream content area teachers who have participated in ESL staff development from 2000-2005 in the selected school district. This study is limited to the description of ESL staff development for mainstream content area teachers participating in the study in relationship to their involvement and other emergent themes about ESL staff development.
5. This study is limited to the researcher's interpretations of the data, as an "insider-researcher" (Kanuha 2000). The researcher was positioned as such in order to minimize the power differential between participants so that she could gain an in-depth understanding of the process by which a district plans, implements, and evaluates ESL staff development in this particular context. It should be noted that the researcher's familiarity with the research site and participants can lead to a loss of objectivity, as well as the possibility of inadvertently making erroneous assumptions based on the researcher's prior knowledge and experience with the research site and participants.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of the review of the related literature is to examine the implications of ESL staff development for mainstream content area teachers. The literature review includes books, research reports, on-line resources, language policy, and periodicals. For organization purposes, there are two major sections: firstly, challenges in the education of ESL students and secondly, prominent ESL staff development models. The challenges in the education of ESL students is multifaceted, including such issues as the changing demographics, shortage of qualified teachers, language policy, BICS and CALP, strategies for instruction, as well as teacher attitudes and preparation. In addition, a review of three prominent staff development models is included in this chapter.

Challenges in the Education of ESL Students

Changing Demographics

Across the nation, the ESL student population in K-12 public schools is increasing. "Projections indicate that by 2015, more than 50 percent of all students in K-12 public schools across the United States will not speak English as their first language" (Gray & Fleischman, 2005, p. 84). Supporting this assertion, as stated by Short and Echevarria (2005b), similar statistics represent students with non-English speaking backgrounds as "the fastest-growing subset of the K-12 student population" (p. 9).

With the increase of ESL students in schools, mainstreaming seems to be becoming the norm. In response to the changing demographics, there is a need for special programs that support their cultural and linguistic diversity. Part of the change in the current education system will need to be on the part of the administrators and

classroom teacher with better preparation in educating ESL students. Beyond teacher preparation programs that do not require ESL course work, "districts also have the responsibility to provide teachers with the knowledge and support they need to face challenges and recognize possibilities with ELLs." Preparation will need to include instructional strategies to meet the academic and emotional needs of ELLs, as well as give teachers the opportunity to rethink assumptions and attitudes (Rubinstein-Ávila, 2003, p. 128).

Shortage of Qualified Teachers

The American Federation of Teachers statement calls for "…reform of teacher education and professional development" to ensure all teachers are prepared to educate ELLs (Adger, Snow, & Christian, 2002, p. 115). A closer look at ESL training revealed that "few mainstream teachers have been prepared to address the linguistic challenges and cultural differences present in diverse classrooms" (Youngs & Youngs, 2001, p. 101). Adger, Snow, and Christian (2005) argue that all teachers, including mainstream teachers, need background on how to support ELLs and their literacy development in content area classes. They suggest foundations in educational linguistics, as well as in-service education, to assist effective teachers with culturally and linguistically diverse students.

Ovando, Collier and Combs (2003) note the phenomenon in which many mainstream teachers have had minimal experience and limited opportunity to learn about working with culturally and linguistically diverse students. Thus, in mathematics, science, and social studies, there seems to be attention in the current school reform movements in order to meet ELLs' needs when integrating content and language.

Ovando, Collier and Combs (2003) suggest providing foundational theory in language learning, as well as practical implications for implementing ESL and multicultural education, that offers a comprehensive look at policy and research that impact ELLs.

Strategies for Instruction

Dong (2004) calls attention to the increase in ELLs and the "…urgent need for all teachers to develop culturally sensitive and language appropriate instruction so that all students can succeed" (p. 202). Dong suggests a required course address the following areas of preparation: building empathy, increasing second language acquisition background, adapting the curriculum, and integrating language skill instruction into the content. To establish empathy toward ELLs, Dong suggests a language sensitivity lesson and gives an example of having the participants write "…about an incident in which a language barrier prevented communication" (p. 203). Second, Dong believes in involving ELLs in the course, possibly as a panel, to allow participants to question their preconceived notions of this population through questions and discovery. Finally, Dong integrated language and content instruction in subject matter by identifying instructional modifications. Modifications include selecting language objectives, anticipating ESL difficulties, and assessing students' prior knowledge. Dong's findings conclude that throughout the semester participants "expressed increased confidence in their abilities to design a lesson tailored to second language learners'…" (p. 205).

Dong (2005) discusses the focus on educating subject-matter teachers of ELLs, but has found little discussion "…on strategies that teachers might use to integrate language and content in the mainstream subject-matter classes…" (p. 14). Dong notes specific areas to which a subject-matter teacher should pay special attention. Firstly,

subject-matter teachers should take a systematic approach in guiding ELLs. Secondly, in order to appropriately adapt instruction, teachers need to be aware of the student's English language proficiency level, as well as his or her linguistic and cultural background. Finally, Dong states that it is imperative that subject-matter teachers adapt instruction to include consideration of the ELL's background and language needs.

Echevarria and Graves (2002) provide detailed information on using the Specially Designed Academic Instruction in English (SDAIE) model in the classroom. The authors provide strategies used in successful sheltered courses with ELLs. This information is fundamental when planning effective lessons and using appropriate strategies. Curricular adaptations are recommended to increase sensitivity to cultural and linguistic diversity that emphasize the need to develop content knowledge and academic skills, as well as vocabulary and language skills. Similarly, Gray and Fleischman (2005) report on effective instructional strategies for ELLs; such strategies include keeping the language simple, the using of illustrations, as well as completing versus generating work.

Meyer (2000) reports on strategies teachers can use to create classroom conditions that increase meaningful learning for ELLs. The notion of the "four loads" is explored: cognitive load, cultural load, language load, and learning load. The cognitive load considers the student's familiarity with the new concepts. Meyer states that the newer the concept, the heavier the load. The cultural load explores the cultural meaning of words, embedded words, and academic classroom language. The language load considers the specialized academic language found in content material. Finally, the learning load looks at the instructional activity in relation to expectations; too high or too low. A closer

examination and understanding of the "four loads" can reduce barriers to meaningful learning.

Watts-Taffe and Truscott (2000) focus on teaching ESL students by using an integrated approach in the mainstream classroom. They support the notion that direct instruction focusing on literacy development should support English language learning throughout the school day. They suggest various elicitation devices which contribute to English language literacy development; such strategies include: meaningful writing tasks, peer discussion groups, background knowledge, and vocabulary development. Finally, the authors promote self-reflection as a means to increasing effective classroom instruction.

Teacher Attitudes

Youngs and Youngs' (2001) survey investigated the attitudes of mainstream teachers toward ESL students in middle and high schools. Findings conclude a neutral to slightly positive attitude toward teaching an ESL student in the mainstream. In order to increase positive attitudes toward ESL students, it is suggested to pre-service and in-service teachers to seek opportunities for interaction and exposure with diverse cultures. Some predictors of teachers' attitudes were found in the general educational experiences of the teachers, ESL training, and contact with diverse cultures, prior contact with ESL students, demographic characteristics, as well as the teachers' personalities.
The researchers suggest providing multicultural education, ESL training, and work with ELLs in order to promote positive teacher attitudes toward ESL students.

Williams (2001) discusses the combination of theory and practice with issues effecting ESL students in the mainstream classroom in order to promote ESL student

success, such as English proficiency, classroom language, opportunities for academic growth, and classroom communities. English proficiency includes the continuum of development toward academic English and classroom language that promotes effective discussion that increases instructional interaction. Opportunities for academic growth support students' strengths and classroom communities and encompass the emotional climate of the classroom. Williams advocates for educators to consider the aforementioned in order to effectively and affectively support ELLs in the mainstream.

Teacher Preparation

Dieckmann (2004) states, "Common responses by school district central offices include a few days of generic ESL strategy teacher training, sporadic team lesson planning, and counterproductive meetings to identify performance gaps through analysis of student outcome data" (p. 2). He elaborates by suggesting that much of the counterproductive ESL strategy training is conducted by the district's ESL personnel, without a content area specialist who represents the mainstream content areas educating ESL students. Often times included in counterproductive strategy training are pieces of sheltered instruction techniques that are to be considered "well-chosen" for a teacher to incorporate in his/her repertoire. Rather than superficial strategy training, Dieckmann (2003) suggests "…professional development conducted by content peers who have demonstrated success with the specific classroom challenges presented by students of varied English language proficiencies" (p. 5). In addition, Dieckmann states that professional development should be long-term and sustained with teacher reflection, as well as integrate language instruction and content instruction. "In-service professional development is in-depth and on-going and emphasizes ESL/mainstream teacher

collaboration" (Spaulding et al, 2004, p. 61). Accordingly, a connection between theory and practice can strengthen the professional development, if the professional development is also in-depth, sustained, and collaborative in nature (Spaulding et al., 2004).

Clair and Adger (1999) report on effective professional development, as well as optimal conditions for successful professional development. They note literature that supports adult professional development that incorporates teacher input, critical reflection, and meaningful collaboration and is provided over a long duration as being essential to teacher development. Providing these structures allows for the teachers to take ownership of the topic. When designing ESL professional development on issues surrounding ESL, Clair and Adger note the following specific knowledge must be addressed: second language acquisition, personal attitudes and beliefs, and student demands in the mainstream. Moreover, continued trends of growth suggest that the ELL population will continue to increase and "professional development must equip teachers for this challenge" (p. 5).

Short and Echevarria's (1999) study was designed to foster collaboration between teachers and researchers for meeting the needs of ELLs. Four large urban school districts participated in the project over two academic school years. Teachers attended a professional development seminar to learn about the project and the Sheltered Instruction Observation Protocol (SIOP) model. The protocol identified ways teachers could enhance instructional practices. The 30 items of the protocol are categorized under the headings, "preparation," "instruction," and "review/evaluation." The area of instruction is categorized further as "background," "input," "strategies," "interaction," "practice,"

and "delivery." Findings showed that the school's structure provided minimal time for teachers to reflect and analyze their instruction, as well as little time allotted for collaboration between teachers.

Echevarria and Graves (2002) provide detailed information on using the Specially Designed Academic Instruction in English (SDAIE) model in the classroom that provide strategies used in successful sheltered courses with ELLs. The recommendation is made that "teachers need specific preparation in working with English language learners" (p. 10). Moreover, the research showed "that with appropriate training, teachers can help English language learners master academic content" (p. 13).

González and Darling-Hammond (1997) believe that schools are realizing teachers need professional development to work effectively with ELLs in the mainstream. They highlight approaches to in-service professional development and provide several principles needed when providing professional development for teachers of ELLs. First, they recommend that teachers be given the opportunity to integrate theory and practice, and secondly, teachers should be provided with strategies that encourage a collaborative classroom environment, as well as use students' background knowledge and prior experiences. They advocate for the participants to be active stakeholders and have involvement in goal selection. They maintain that professional development should move "…from teachers as passive recipients of information to active and engaged participants who produce their own knowledge and participate actively in charting their own professional growth" (p. 34).

Federally, a key requirement of entities receiving Title III funding is that "districts are required to provide high-quality professional development to classroom teachers,

principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of limited English proficient students" (U.S. Department of Education, 2002, p. 63). In order to achieve quality, Title III stipulates that programs must be based on scientifically proven research on teaching LEP children. In addition, "Professional development is to be informed by scientifically based research that demonstrates its effectiveness in increasing children's English proficiency or teachers' knowledge and skills, and is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom" (U.S. Department of Education, 2002, p. 64).

BICS and CALP

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) were distinctions in language introduced by Cummins (1979). ELLs can acquire BICS within two years. CALP takes longer than BICS to acquire and usually develops anywhere from 5-10 years. CALP requires the learner to produce and comprehend abstract concepts and academic language (Larsen-Freeman & Long, 1991, p. 39). Cummins proposed these two notions in order to differentiate the period it takes an ELL to acquire basic conversational skills as opposed to academic language proficiency. Cummins elaborates the distinction between BICS and CALP with a visual representation of a quadrant, which highlights the range of contextual support and cognitive demands encountered by the ELL during a particular task. The task may range from being context-embedded/context-reduced or cognitively undemanding/cognitively demanding (Cummins, 1981). The notion of BICS and CALP

has greatly impacted the ESL programs and policy in education regarding the nature of language proficiency and ELL academic achievement

Language Policy

With attention to the changing demographics of schools, Reagan (2002) states that "An important point that needs to be emphasized here is that language policy is profoundly political in nature (see McKay, 1993, Pennycook, 1994, 1998, Phillipson, 1992, van Dijk, 1995). Kennedy states that "The close relationship between use of a language and political power, socioeconomic development, national and local identity and cultural values had led to the increasing realization of the importance of language policies and planning in the life of a nation. Nowhere is this planning more crucial than in education, universally recognized as a powerful instrument of change" (1983, p. iii). Corson explains:

> School language policies are viewed by many in education as an integral and necessary part of the administration and curriculum practice of schools. A language policy… identifies areas of the school's scope of operation and program where language problems exist that need the commonly agreed approach offered by a policy. A language policy sets out what the school intends to do about these areas of concern and includes provision for follow-up, monitoring, and revision of the policy itself (1999, p. 1).

To date, schools' language policies have been addressed at federal, state, and local levels.

Federally, language instruction for limited English proficient and immigrant students is managed under Title III federal guidelines and funding. According to the U.S. Department of Education (2002), the purpose of Title III is to "assists school districts in

teaching English to limited English proficient students and in helping these students meet the same challenging state standards required of all students" (p. 61). A goal of Title III is to reduce bureaucracy and increase flexibility, which aims to provide discretion over instructional methods and allow local entities the flexibility "to choose the method of instruction to teach limited-English proficient children" (p. 62). Since the enactment of No Child Left Behind (NCLB), language minority students must learn the English language, as well as academic content material in a short amount of time. Currently, policies are being made regarding these students with little input from researchers and professionals of the field.

Hawkins (2004) recommends focusing on second language acquisition research in the classroom and addressing the issue of what we know and need to know in order to make better-informed decisions regarding program design for ELLs. The National TESOL standards (2003) seek to ensure educational opportunity and equity to ELLs. The document includes goals, standards, descriptors and indicators, as well as vignettes and discussions that address English proficiency levels. This document was created as a collaborative effort of teachers of English to speakers of other languages as a school reform movement. "The purpose of this document is to identify the ESL standards and their role in meeting this challenge" (p. 1). The three major goals are as follows: to use English to communicate in social settings, to use English to achieve academically in all content areas, and to use English in socially and culturally appropriate ways (p. 9).

The Pennsylvania Department of Education (2001) created the Basic Education Circulars (BEC), which is part of the Pennsylvania code that states the program regulations for students who are LEP or ELL in the state of Pennsylvania.

> The purpose of this curriculum is to clarify the responsibilities of the school districts to provide a carefully articulated planned educational program for each student with limited English proficiency that allows the student to meet state academic standards and success in school (p. 1).

The document specifies policies and procedures, such as enrollment, student identification and assessment, as well as program development, design, curriculum, and instruction. This document impacts content area teachers, as it states, "Teachers must adapt courses of study to meet student needs" (p. 6).

It is the state's recommendation that "collaboration between the classroom teacher and the ESL teacher is a hallmark of an effective program" (p. 7). This document serves as a resource and guidelines for schools to plan and implement their ESL programs. In addition, the Pennsylvania Department of Education recommends, "Content area teachers should have appropriate training in modifying instruction for English language learners" (p. 7). Moreover, the state has mandated guidelines for professional development under its Act 48 professional development plan when a school has LEP students enrolled. "Beginning July 1, 2000, Act 48 of 1999 required persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active" (PDE, 2008, 1). Pennsylvania Act 48 requires all PA certified teachers to participate in ongoing professional education that includes: six credits of collegiate study; or six credits of continuing professional education courses; or 180 hours of continuing professional education programs, activities or learning experiences; or any combination of credits or activity hours equivalent to 180 hours (6/6/180), every five years for all types and areas of certification to maintain active

status. Schools "must include opportunities for district personnel in areas related to the education of students with limited English proficiency such as: cultural information, second language acquisition, adapting/modifying classroom instruction, and appropriate assessment practices" (p. 7-8).

Staff Development Models

The attempt of the prominent professional development models, *Enhancing English language learning in elementary classrooms*, *Enriching content classes for secondary ESOL students, and Making content comprehensible,* are to remove linguistic barriers in order to increase ELLs' participation in academic institutions. The abovementioned programs incorporate a variety of language learning theories, as well as social context and personal development theories that are intended to prepare mainstream content area teachers, while consciously addressing the challenges that academic discourse poses to ELLs in the content area classroom.

Enhancing English language learning in elementary classrooms and *Enriching content classes for secondary ESOL students* are professional development programs intended to prepare pre-service and in-service teachers to work with LEP students by introducing appropriate strategies and techniques for second language learners so that teachers can adapt their curricula and instructional strategies. They are inclusionary models that are supported by immersion theory for elementary and secondary ESL students placed in mainstream classrooms such as math, science, social studies and language arts. These programs provide content area teachers with "strategies for adapting curriculum, materials, assessment and instruction to provide ESL students with access to content" in order to "enable content teachers of language minority students to

be able to choose and implement a variety of strategies and techniques for teaching language and content" (Jameson, 1998). This program has been welcomed by many ESL specialists, but met with some resistance by mainstream teachers who may lack appropriate ESL training. ESL students are faced with the challenge of comprehending cognitively demanding tasks and subject-specific vocabulary in a second language. Thus, the attempt of these programs is to provide content area teachers with knowledge of curricular adaptations applicable with ELLs.

An essential aspect of these professional development programs is the time and commitment required by the "experienced" teacher. This aspect becomes problematic when ELLs are placed with "inexperienced" teachers. The programs emphasize that educators have experience before teaching LEP students, but this is not always a feasible option within a school's existing faculty and staff constraints. It is imperative to point out that this program is not a "quick-fix" package, but does maintain that schools may adapt this program in order to meet the particular needs of their district. However, there are no notes in the program materials from the authors suggesting how a school may identify their needs and adapt the program.

The program includes a trainer's manual that provides overhead transparencies, as well as a trainer's script with each section containing a detailed agenda that outlines the steps, timing, and materials for conducting the workshops. The sequential organization may seem helpful, but presumes the needs of the participants before actually assessing the participants' needs. The program is interactive and inductive in so far as it encourages participants to brainstorm, use graphic organizers, as well as participate in a "jigsaw" activity. These methods are demonstrated in the workshop so that teachers may use them

in their own classrooms. The program is divided into eight topics, which are academic competence, literacy development, and language learning in school, study skills, and assessment, as well as language arts, math, writing and culture. The trainer is provided with notes, explanations, and background readings to prepare for each section.

In addition, there is an optional video component that includes observations from various math, science, social studies, and language arts classrooms in order to see how second language learning techniques and methods are used in content area instructional settings. When previewing the video, it is clear that it does an adequate job of showing context embedded examples, but there is a lack of explicit techniques that follow more closely with the training manual and study guide topics. With this said, it would be beneficial if the video focused more on the techniques and strategies, rather than the affective environment and the positive attitudes of teachers who clearly enjoy educating ELLs. Moreover, these programs depict strategies, methods, and techniques exemplified in the elementary video that includes classroom observations to demonstrate techniques and strategies in class use, but fail to structure the examples. This lack of structure makes it difficult to observe individual strategies, but rather shows the strategies holistically.

Although the materials are affordable to school districts, the intended design of this development series is meant to be conducted over at least seven days of in-service training, which becomes costly and time consuming. Districts may choose portions of the program that best suit their needs; unfortunately there is not a needs assessment in order to evaluate teacher/district needs. Furthermore, it is strongly recommended in the program that the entire 60-hour course "be presented as a whole, as it was designed" (Jameson, 1998).

Making content comprehensible is an empirically validated model of sheltered instruction that highlights the use of the Sheltered Instruction Observation Protocol (SIOP) that features high-quality sheltered lessons used when teaching content material to ELLs (Short & Echevarria, 2005a). A major challenge of the content area classroom is the ELL's ability to participate in academic discourse; the cognitive academic language proves to be challenging and a significant barrier. By implementing the SIOP model, instruction is supported with attention given to the student's background experiences under a variety of theories, including student-centered learning, academic language, as well as collaborative social approach theories. As stated by Cummins (2000) academic language is "The language knowledge together with the associated knowledge of the world and metacognitive strategies necessary to function effectively in the discourse domain of the school" (67). The goal of the SIOP model is to improve teachers' instructional practices to increase ESL student success in the mainstream content area.

Under the collaborative social approach of the SIOP model, ELLs are exposed to grade level content area curricula with attention given to special techniques that are designed to enhance comprehension. These techniques include the use of visual aids, graphic organizers, modeling of instructions by the teacher, activating prior knowledge, use of alternative assessments, as well as a wide range of presentation strategies. The SIOP model attempts to establish consistency in lesson planning with standardized practices through the protocol; a 30-item checklist of key principles. As a result of years of collective teaching, research, and field-testing, the checklist instrument was developed in order to fully understand the scope of the strategies and techniques in order to use them in future lesson planning for ELLs.

As presented in part of the SIOP 30-item checklist, interaction is an essential component to the model. The interaction hypothesis is a foundation of all three prominent staff development models. "The emphasis is on the role which negotiated interaction between native and non-native speakers (NNSs) and between two NNSs plays in the development of a second language" (Doughty & Long, 2003, p. 234). Interaction which takes place in a conversation forms the basis for the development of language instead of conversation only being a forum for practice of specific language feature" (Doughty & Long, 2003, p. 234).

A problematic area of the SIOP is that it represents a finite number of teaching methods for students who have attained a certain level of complex cognitive and critical thinking. Another shortcoming of the SIOP model is the success rate of ELLs who are transitioned into the mainstream, which is connected to the content-based language learning theory. Often, Sheltered Instruction (SI) teachers may neglect content to address the language needs of students; thus, when mainstreamed, students remain unprepared to partake in regular academic demands. Another criticism of the SI approach is the nature of the vignettes and scenarios. At times, the scoring and rating of each lesson seems predictable and the flow from one technique to the next lacks a clear transition. Moreover, it may seem like an impossible and overwhelming task to a classroom teacher to address all 30 items on the SIOP checklist for each content area lesson. Finally, the SI approach specifies that for optimal success it is necessary for ESL teachers and classroom teachers to work in tandem, which is ideal in theory, but difficult to put into practice with the scheduling constraints on teachers.

All three prominent models; *Enhancing English language learning in elementary classrooms*, *Enriching content classes for secondary ESOL students, and Making content comprehensible,* contain theoretical frameworks of an active learner and student-centered instruction. A fundamental foundation of these prominent models of ESL staff development is the idea that new concepts are based upon the student's current and past knowledge. According to Bruner (1966), the student relies on a cognitive structure in order to transform and organize and give meaning to information. This theory of instruction addressed four major aspects:

1. Predisposition towards learning,

2. the ways in which knowledge can be structured so that the learner can readily grasp it,

3. the most effective sequences in which to present material, and

4. the nature and pacing of rewards and punishments.

An expansion of Bruner's theoretical framework includes the social and cultural aspects of learners (1996):

1. Instruction must be concerned with the experiences and contexts that address learning readiness,

2. Instruction must be structured and scaffolded so that students can easily grasp it,

3. Instruction should be designed to facilitate extrapolation.

Learner-centered theory practices are central to the three ESL models of staff development, which emphasize the role of the learner in constructing his/her knowledge. The models are deeply rooted in social constructivism, as active learning is central to

classroom practice. In addition, these models refute authoritarian and lecture-based approaches and maintain a content-based and integrated-based approach founded in social interaction and social context theories, as well as components of the inclusionary model of language learning. These staff development models promote multiple ways of learning through collaborative interaction and the integration of all four-skill areas: listening, speaking, reading and writing.

These models seem to suggest implicit instruction for the language objectives of a content lesson, which is contrary to research findings among instructional types. "With regard to differences among instructional types, the clearest finding by Norris and Ortega is an apparent advantage for explicit over implicit types of L2 instruction" (Doughty & Long, 2003, p. 267). Explicit instruction constructs the rule explanation deductively with direct attention to forms and rules, where as implicit instruction leaves inductive rule explanation and inductive direct attention to forms. When considering task types, the three models claim to support two-way, open-tasks, as well as student-fronted tasks. Ellis (1999) asserts that a two-way task is more effective and leads to more "negotiation of meaning," the process by which learners come to understand what they do not know, as well as the process through which they acquire language. According to Ellis, closed-tasks are better than open-tasks, since closed tasks have one possible outcome and open-tasks are those for which any number of answers is possible. In an open-task, everyone has an opinion and the participants are not obligated to agree with one another. Thus, the student participates in a "language workout" with closed tasks than with the infinite possibilities of an open-task (Ellis, 1999). Typically, in closed tasks, more topics and language "recycling" occurs, hence more feedback, interaction, and more precision, which is

contrary to the open-ended tasks the models suggest. When considering Long's notions on task types, the distinction is made between one-way and two-way tasks. Long found, "The amount of interaction was greater in the required information exchange condition than in the optional information exchange condition" (Gass, 1997, p. 118).

Somewhat neglected in the three staff development models is consideration of a contextualist perspective. According to McKay and Wong, the contextualist perspective "…highlights the interrelationships between discourse and power in the social context of SLA" (Doughty & Long, 2003, p. 192). When looking closely at the models, the social interaction theory is a critical component of the staff development models. The theory of situated learning (Brown, Collins, & Duguid, 1989) further develops the importance of social interaction as "cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge" (p. 32).

Most classrooms are abstract and out of context, but learning is a situated function of the activity, culture, and context. Furthermore, as the learner becomes an active and engaged member of a "community of practice," then the newcomer moves from peripheral participation to the center. This theory is known as "legitimate peripheral participation." Overall, situated learning is a theory derived from knowledge acquisition. The main tenets of this theory are that knowledge needs to be presented in an authentic context and learning requires social interaction and collaboration.

In sum, the prominent professional development models, *Enhancing English language learning in elementary classrooms*, *Enriching content classes for secondary*

ESOL students, and Making content comprehensible, attempt to remove linguistic barriers by incorporating a variety of language learning theories. Such theories include a focus on social context, personal development, and student-centered learning theories, as well as collaborative social approach theories that are intended to improve teachers' practices and provide teachers with knowledge of curricular adaptations applicable with ELLs.

CHAPTER III

METHODOLOGY

This research study was designed to critically evaluate and analyze through document research, a focus group, and interviews a historical case analysis of ESL staff development, as reported by teachers and administrators who have participated in Williams Valley School District (WVSD) staff development from 2000-2005. This chapter presents the research questions, considerations of qualitative and quantitative design, and type of research design including the setting, participants, data collection, and the role of the researcher. In addition, the method of obtaining data is discussed through document analysis, teacher focus groups, and administrator interviews. Finally, data analysis includes methods of triangulation and ethical considerations.

Research Questions

The purpose of this study was to explore how a school district plans, implements, and evaluates staff development in order to find gaps in their initiatives to make recommendation for future staff training opportunities. Descriptions of the research questions provided further data for ESL staff development for mainstream content area teachers. The overarching research question addressed was: "How does a school district understand ESL staff development for mainstream teachers in a time of change?" Specific research questions addressed in this qualitative study were fourfold:

i. What are the existing models of ESL staff development?
ii. How does a school district plan for ESL staff development?
iii. How does a school district implement ESL staff development?
iv. How does a school district evaluate ESL staff development?

Qualitative v. Quantitative

This study focused on ESL staff development for mainstream content area teachers, K-12. As such, the purpose of this study was to answer the researcher's questions in order to understand the planning, implementation, and evaluation stages in a time of change from multiple perspectives in a situated context. Therefore, a qualitative design method of study was an appropriate design and approach. It is worthwhile to note that the design was not solely selected by the researcher's preference, but rather a qualitative agenda that suits the purposes of the study. Before explaining the research rationale for a qualitative design, it was necessary to make a distinction between both qualitative and quantitative research. Highlighting these differences will enable the reader to differentiate the methods, not from a practitioner's standpoint, but rather from an appropriate way of conducting educational research from a historical case analysis.

Creswell (1994) clearly differentiates quantitative and qualitative designs. He defines qualitative research as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, including multiple perspectives, and conducted in a natural context. In contrast, he states that a quantitative study is an inquiry into an identified problem that is based on testing a theory using statistical techniques. Furthermore, the theory is composed of variables, measured by numbers and analyzed by statistical measures, so that one may determine whether the predicted generalizations are true. He continues to make distinctions between the two methods by noting that qualitative methods require the researcher's interaction with a personal voice and inductive processes that are context-bound, often times value-laden and biased, as well as accurate and reliable through verification; quantitative methods contain an

objective and singular reality that is independent from the researcher, often times formal and based on a set of definitions, using a deductive process of explaining and understanding predictable generalizations.

In addition to describing educational research in terms of quantitative and qualitative methods, Owen (1982) uses the terms rationalistic and naturalistic approaches to inquiry of educational problems. In his discussion, he states that rationalistic approaches are based upon deductive thinking, which uses a variety of techniques that begin with existing theory. He continues by explaining that rationalistic inquiries use formal instruments for collecting data and then transforms the data into quantitative terms in order to generalize the findings. Conversely, Owens describes naturalistic inquiry as including two sets of concepts; ecological and phenomenological, which together provide a strong method. According to Owens, an ecological hypothesis claims that human behavior and context significantly influence each other. A phenomenological concept is one that requires an understanding of how individuals interpret their environment through an understanding of their thoughts, feelings, values, judgments, and perceptions within the context.

In other terms, Peshkin (1988) contrasts quantitative and qualitative research methods with use of reduction or complexity. The term reduction refers to quantitative research that has a narrow and purposeful perception of reality selected for investigation of the phenomena. By contrast, his reference to complexity of the social phenomena responds to the participants, events, and setting that often quantitative research ignores and qualitative research addresses.

After considering Cresswell, Owens, and Peshkin's work, the literature to support qualitative inquiry narrows. It is arguable that qualitative research can assist researchers in education to gain a better understanding of the participants, both teachers and administrators. This focus on naturally-occurring human behavior and social interaction is important to understand the planning, implementation, and evaluation of ESL staff development in its natural context and setting.

Type of Design

The historical case analysis research study design in a K-12 public school setting incorporated qualitative practices. The study employed an analysis of documents related to the planning, implementation, and evaluation of ESL staff development, as well as participant perspectives including teachers and administrators, in school settings with in-depth interviewing of subjects. The description, interpretation and analysis of the planning, implementation, and evaluation of events, activities, and practices surrounding ESL staff development required careful attention to details, as well as consistent approaches that remain structured in relation to the study settings, context, and participants. Therefore, it was pre-determined that only variables and hypotheses that emerge from the data will be examined. This study used document analysis, focus group interviews and administrator interviews as the primary methodologies. The use of these methods aided in achieving the goal of understanding how ESL staff development is planned, implemented, and evaluated in order to propose an informative critical analysis of the future direction of ESL staff development and teacher training.

Setting of the Study

The research sites, all pseudonyms, were Davidson Elementary School, Matthews Middle School, and Carolton High School of Williams Valley School District (WVSD) in Pennsylvania. Williams Valley School District is a suburban residential area located in western Pennsylvania. This middle class community of residents encompasses a wide range of educational, occupational, economic, and cultural backgrounds. Since 1996, WVSD experienced a substantial increase in students who are ELLs. The district has heterogeneous populations of students of varying ability levels, including a substantial increase in students who are ELLs, most of whom are refugees from Bosnia, Somalia, Sudan, Iraq, and Liberia (Williams Valley School District, 2006). Purposive cluster sampling was used in order to choose the school sites, mainstream content area teachers, and administrators. The method afforded the researcher to conduct her research in sites that have a large ESL population, as well as teachers and administrators who have experience with ESL inclusion within a unique social-cultural environment. Table 3 shows the number of students enrolled at each school, as well as the number of free and reduced lunch and the teacher to student ratio.

Table 3
Williams Valley School District Information

School	Enrollment	Free Lunch	Reduced Lunch	Teacher: Student Ratio
Carolton High School	1807	130	76	1:17.8
Matthews Middle School	1123	168	72	1:15.8
Davidson Elementary School	1811	319	119	1:17.5

Study Participants

In order to conduct a historical case analysis of ESL staff development in this school district, it was necessary to obtain the cooperation and participation of the mainstream teachers and administration of WVSD, who work with a large and growing population of ESL students, particularly refugees. The majority of the teachers at WVSD have been born, raised, educated, and now live and work within the community without much exposure to diverse cultures or languages until now.

To begin, a master list of all teachers at Davidson Elementary School, Matthews Middle School, and Carolton High School (pseudonyms) was compiled. The group of teachers was chosen based upon interest and availability. After gaining permission from the school district's superintendent, the researcher gained permission from each building principal to invite teachers to participate in the focus group. The researcher contacted subject area teachers with a letter of invitation. The letter of invitation instructed teachers to contact the research by letter, phone or e-mail. Six teachers responded to be a part of the focus group and four participated; one from math, science, and social studies and English. An industrial arts and elementary teacher could not participate at the last minute due to personal obligations.

The letter explained the nature, purpose, benefits, time-line, confidentiality, and voluntary aspect of the study. Once all forms were returned, the researcher compiled a list of teachers who have agreed to participate in the study.

a. Age

The sample for this research study was selected among mainstream teachers of math, science, social studies, language arts, and electives of Williams

Valley School District from both elementary and secondary levels. These adults range between the ages of 22 and 65. This age range represents the typical range for practicing classroom teachers.

b. Sex of participants

Both males and females (not necessarily of equal numbers) were included in this qualitative study, since both male and female mainstream content area teachers are likely to have ESL students in their classrooms.

c. Number of participants

The focus group included four teachers. The primary reason for this group is to gather information in order to assess the past staff development initiatives. Participants must have been practicing full-time teachers at WVSD who instruct ESL students in the mainstream content area classes of math, science, social studies, language arts, or electives.

d. Securing subjects

a. The researcher contacted the Superintendent of Schools to obtain preliminary approval to select employees who have received ESL staff development training in the elementary and secondary school sites.

b. The researcher obtained permission from the building principal of the three selected sites.

c. The building principals of the selected sites and the researcher discussed the intent of the study and began the identification process of potential subjects. The researcher forwarded an informational letter to teachers and administrators who may participate in the study. The letter provided a

brief summary of the study and seeks to elicit a preliminary expression of interest. A copy of a sample letter is included in Appendix A.

e. Exclusion criteria

Part-time teachers or teachers who do not teach in Williams Valley School District were not invited to participate. Also, teachers who have not participated in past ESL staff development were excluded.

The selection of subjects in the study does not include any specific type of sampling methods typically associated with quantitative research. To serve the purpose of analyzing the planning, implementation, and evaluation of ESL staff development for mainstream teachers, the sites and participants are not universally found in all school districts, but rather those with higher populations of ESL students. With the specificity of the research topic, the participating school district is experiencing high incidence of ESL students with its geographic location to Catholic charities and their work with resettling refugees.

Data Collection

Various forms of data were gathered from the following sources to analyze past to current ESL staff development initiatives:

(1) *Document analysis*: This includes descriptions and evidence of past models of staff development, including handouts and objectives.

(2) *Interviews with administrators:* The administrators of the district were interviewed in order to determine the organization of planning, implementing, and evaluating ESL staff development initiatives.

(3) *Teacher focus group:* A pool of teachers was interviewed who have participated in past ESL staff development training. This method also allows teachers to share the extent to which they were involved in the planning, implementing and the evaluation processes.

Role of the Researcher

When defining the role of the researcher in this historical case analysis, the researcher must be cognizant of her responsibilities contingent upon place and time in the study, as well as the integrity of the study. Stake (1995) states the structured approach allows for the researcher to reflect on the study process. Stake portrays the researcher's role as multidimensional: teacher, advocate, evaluator, biographer, and interpreter. In his view, the researcher deliberately or intuitively makes role choices in the research. Important to note, Yin's (1989) role of the researcher includes later reflection that impacts the researcher's self-assessment. A researcher's self-assessment and reflection includes the ability to ask questions and interpret answers and maintain an openness and non-biased attitude to others' ideologies or perceptions. In addition, Yin maintains that the researcher be extremely knowledgeable on the theoretical and policy-oriented aspects of the issues being studied.

In the confines of this study, the role of the researcher included that of an interpreter, advocate, evaluator, biographer, and interviewer. These roles will unfold throughout the course of this study. The researcher relied upon past experiences, both academic and professional in nature, to contribute a comprehensive view of ESL staff development. With academic post-graduate experience and professional experience as an ESL educator, the researcher had been fortunate to witness the evolution of ESL staff development from various perspectives, including recent times of landmark legislation and guidelines. The researcher's experience included teaching English to speakers of other languages, providing ESL staff development to mainstream educators, working with administrators in planning, implementing, and evaluating ESL staff development, as

well as providing graduate level courses for university students interested in obtaining state ESL certification.

As a researcher, I feel it necessary to disclose to the reader what led me to the need of this particular study. My own views, perceptions and experiences as an ESL teacher are a part of this study. I believe that it is important that I declare my assumptions and values, in order to help others evaluate the findings of this research. The contextual nature of my study is important in that my research interest came out of my own experiences as an ESL teacher and colleague to frustrated mainstream content area teachers who were struggling with designing instruction for ELLs, as well as ELLs who were struggling with achieving in the mainstream classroom. There is a reciprocal relationship between the participants and the researcher in this study, as we interacted together during the focus group and interviews.

Many of my biases come from my own lack of experience and understanding about the complex nature of administrators' work; such as, dealing with broader school issues, working professionally with a wide group of staff, school community members and the school board, as well as accepting the role politics plays in this institution. In undertaking the research, I acknowledged that my personal experiences influenced my decision to research the topic of ESL staff development for mainstream content area teachers.

I acknowledged that my experience in public schools as an educator influenced my decision to choose to research this topic. For some researchers, the motivation for topic selection results from a combination of both experiences and moments (e.g., White, 2000). By my pursuit of insider-researcher, I realize that choice may be criticized for the

researcher being an advocate rather than a legitimate researcher (Bonner & Tolhurst, 2002). Kanuha (2000) wrote "for each of the ways that being an insider researcher enhances the depth and breadth of understanding to a population that may not be accessible to a nonnative scientist, questions about objectivity, reflexivity, and authenticity of a research project are raised" (p. 444). One may argue that by removing oneself from the research context might reduce these criticisms, but it is my belief that it is naïve to assume that minimal exposure to the context would automatically reduce or eliminate bias, since from a constructionist point of view; bias can ever be completely eliminated. Therefore, the above-mentioned experiences provided the researcher with skills and roles necessary to conduct a historical case analysis on the issue of ESL staff development for mainstream content area teachers.

Methods of Obtaining Data

Document Analysis

Yin (1989) states that the following sources are commonly used for case analysis: documents, archival records, interviews, direct observation, participant-observation and physical artifacts. In addition, he suggests using multiple sources to provide explicit links in data in order to draw conclusions. Additionally, Stake (1995) supports the use of documentary information when using the case study approach. The researcher used document analysis in this study as a major method to qualitative inquiry. The primary source includes reflections from the teacher participants in the study.

Another primary source is documents from staff development workshops provided by the district's teachers or administrators or by the facilitators. Since the review of documents is an unobtrusive process and does not interfere with the school day,

it was feasible to review these documents at a location determined by the researcher. In order to increase the validity of document analysis, the researcher recorded field notes through the use of a journal to write initial impressions of the information being reviewed. When collecting the documents, the researcher was positioned as an "insider-researcher. This position was in an attempt to minimize the power differential between participants so that the researcher could gain an in-depth understanding of the documents. The researcher's familiarity with the research site and participants allowed for maximum access to the documents.

Important to the use of documents in research, Hodder notes, "As the text is reread in different contexts it is given new meanings, often contradictory and always socially embedded. Thus there is no 'original' or 'true' meaning of a text outside specific historical contexts" (2003, p. 156). Moreover, "Text and context are in a continual state of tension, each defining and redefining the other, saying and doing things differently through time" (2003, p. 157). Consequentially, as suggested by Hodder, "Texts can be used alongside other forms of evidence so that the particular biases of each can be understood and compared" (2003, p. 156,). This is the rationale for the use of the teacher focus group and administrator interviews.

Focus Group Interviews

When trying to understand the planning, implementation, and evaluation of ESL staff development for mainstream teachers, it was imperative to obtain the participants' attitudes, feelings, beliefs, experiences, and reactions. Thus, focus groups are one of the most feasible means of attaining this information. When conducting the focus group with teachers, the researcher was positioned

as an "insider-researcher. This position was in an attempt to minimize the power differential between participants so that the researcher could gain an in-depth understanding of the teacher's perceptions and understanding.

Kreuger (1988) states that focus groups are practical when gathering preliminary or explorative data. Similarly, Powell & Single (1996) note that focus groups can be used to develop questions for future interviewing. Morgan (1988) identifies another use of the focus group to be a form of triangulation to compliment other methods. Noticeably, focus groups are limited to the sample which they represent and not generalizable to a larger population. Within this study and the importance of context, generalizability is not the goal, but rather eliciting the interaction and perspective of the participants to highlight the issue and their values and beliefs.

A goal of the focus group was to highlight the multiple understandings and meanings that may be revealed by participants and the multiple explanations articulated by the participants. A problem with the focus group was balancing the power relationship between group members. Hence, in order to encourage active involvement by all members, participants received an advance copy of the topics of discussion. This may have offered more opportunities for participants to be actively involved with time to reflect prior to the focus group. With its many advantages to this study, the limitations of focus group methodology were overcome with attention to planning and moderating. It was recognized by the researcher that there will be less control over the data as the participants may ask questions and express opinions, but the researcher kept participants focused on the open-ended pre-determined questions. When organizing a focus group, suggested membership is around six to ten participants; furthermore, Powell and Single

(1996) note that one to two hours is adequate time for one meeting in a neutral location. When considering homogeny or heterogeneity in a group, too little or too much of one or the other can be problematic; most importantly is the comfort level of the group members (Morgan, 1988).

The role of the moderator in a focus group is critical. It is the moderator who will set the tone, the purpose, and facilitate interaction of the participants. The moderator is encouraged to promote debate through the use of open-ended questions, as well as challenge members and highlight the differences in opinion. Moderators also have the task of keeping the group focused and all members participating. Thus, the moderator must seem non-judgmental and be a good listener. Overall, the collaborative nature, multiple perspectives, and empowerment of participants of the focus group are some of the greatest benefits of this method of qualitative inquiry.

Administrator Interviews

Providing ESL staff development for mainstream content area teachers is a rather new practice implemented by school districts caused by the increase in ESL student population. The question of understanding the participants' views for this phenomenon was paramount to the goals of this study. The multiple perspectives from the participants were imperative to understanding the phenomenon. Thus, the administrator interviews provided a better understanding of the context of the administrators in order for the researcher to understand the meaning underlying their behavior and actions (Seidman, 1991). When conducting the interviews with administrators, the researcher was positioned as an "insider-researcher. This position was in an attempt to

minimize the power differential between participants so that the researcher could gain an in-depth understanding of the administrator's understanding of the phenomenon.

Since the administrator interviews were one of the main data sources, it was necessary for the researcher to provide broad questions in order to avoid simple answers and allow participants to share their unique experiences. After the researcher obtained consent from the administrator interview sessions were arranged at a mutually agreeable location and time. It is estimated that each session last approximately one hour, with the understanding that the participants have an advance copy of the questions. The interview questions remain open-ended in order to avoid leading the participants. Finally, when needed, follow-up interviews may be necessary in order to ask clarification questions.

The decision to select interviewing as part of this study is based on the thematic analysis when reviewing the data. Spradley (1979) explains that audiotapes should be transcribed in order to paraphrase common patterns and experiences. From this initial organization, the researcher may be able to identify themes to better understand the data within the confines of a thematic analysis. Next, the researcher needs to classify all data related to the thematic pattern and related sub-themes. The sub-themes emerge from "conversation topics, vocabulary, recurring activities, meanings, feelings…" (Taylor & Bogdan, 1998, p. 131). The themes that emerge from the participants alone may be meaningless, but become quite powerful when merged and validated with other data. When identifying themes, it is necessary to state one's argument for selection. The researcher may validate theme selection by relating the themes to the available literature. In the end, the researcher combined the themes from the participants with the literature

and other data, which enables the reader to understand the process of the interview in the study.

Data Analysis

This study used document analysis, a teacher focus group and administrator interviews as the primary methodologies. The use of these methods aided in achieving the goal of understanding how ESL staff development is planned, implemented, and evaluated in order to propose an informative critical analysis of the future direction of ESL staff development and teacher training. Various forms of qualitative research have commonalities. Such commonalities are defined by Creswell (1994) as a process of inquiry for understanding a social problem or human problem. This inquiry is based on building a complex, holistic picture, formed with words and reporting detailed views of the subjects, which is conducted in its natural context. In this qualitative research study, the significance was the multiple perspectives of the participants and how they understand their role in this particular context. In order to complete the historical case analysis of ESL staff development for mainstream content area teachers, a variety of data was collected from multiple sources. The collection of data followed a path of document analysis, a teacher focus group, and administrator interviews.

Grounded theory was used to systematically analyze the data from interview transcripts and documents in order to organize emerging ideas. As stated by Glaser and Strauss (1967), grounded theory is a scientific method concerned with the generation, elaboration, and validation of theories impacting social sciences. Glaser and Strauss state that the attempt of grounded theory is to construct a theory that explains the phenomena to increase one's understanding of the phenomena. They believe that

creating a grounded theory is threefold: it is derived from inductive data, it demands theoretical elaboration, and it requires systematic evaluative criteria.

Simultaneously, analysis of the data from the abovementioned sources occurs with the collection and interpretation of the data, as well as along side of the report writing (Creswell, 1995). Data from the document analysis is recorded in a field journal specifically for recording the researcher's impressions of these documents. According to Spradley (1979), field notes should be a record of a condensed account taken during the actual activity, include an expanded account of the condensed version, contain a personal journal of the researcher's impressions, interpret the account, and connect the record with the written report conclusions. Support for the use of documents is given by Yin (1989). He states that documents can be used to corroborate and augment evidence from other research sources. Specifically in case study research, Yin notes documents can provide the researcher with details to corroborate information and allows the researcher to make inferences and guide the study.

Data from the focus group and administrator interviews was tape-recorded upon consent of the participants; otherwise a written account in the form of field notes occurred. All data was transcribed after completion of the interviews. Seidman (1991) suggests that the researcher should abstain from in-depth analysis of the interview data until the completion of all interviews. This is suggested in order to minimize imposing on the generative and inductive process of the interviews.

Triangulation was used to enhance the reliability of the document analysis, the teacher focus groups, and administrator interviews. "Triangulation is collecting information from a diverse range of individuals and settings, using a variety of methods"

(Maxwell, 1996, p. 93). Data in this study of ESL staff development for mainstream content area teachers was collected from documents, a teacher focus group, and administrator interviews. There was multi-site data collection from a variety of participants in this study, which was advantageous and allows for a broader view and multiple perspectives of the issue.

In addition, the method of cross-case analysis was applied to analyze the responses from participants from the focus group and administrator interviews, as well as the documents from the ESL staff development initiatives. As for validation, Bogden and Bilken's (1992) affirm the following be included in a multi-site case study qualitative approach: natural setting, rich description, clear processes, inductive data analysis, as well as discovering the "meaning." The current research was based on this premise; the planning, implementation, and evaluation of ESL staff development cannot be fully understood unless it is done within its natural context by those who have experienced it.

Methods of Triangulation

In order to reduce the risk of biased or limiting conclusions, the general principles of triangulation were applied in this study. Maxwell (1996) notes that methods used in triangulation are just as fallible and may lead to false security; thus it is imperative to recognize the vulnerability in one's triangulation methods. Maxwell (1996) states that interviews can be a valuable way to triangulate data. The components of internal and external validity, as well as reliability, guided this research study. In qualitative research, internal validity is the accuracy of the data and its congruence with reality. Creswell (1994) and Owens (1982) note the following strategies can be applied as verification methods to ensure internal validity:

1. "Triangulation is collecting information from a diverse range of individuals and settings, using a variety of methods" (Maxwell, 1996, p. 93). Data in this study of ESL staff development for mainstream content area teachers is collected from related documents, a teacher focus group, and administrator interviews.
2. Participatory modes of research are the researcher's involvement in the majority of phases that occur throughout the study. In addition, the researcher serves as the main informant from conceptualization to writing the conclusions.
3. Clarification of researcher bias includes the researcher's assumptions and theoretical orientation.

Finally, external validity is concerned with the generalizability of the findings. Ward-Schofield (1993) notes goals of generalizations in qualitative research, specifically in educational research and case study. She suggests studying the typical current social and educational trends, as well as locating situations to understand what is happening there.

In this qualitative study, there was an emphasis on process, which was an organized way of describing the events and activities about the planning, implementation, and evaluation of ESL staff development. Also, having a historical case analysis protocol was essential when using a multiple-case design. The protocol helped to increase the reliability of the methods in this study. There were several points that are necessary for a protocol that helped the researcher, such as an overview of the study issues, field procedures, and specific questions in a clear and concise narrative format.

Ethical Considerations

Prior to the selection of a historical case analysis approach for the inquiry into ESL staff development for mainstream teachers, the researcher was highly interested in providing staff development for mainstream teachers encountered through the researcher's career. This has led the researcher to this proposed study. Currently, the researcher is involved in a public school's ESL program, ESL teacher education programs, and ESL staff development programs in her workplace as an ESL teacher at both K-12 and university levels. She is a proponent and advocate of assuring appropriate education programs and access to the content area curricula for ESL students.

It is important to point out that the researcher has been involved with the school district. Although, it may seem to present difficulties to maintain objectivity and to gain insights from the study participants, she found this to be the contrary. She pursued a research study in this school district because they are an excellent example of that with which many schools will contend, but to what few have access. In addition, the communication between the researcher and the teachers should be open and honest. The rapport between the researcher and teachers will be essential to create open and honest communication to collect valid data. The researcher's participation as an "active researcher" has more advantages than disadvantages. Furthermore, the rapport and respect she has earned within the faculty will contribute to more valid and accurate feedback during the focus group and interview process.

The decision to choose the school district in which the researcher has been professionally involved to conduct this research is based on the notion of "situational understanding" proposed by Kumaravadivelu (2001). "That is to say, language

pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners…" (p. 538). Keeping this in mind, the researcher is at an advantage, since she has a holistic interpretation of the district's context. She has worked with many of the district's teachers, curricula, administration, and community.

Furthermore, she is familiar with their mission and beliefs as well as their successes and challenges. Another reason for the site selection was the nature of the student population, which consists of refugees with limited or no formal schooling. In addition, the concern of access was a contributing factor in the site selection. The researcher was concerned that other schools would not be as cooperative and may not have as high of an ESL enrollment as Williams Valley School District. The researcher attempted to describe the selected cases based upon data obtained from the school district and specific participants in a confidential and professional manner. Many in the district are just as eager and interested in the findings to learn where the gaps in their ESL staff development may be, as well as the future direction for ESL staff development. It was the researcher's hope that this study adds to the existing body of teacher training and useful information for decision-makers in the field of teaching English to speakers of other languages.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

An analysis of the data answered the research question guiding this study: "How does a school district understand ESL staff development for mainstream teachers in a time of change?" The researcher conducted qualitative inquires in the form of document analysis, a teacher focus group, as well as administrator interviews. First, a collection of staff development documents from 2000-2005 was gathered from elementary, middle, and high schools of the respective school district. Second, a focus group was conducted with content area teachers with elementary, middle, and high school experience to examine their experiences with the district's ESL staff development initiatives. Finally, data was triangulated with interviews from the district's administrators, including elementary, middle, and high school principals, as well as the special education and ELL coordinators.

This chapter presents an analysis of the qualitative data. First, the findings from the document analysis are presented. Secondly, a description of the focus group protocol, participants and demographic data are presented, as well as the flow and findings of the focus group discourse. The remainder of this chapter presents the individual interviews with administrators. Findings for each theme are presented with supporting data from the documents, focus group participants, and administrator interviews. This chapter concludes with a discussion of the findings, as well as a summary of the data analysis.

Document Analysis Findings

In the fall of 2006, the researcher contacted all district teachers and administrators via e-mail, phone and/or letter requesting original documents from past ESL staff

development initiatives. District teachers and administrators responded by providing the researcher documents within a one-month period. District ESL staff development interventions are listed below by year of implementation (see Table 4).

Table 4
District's ESL Staff Development Interventions from 2000-2005

2000	2001	2002	2003	2004	2005
1- Adaptations for Academic Success	1-ESL Instructional Insights	X	X	1-Integrating a Language Focus into Content Instruction	1-Sheltered Instruction
2- Adaptations for ESL Students	2-Basic Education Circular: Educating Students with Limited English Proficiency			2-Cultural Awareness and Tolerance Training	2-District ESL Handbook Information
3- Diversity Is Our Strength, Not Our Weakness	3-Grading Policy & Working with ESL Students			3-Second Language Acquisition and Strategies for Teaching ELL	3-Working with ELLs
4- ESL Teacher as Cultural Broker				4-Sheltered Content Instruction Strategies	4-School District ESL Program Procedure
5-Tips on Communicating					5-PA Language Proficiency Standards
6-SLA Strategies and Activities for ELLs					6-If the World Were a Village of 100 People
7-Promoting Successful Differentiation for ESOL Students					7-Let's Face It, English Is A Crazy Language!
					8-Second Language Acquisition and Strategies and Activities for ELLs
					9-Helping ELLs Succeed

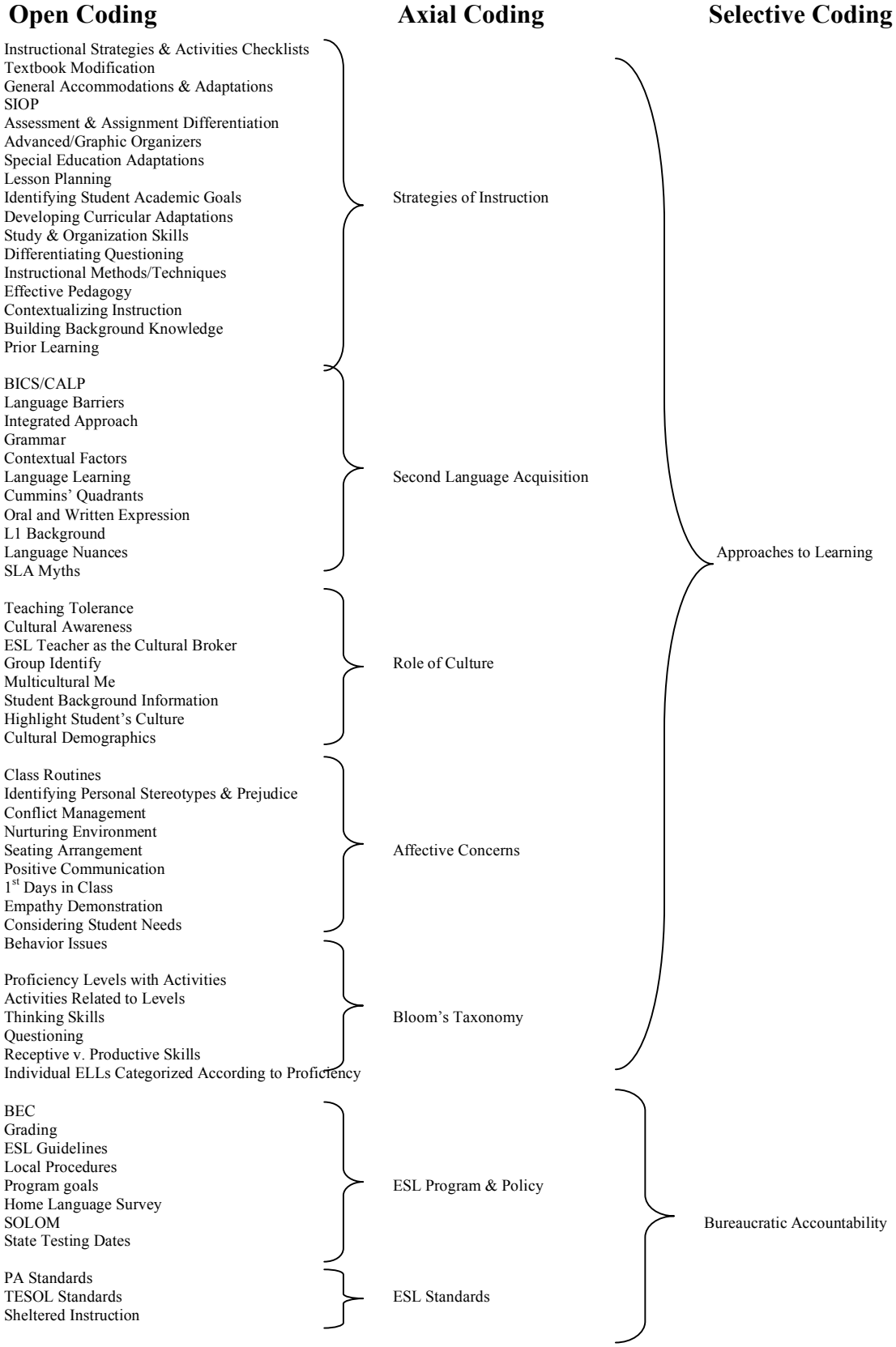
The researcher identified seven themes in the review of the ESL staff development handouts collected from 2000-2005. When analyzing each document, the researcher noted in a journal the topic(s) of the staff development initiatives. Many of these topics were reoccurring and created the following seven themes; below are the findings of the themes within the documents in order of most frequent to least frequent: strategies of instruction, second language acquisition, role of culture, affective concerns, Bloom's taxonomy, ESL program and policy, and ESL standards were all reoccurring topics of the interventions.

1. Strategies of instruction include attention to effective communication with students and parents, as well as components of the SIOP (Sheltered Instruction Observation Protocol) model.
2. A basic understanding of the underlying notions of second language acquisition was discovered, with special attention given to Basic Interpersonal Communication Skills (BICS) and cognitive Academic Language Proficiency (CALP).
3. The role of culture reveals a needed understanding of the student's background and prior knowledge by the teacher.
4. Affective issues include factors within the classroom environment, socialization, and acculturation.
5. Found within the document analysis was Bloom's taxonomy, which was a foundation in the types of tasks for students at varying English proficiency levels.
6. Document analysis revealed an overview of the district's ESL program and policy guidelines on federal, state, and local levels.
7. Past initiatives included attention to ESL standards, both national and state.

The staff development documents were carefully analyzed and coded according to grounded theory methodology proposed by Strauss and Corbin (1994). First the researcher used open coding, followed by axial coding, and finally selective coding. This approach allowed for systematic analysis of the frequencies and cross-tabulations of codes, as well as accounted for thematic variables and multiple response categories.

- The documents were initially reviewed by the researcher and compared, then given a conceptual label. The content focus within the document analysis was tabulated as categorical concurrences.
- The same categories of content topics emerged throughout the documents. These categories appeared as subject headings and subheadings in the document. The level of detail may have varied throughout each document, from general statements to more refined descriptions.
- Next, axial coding made connections between categorical concurrences and its sub-categories. Axial coding categories have been defined so that open coding categories could be refined and organized easily.
- Finally, the selective coding integrated the categories and developed the categories in order to form the initial theoretical framework developed during the selective coding process. Table 5 shows the labeling and categorizing of phenomena during the open coding process, into the axial coding followed by the selective coding.

Table 5
Document Analysis Coding



Categories identified during the open-coding process were organized into the following seven themes found during axial coding. These seven themes are defined below:

1. *Strategies of instruction* include attention to effective communication with students and parents, as well as components of the SIOP (Sheltered Instruction Observation Protocol) model. Strategies of instruction were identified in the data as general approaches to selecting and sequencing learning activities that achieve learning.
2. *Second language acquisition* was discovered, with special attention given to BICS and CALP. SLA topics were identified in the data as information pertaining to the processes by which students learn languages other than their native tongue.
3. *Role of culture* reveals a needed understanding of the student's background and prior knowledge by the teacher. This includes a set of learned beliefs, values, and behaviors shared by the members of a society. The role of culture was identified in the data as information about the integrated pattern of common beliefs and practices held by a common group that is transmitted to succeeding generations.
4. *Affective issues* include factors within the classroom environment, socialization and acculturation that are associated with feelings, emotions, and self-esteem that acknowledge the emotional impact integral to learning and achievement. Affective issues were identified in the data as attitudes and perceptions that affect students' ability to learn and metacognitive processes.

5. *Bloom's taxonomy*, which was a foundation in the types of tasks for students at varying English proficiency levels, was identified in the data as a classification system of thinking that is organized by levels of complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation. The hierarchy of complexity is demonstrated in Figure 1.

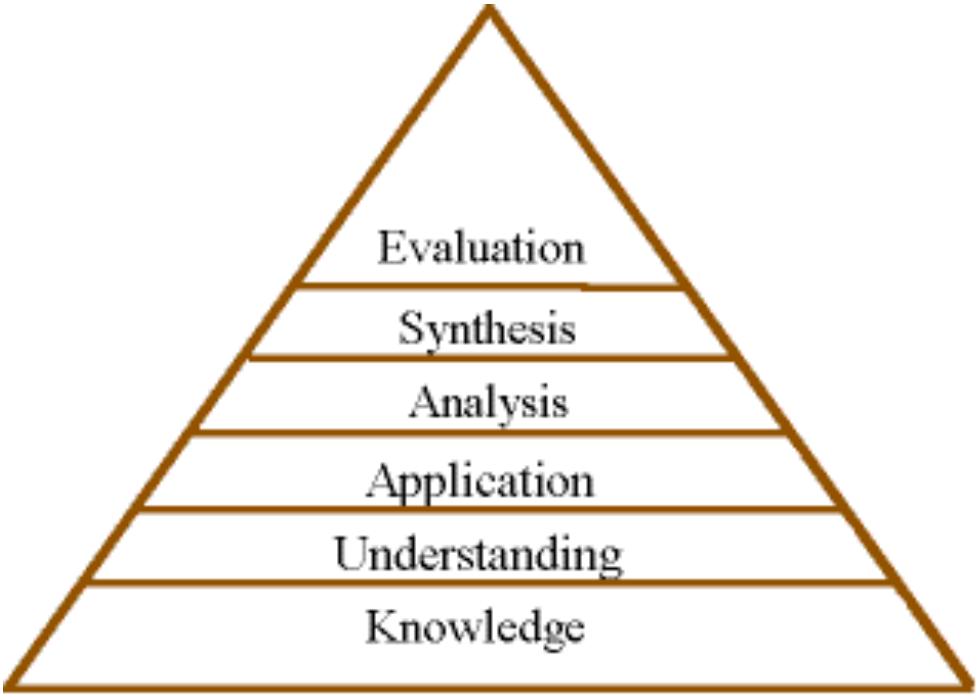


Figure 1. Bloom's taxonomy.

6. *ESL program and policy* in the document analysis revealed an overview of the district's guidelines on federal, state, and local levels. ESL program and policy were identified in the data as specialized programs for LEP students to comply with Title VI of the Civil Rights Act of 1965. ESL programs provide students with limited English proficiency instruction and academic support until they acquire the level of English proficiency necessary to participate successfully in grade-level classes. This includes any plan of action for tackling political issues, which undergo reforms and changes by the district. This process includes the elaboration of programs for ESL students and the way the programs are then applied as a concrete plan of action.
7. Lastly, *ESL standards* were identified in the data within the three broad goals established by the National TESOL standards: personal, social, and academic uses of English met by providing instruction needed for academic success.

Lastly, findings from the selective coding process of the document analysis indicate that the ESL staff development handouts addressed one of two issues: approaches to learning and bureaucratic accountability. These two theories were discovered during the selective coding integration process and will be elaborated on in the findings of this chapter.

Overall, this document analysis highlights the staff development initiatives, which have the potential to provide culturally and linguistically diverse students with opportunities in the mainstream classroom. Table 6 summarizes the frequency coding of the themes of the document analysis:

Table 6

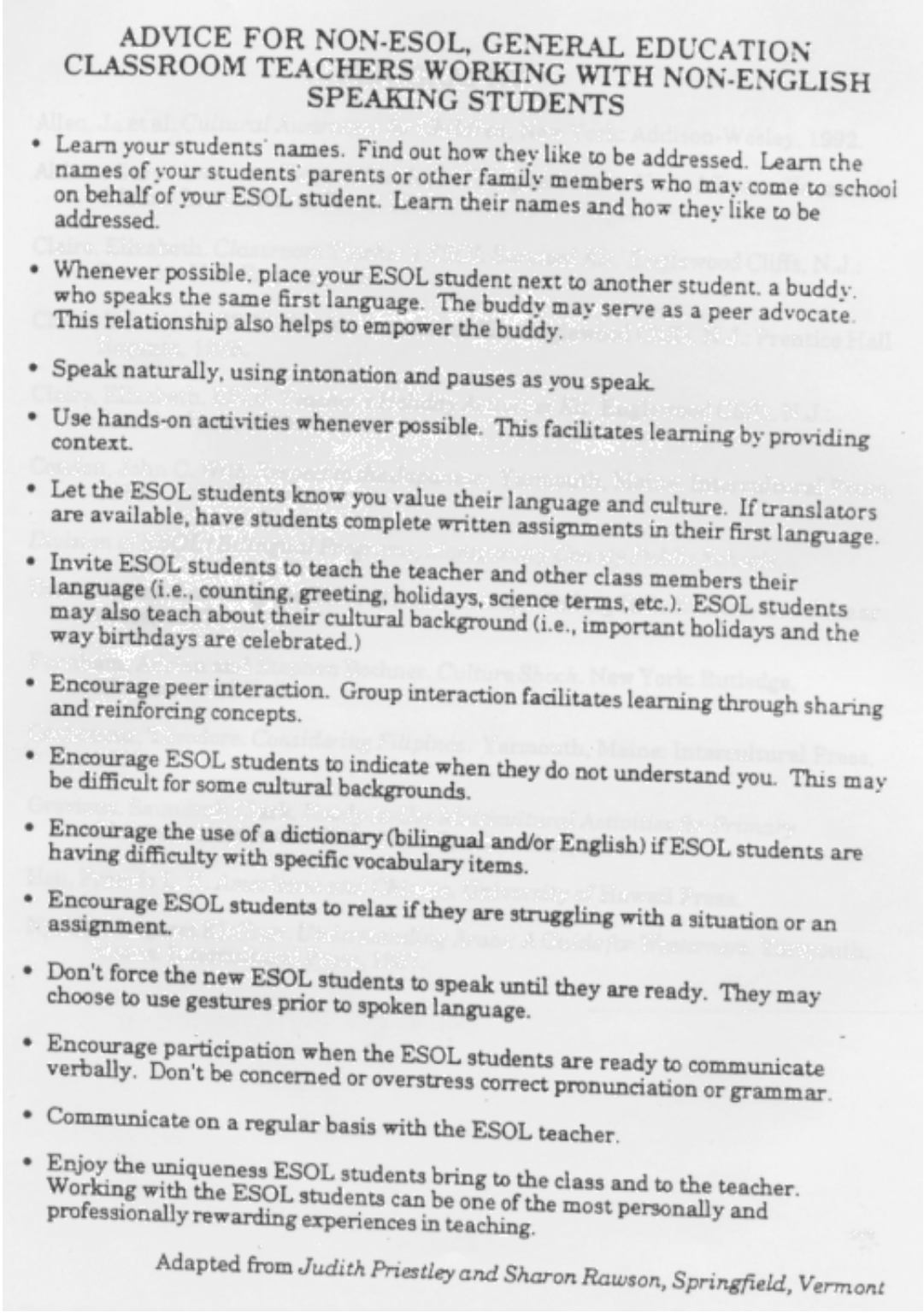
District's ESL Staff Development Documents from 2000-2005

Intervention	Strategies of Instruction	Second Language Acquisition	Role of Culture	Affective Concerns	Bloom's Taxonomy	ESL Program & Policy	ESL Standards	Total
1. Adaptations for Academic Success	X	X		X				3
2. Adaptations for ESL Students	X	X		X	X			4
3. Diversity Is Our Strength, Not Our Weakness	X		X	X				3
4. ESL Teacher as Cultural Broker	X		X					2
5. Tips on Communicating	X	X	X	X				4
6. SLA Strategies and Activities for ELLs	X	X			X			3
7. Promoting Successful Differentiation for ESOL Students	X		X	X				3
8. ESL Instructional Insights	X	X	X	X				4
9. Basic Education Circular: Educating Students with Limited English Proficiency						X		1
10. Grading Policy & Working with ESL Students	X			X		X		3
11. Integrating a Language Focus into Content Instruction	X	X	X					3
12. Cultural Awareness and Tolerance Training	X		X					2
13. Second Language Acquisition and Strategies for ELLs	X	X			X			3
14. Sheltered Content Instruction Strategies	X	X		X			X	4
15. Sheltered Instruction	X			X		X		3
16. District ESL Handbook Information	X	X		X	X	X		5
17. Working with ELLs	X	X	X		X		X	5
18. School District ESL Program Procedure		X	X			X		3
19. PA Language Proficiency Standards		X			X	X	X	4
20. If the World Were a Village of 100 People			X					1
21. Let's Face It, English Is a Crazy Language!		X	X		X	X	X	5
22. SLA and Strategies and Activities for ELLs	X	X			X			3
23. Helping ELLs Succeed	X	X	X	X	X			5
Total	18	15	12	11	9	7	4	

Strategies of Instruction

Strategies of instruction was the most frequent topic, with eighteen concurrences, of the district's ESL staff development trainings that included attention to effective communication with students and parents, as well as components of the SIOP model. The ESL staff development in-service training conducted regarding strategies of instruction focused on the preliminary stages of strategy instruction. Figures 2 and 3 exemplify the nature of the strategy instruction training. Figure 3 was used at more than one of the district's in-service trainings. From these examples, it is evident that ESL staff development is conveying the message that ESL methodology can be reduced to simple lists and tips.

Staff development handouts indicate a controlled and teacher-fronted approach of instruction that integrates the teaching of academic language. The staff development handouts focused on systematic use of various strategies as students learn a second language. Figure 2 exemplifies the controlled and teacher-fronted strategies. For example, Figure 2 suggests that the teacher provide the student with a photocopy of notes taken during the class period. Also, Figure 2 warns the teacher, "Any change in the normal routine can be very troublesome." This statement lends itself to the controlled nature of approaches to instruction. Absent from the preliminary stages of staff development regarding strategy instruction was an explanation of the instructional sequence, ways to adapt the strategy to meet the needs of limited formal schooling (LFS) students, as well as an emphasis on the learning-teaching context.

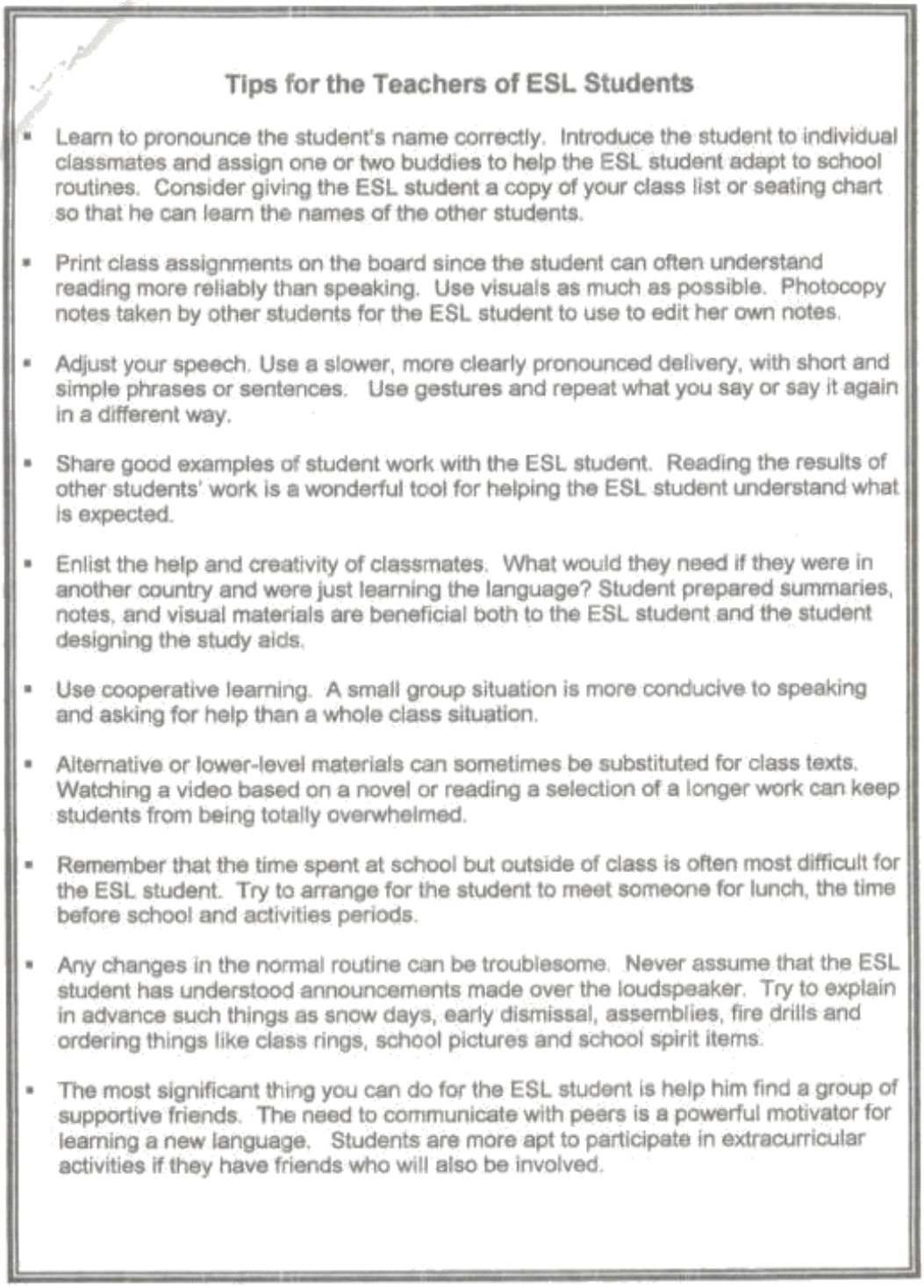


ADVICE FOR NON-ESOL, GENERAL EDUCATION CLASSROOM TEACHERS WORKING WITH NON-ENGLISH SPEAKING STUDENTS

- Learn your students' names. Find out how they like to be addressed. Learn the names of your students' parents or other family members who may come to school on behalf of your ESOL student. Learn their names and how they like to be addressed.
- Whenever possible, place your ESOL student next to another student, a buddy, who speaks the same first language. The buddy may serve as a peer advocate. This relationship also helps to empower the buddy.
- Speak naturally, using intonation and pauses as you speak.
- Use hands-on activities whenever possible. This facilitates learning by providing context.
- Let the ESOL students know you value their language and culture. If translators are available, have students complete written assignments in their first language.
- Invite ESOL students to teach the teacher and other class members their language (i.e., counting, greeting, holidays, science terms, etc.). ESOL students may also teach about their cultural background (i.e., important holidays and the way birthdays are celebrated.)
- Encourage peer interaction. Group interaction facilitates learning through sharing and reinforcing concepts.
- Encourage ESOL students to indicate when they do not understand you. This may be difficult for some cultural backgrounds.
- Encourage the use of a dictionary (bilingual and/or English) if ESOL students are having difficulty with specific vocabulary items.
- Encourage ESOL students to relax if they are struggling with a situation or an assignment.
- Don't force the new ESOL students to speak until they are ready. They may choose to use gestures prior to spoken language.
- Encourage participation when the ESOL students are ready to communicate verbally. Don't be concerned or overstress correct pronunciation or grammar.
- Communicate on a regular basis with the ESOL teacher.
- Enjoy the uniqueness ESOL students bring to the class and to the teacher. Working with the ESOL students can be one of the most personally and professionally rewarding experiences in teaching.

Adapted from *Judith Priestley and Sharon Rawson, Springfield, Vermont*

Figure 2. Strategies of instruction handout I.



Tips for the Teachers of ESL Students

- Learn to pronounce the student's name correctly. Introduce the student to individual classmates and assign one or two buddies to help the ESL student adapt to school routines. Consider giving the ESL student a copy of your class list or seating chart so that he can learn the names of the other students.
- Print class assignments on the board since the student can often understand reading more reliably than speaking. Use visuals as much as possible. Photocopy notes taken by other students for the ESL student to use to edit her own notes.
- Adjust your speech. Use a slower, more clearly pronounced delivery, with short and simple phrases or sentences. Use gestures and repeat what you say or say it again in a different way.
- Share good examples of student work with the ESL student. Reading the results of other students' work is a wonderful tool for helping the ESL student understand what is expected.
- Enlist the help and creativity of classmates. What would they need if they were in another country and were just learning the language? Student prepared summaries, notes, and visual materials are beneficial both to the ESL student and the student designing the study aids.
- Use cooperative learning. A small group situation is more conducive to speaking and asking for help than a whole class situation.
- Alternative or lower-level materials can sometimes be substituted for class texts. Watching a video based on a novel or reading a selection of a longer work can keep students from being totally overwhelmed.
- Remember that the time spent at school but outside of class is often most difficult for the ESL student. Try to arrange for the student to meet someone for lunch, the time before school and activities periods.
- Any changes in the normal routine can be troublesome. Never assume that the ESL student has understood announcements made over the loudspeaker. Try to explain in advance such things as snow days, early dismissal, assemblies, fire drills and ordering things like class rings, school pictures and school spirit items.
- The most significant thing you can do for the ESL student is help him find a group of supportive friends. The need to communicate with peers is a powerful motivator for learning a new language. Students are more apt to participate in extracurricular activities if they have friends who will also be involved.

Figure 3. Strategies of instruction handout II.

Second Language Acquisition

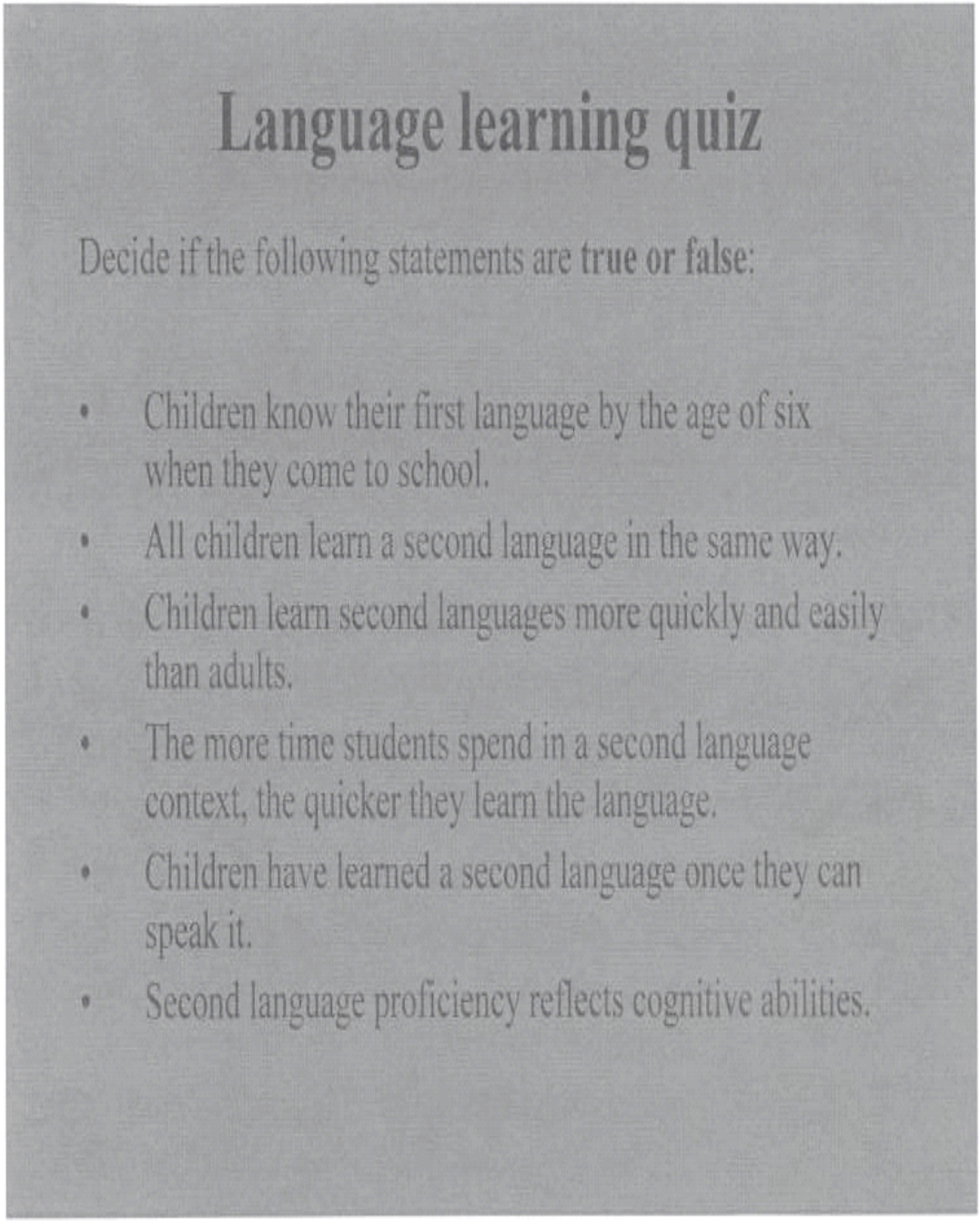
Through the document analysis the researcher discovered that the district attempted to provide teachers with an understanding of the underlying notions of second language acquisition, with fifteen concurrences, through ESL staff development initiatives. With the growing emphasis placed on the relationship between research and practice in the classroom, many of the district's past ESL staff developments focused on second language acquisition. The district's ESL staff development on SLA gave an overview based on "normal" patterns of acquisition (see Figure 4 and Figure 7), so that teachers would be able to evaluate where their individual students were in the acquisition process with hopes that this knowledge would allow the teachers to gauge learners' level of ability and design appropriate instruction to their current language level.

The six statements noted in Figure 4 were posed to workshop attendees as either being true or false. This document reduced SLA to mere bullet points on a page with one answer: true or false. There is no elaboration or situational variables for ELLs who may not subscribe to the normal patterns of SLA. Although, WVSD is a district with a high population of refugees and ELLs with limited formal schooling, these concerns were not addressed or mentioned anywhere throughout the fifteen concurrences of SLA in the documents.

A major goal of the district's ESL staff development on SLA was to give an understanding of the basic concepts surrounding SLA. The SLA documents were reduced to general statements without consideration to context or consideration of individual ELLs within WVSD. More than one workshop discussed an article regarding contextual factors in SLA (Walqui, 2000, p. 1). This document highlights such contextual factors as

language, the learner, and the learning process. The article mentions contextual language factors such as language distance, native language proficiency, knowledge of the second language, dialect and register, as well as language status and attitudes. The article mentions contextual learner factors such as diverse needs, goals, groups, models, and home support. The article mentions contextual learning process factors such as learning styles, motivation, and interaction. The irony of this article on contextual factors is its lack of context to WVSD. Teachers were simply presented with this article as supplemental reading material and not asked to interact with it or apply the contextual factors to ELLs in their classrooms. Similarly, much of the SLA staff development was an effort to provide a basic framework for teachers to apply SLA research to their own classroom settings.

Figure 7 gives teachers an overview of language development starting with the beginner ELL at level one and ending with the advanced ELL at level five. This document was created by the PA Department of Education in an effort to give teachers a brief overview of ELLs' receptive skills and productive skills during the second language acquisition process. Although the document does not include a time line referencing how long the ELL may stay in each level, it is explicit that the ELL moves progressively through each level as a continuous process, but one that does not allow cross-movement between levels. This assumes that all ELLs' receptive and productive skills progress in the same manner and fashion without consideration of differing oral language proficiency and literacy levels.



Language learning quiz

Decide if the following statements are **true or false**:

- Children know their first language by the age of six when they come to school.
- All children learn a second language in the same way.
- Children learn second languages more quickly and easily than adults.
- The more time students spend in a second language context, the quicker they learn the language.
- Children have learned a second language once they can speak it.
- Second language proficiency reflects cognitive abilities.

Figure 4. Second language acquisition handout.

Role of Culture

The role of culture, with twelve concurrences, reveals a needed understanding of the student's background and prior knowledge by the teacher. A major emphasis placed on the ESL staff development surrounds the role of culture, emphasizing diversity. The importance of recognizing stereotypes, prejudice and discrimination were a major focus, as well as empathy building exercises in order to better understand the perspective of the ESL student (Figure 5).

Stereotypes, prejudice, and discrimination were addressed in several of the ESL staff development initiatives. The manner in which it was presented assumes to the fact that teachers hold stereotypes, are prejudiced and discriminate, but the initiatives failed to help teachers identify their stereotypes, prejudices, and ways in which they discriminate. Thus these topics were addressed only on a surface level and failed to make it applicable to individual teachers on a personal level.

Empathy building exercises included multiple language sensitivity lessons, one in Hebrew and one in French, where the facilitators conducted a portion of the workshop session in another language in order to simulate the lack of comprehension and interaction that an ELL may experience in the mainstream classroom. This allowed teachers to feel the frustration ELLs may experience when academic content is presented to them without appropriate adaptations and modifications.

Figure 5 places emphasis on the cultural disadvantage of the newcomer, rather than using the newcomer as a resource to learn from his/her knowledge and experience. Some of the "ideas" in Figure 5 place attention on learning about the other culture, but disregard the person of culture as a resource to approach for that information. Figure 5

points out that the teacher may not know or understand ELL's culture, but does not address how the culture may be a benefit to the educational process. It mentions the student's culture as a "continuous process and not a discrete process," but does not elaborate on the continuous nature of acculturating or assimilating to the new culture in which the student finds him or herself. In addition, Figure 5 notes that the teacher will "require experience as well as study to understand the many subtleties of another culture," but does not provide examples, resources, or elaboration as to how to gain these experiences.

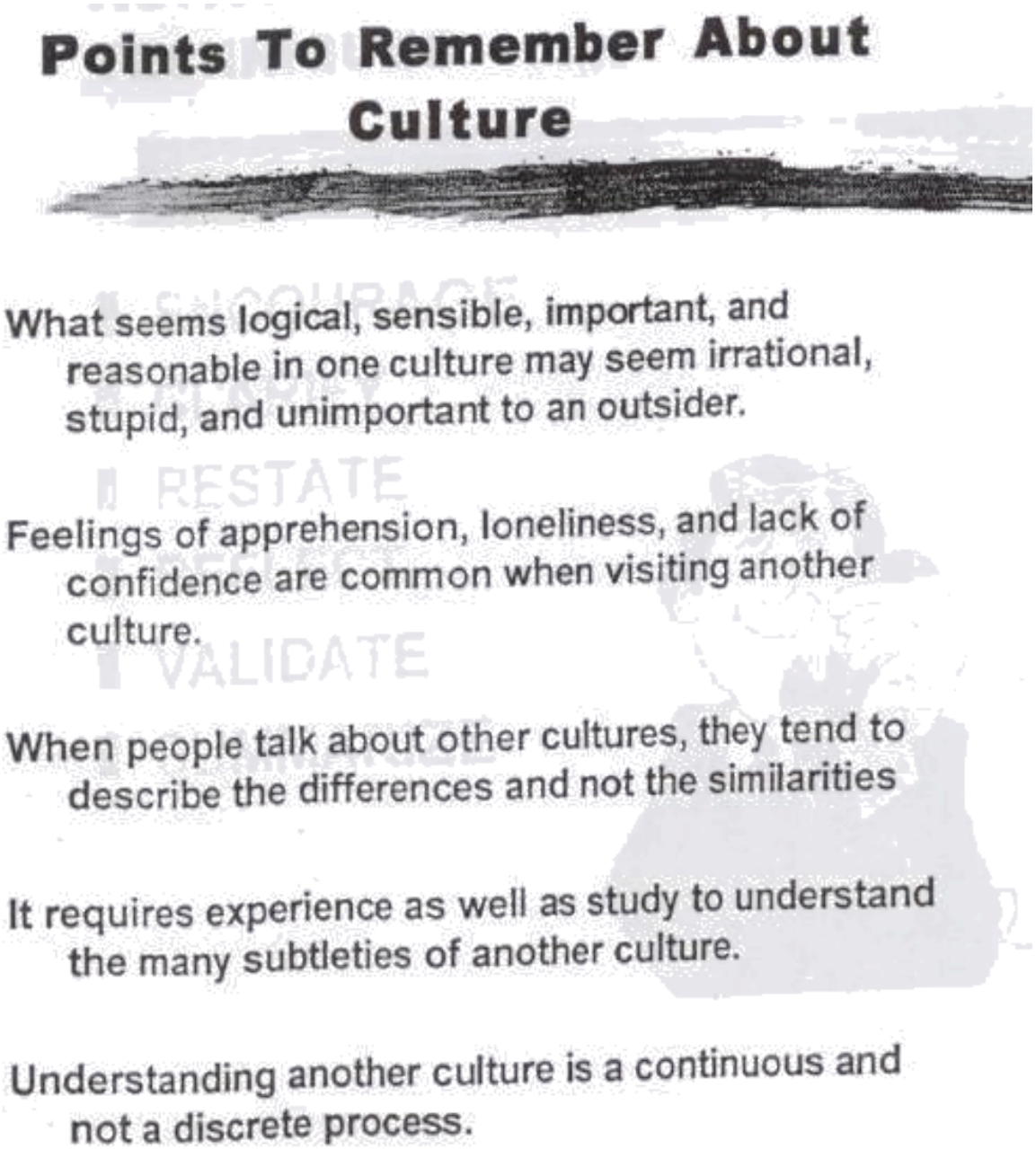


Figure 5. Role of culture handout.

Affective Concerns

Affective issues include factors within the classroom environment; socialization and acculturation appeared in the data with eleven concurrences. The focus of the staff development in-service training for mainstream content area teachers focused on the affective concerns surrounding ESL students, especially the socialization process and the classroom environment. A central focus of the district's in-service was creating a positive classroom environment. The mainstream content area teachers were given an overview of the affective factors influencing ESL students, such as motivation, anxiety, self-esteem and inhibition, as well as presented with a handout entitled "Suggestions for Working with New Arrivals."

The first six tips in Figure 5 address how the teacher can help the ELL with socialization and create a comfortable classroom environment. First and foremost, the teacher is directed to formally introduce him or herself to the student, correctly say the student's name and give a classroom orientation. Next, teachers should seat the student at a location in the classroom where they can receive the most support and modeling. Also, the teacher is encouraged to "give the newcomer classroom jobs, such as distributing or collecting classroom material, going on errands with a partner, and being a classroom helper." Lastly, the teachers are reminded of cultural information, which is on file in the administrative offices and the school library.

Teachers were presented with affective issues which can enhance or impede an ELL's language acquisition, but did not address how teachers can enhance or impede this process. Teachers were presented with the ideas that an ELL's emotional state and attitude when learning another language can affect language acquisition, but teachers

were not presented with the knowledge or skills to identify when students are having difficulties due to affective factors. More than one workshop discussed the contextual factors in second language acquisition, such as language, the learner, and the learning process.

Of the contextual factors, both language status and language attitudes were noted. This addressed the relationship of the student's L1 and English and how the two are perceived by the student and others. Also, the vitality "that teachers and students examine and understand these attitudes" (Walqui, 2000, p.1). It suggests that teachers can help the ELL differentiate formal and informal registers to be used in appropriate contexts.

Several workshops addressed anxiety, motivation, and personal factors. ELLs who possess too little or too much anxiety during SLA will have varying degrees of success. Yet, teachers were not presented with ways to combat these factors or the importance of a student's self-concept. In addition, the motivation of the ELL was mentioned in the documents, as an internal and complex psychological factor, but neglected to provide teachers with methods in increasing internal or external motivators and simply left motivation as a factor controlled by the student's personality and culture. Overall, teachers were presented with research that learners may be more likely or less likely to engage in language learning because of affective factors, but does not address how the teachers is an important component of the second language learning process for the ELL.

Bloom's Taxonomy

Another theme found within the document analysis was Bloom's taxonomy, with nine concurrences, which was a foundation in the types of tasks for students at varying English proficiency levels. The district's in-services focused on the thinking skills of English language learners being directly associated with their developing proficiency levels. Consequently, teachers were presented with documents that reinforced this idea. From Figures 6 and 7, students were categorized into Levels 1-5 or 6. Students were most often categorized in Level 1: Knowledge, which simply put, shows that students respond to yes/no questions or in Level 2: Comprehension, whereby students are expected to show an understanding of the facts and be able to interpret them. The in-services trained teachers to categorize students into one level at a time with total disregard to their academic development and achievement in their L1. Figures 6 and 7 do not allow students to move freely between strategies and activities until their English proficiency advances. Thus, many ELLs are not presented with higher order and critical thinking until later in their language acquisition, even though they may be capable of more.

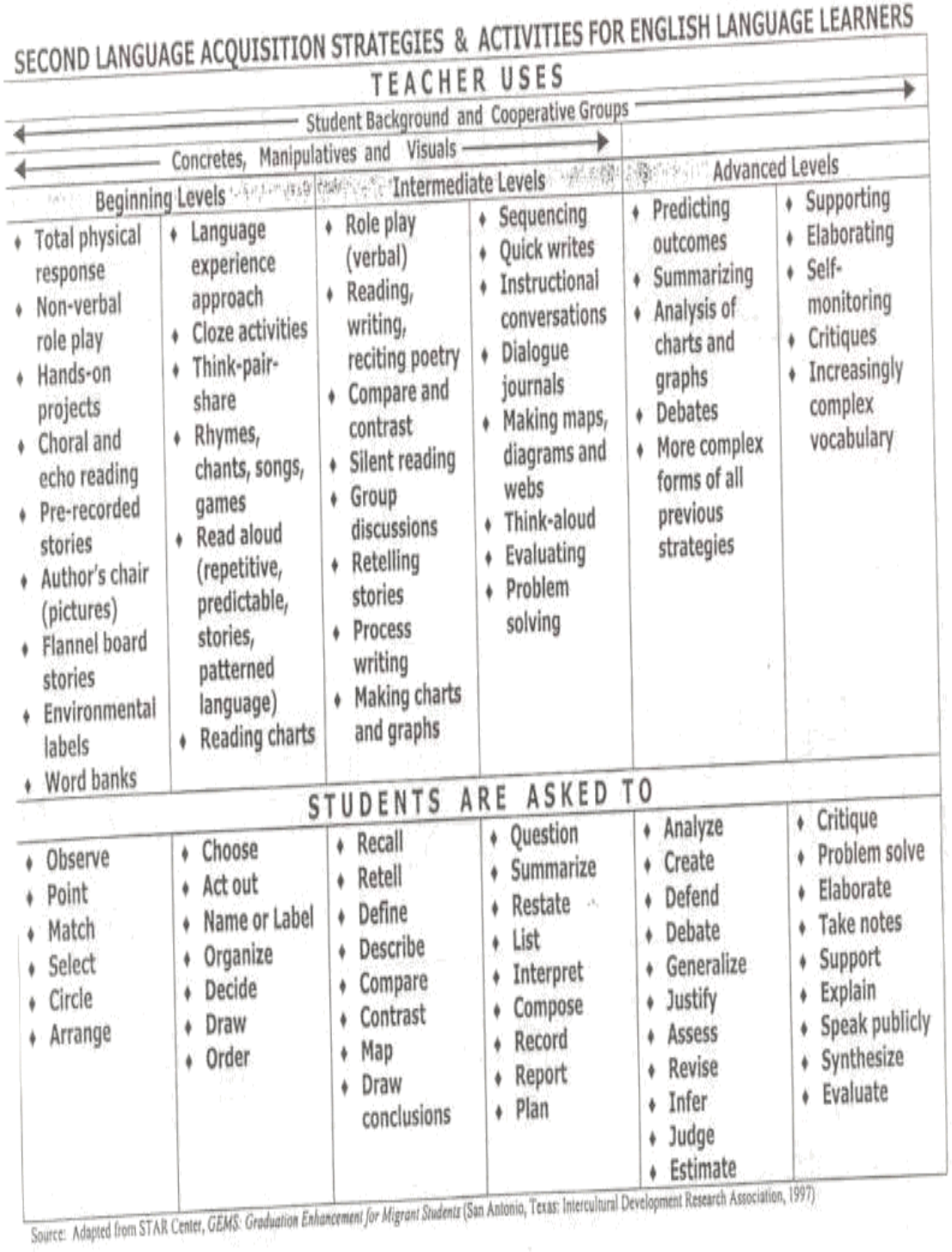
Both workshop documents, Figures 6 and 7, present teachers with the idea that the student can simply be categorized to meet their academic and language needs in the mainstream content area classroom. This approach does not challenge the student or enable him or her to reach their full potential. Teachers are not encouraged to identify the student as an individual who may have abilities in higher levels of Bloom's taxonomy. The documents reduce student learning to a *box* in Figures 6 and 7, with strategies and activities.

PERFORMANCE DEFINITIONS

PENNSYLVANIA PRE-K – 12 ENGLISH LANGUAGE PROFICIENCY STANDARDS

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Description	Minimal comprehension; no verbal production.	Begins to communicate in English with simple phrases and/or sentences; significant grammatical errors.	Understands and speaks English in social setting; makes occasional grammatical errors; reads and writes English with limited proficiency.	Understands and speaks English fairly well; occasional grammatical errors do not interfere with communication; reads and writes English with some grammatical errors.	Speaks, reads, and writes English at a level approaching native English speaking peers.
Receptive Skills	Pictorial or graphic representation of the language of the content areas. Words, phrases or chunks of language when presented with **one-step** commands, directions, WH-questions, or statements with **visual and graphic support.**	**General** language related to the content areas. **Phrases** or short sentences.	General and some specific language of the content areas. **Expanded** sentences or **oral** interaction or **written** paragraphs.	Specific and some technical language of the content areas. **A variety** of sentence lengths of varying linguistic complexity in **oral** discourse or **multiple, related paragraphs.**	The **technical language** of the content areas. **A variety** of sentence lengths of **varying** linguistic complexity in **extended oral** or **written** discourse, including stories, essays or reports
Productive Skills		**Oral** or **written** language with phonological, syntactic, or semantic **errors** that often **impede the meaning** of the **communication** when presented with one to multiple-step commands, directions, questions, or a series of statements with **visual and graphic support.**	**Oral** or **written** language with phonological, syntactic, or semantic errors that may **impede the communication** but retain much of its meaning when presented with oral or written, narrative or expository descriptions with **occasional visual and graphic support.**	**Oral** or **written** language with **minimal** phonological, syntactic, or semantic **errors** that **do not impede** the overall meaning of the **communication** when presented **with** oral or written connected discourse with **occasional visual and graphic support.**	**Oral** or **written** language **approaching comparability** to that of English proficient peers when presented **with grade level material.**

Figure 6. Proficiency levels handout.



SECOND LANGUAGE ACQUISITION STRATEGIES & ACTIVITIES FOR ENGLISH LANGUAGE LEARNERS

TEACHER USES

Student Background and Cooperative Groups

Concretes, Manipulatives and Visuals

Beginning Levels		Intermediate Levels		Advanced Levels	
♦ Total physical response ♦ Non-verbal role play ♦ Hands-on projects ♦ Choral and echo reading ♦ Pre-recorded stories ♦ Author's chair (pictures) ♦ Flannel board stories ♦ Environmental labels ♦ Word banks	♦ Language experience approach ♦ Cloze activities ♦ Think-pair-share ♦ Rhymes, chants, songs, games ♦ Read aloud (repetitive, predictable, stories, patterned language) ♦ Reading charts	♦ Role play (verbal) ♦ Reading, writing, reciting poetry ♦ Compare and contrast ♦ Silent reading ♦ Group discussions ♦ Retelling stories ♦ Process writing ♦ Making charts and graphs	♦ Sequencing ♦ Quick writes ♦ Instructional conversations ♦ Dialogue journals ♦ Making maps, diagrams and webs ♦ Think-aloud ♦ Evaluating ♦ Problem solving	♦ Predicting outcomes ♦ Summarizing ♦ Analysis of charts and graphs ♦ Debates ♦ More complex forms of all previous strategies	♦ Supporting ♦ Elaborating ♦ Self-monitoring ♦ Critiques ♦ Increasingly complex vocabulary

STUDENTS ARE ASKED TO

♦ Observe ♦ Point ♦ Match ♦ Select ♦ Circle ♦ Arrange	♦ Choose ♦ Act out ♦ Name or Label ♦ Organize ♦ Decide ♦ Draw ♦ Order	♦ Recall ♦ Retell ♦ Define ♦ Describe ♦ Compare ♦ Contrast ♦ Map ♦ Draw conclusions	♦ Question ♦ Summarize ♦ Restate ♦ List ♦ Interpret ♦ Compose ♦ Record ♦ Report ♦ Plan	♦ Analyze ♦ Create ♦ Defend ♦ Debate ♦ Generalize ♦ Justify ♦ Assess ♦ Revise ♦ Infer ♦ Judge ♦ Estimate	♦ Critique ♦ Problem solve ♦ Elaborate ♦ Take notes ♦ Support ♦ Explain ♦ Speak publicly ♦ Synthesize ♦ Evaluate

Source: Adapted from STAR Center, *GEMS: Graduation Enhancement for Migrant Students* (San Antonio, Texas: Intercultural Development Research Association, 1997)

Figure 7. Bloom's taxonomy handout.

ESL Program and Policy

Document analysis revealed an overview of the district's ESL program and policy guidelines on federal, state, and local levels, with seven concurrences. A significant amount of training was presented on the Basic Education Circulars (BEC), which is part of the Pennsylvania code that states the program regulations for students who are LEP or an ELL in the state of Pennsylvania. The document specifies policies and procedures (Figure 8), such as enrollment, student identification and assessment, as well as program development, design, curriculum, and instruction.

Figure 9 impacts content area teachers, as it states, "Teachers must adapt courses of study to meet student needs" (PDE, 2001, p. 6). The focus of this topic during mainstream teacher in-service training provided teachers with basic knowledge of the ESL law in Pennsylvania. In addition, the focus on this legal document gave weight and authority to the rationale behind the district's ESL program and policies (Figure 10).

The title below is from Figure 10 of the ESL Policy and Procedure documents. Just from the bold, all caps, title "THIS IS THE LAW," the document conveys to teachers that the following information is what the law governs. But the reduced font following the title clarifies that the document is "a synopsis of the guidelines…" and not actually the law, because there is not strong legislation for ESL in the state of Pennsylvania.

The BEC are simply guidelines for districts to use when developing their own program and policies. Thus, the focus on this legal document gave weight and authority to the rationale behind the district's ESL policy. This document is telling of the district's attempt to gain teacher support in following the state ESL guidelines by presenting them

as if they are the law. It is articulating that the district may be having problems gaining teacher support in following the guidelines and has made an effort to alert teachers into thinking that the guidelines, if not followed, are enforceable and punishable by law. This tactic may in fact motivate teachers to follow the guidelines more closely.

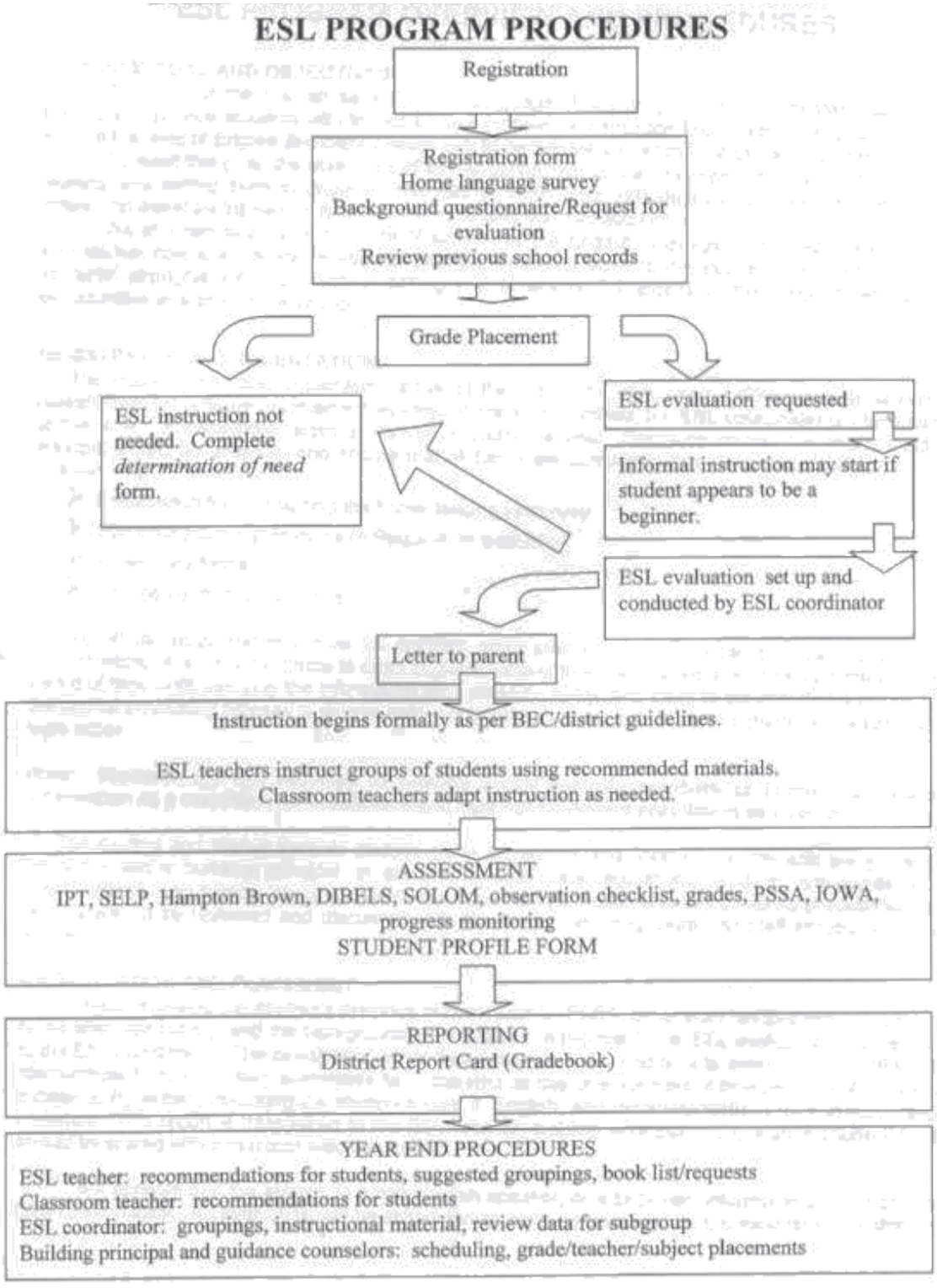
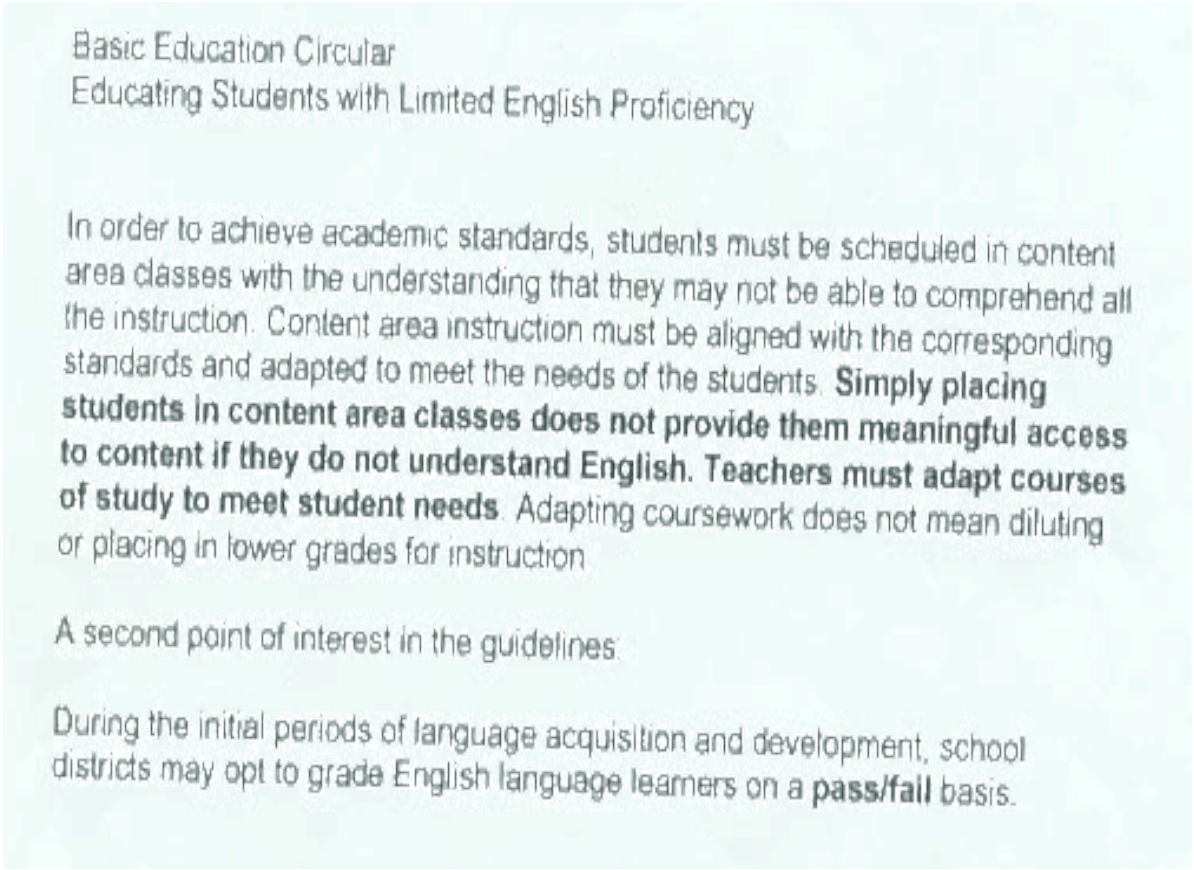


Figure 8. Policy and procedures flowchart handout.



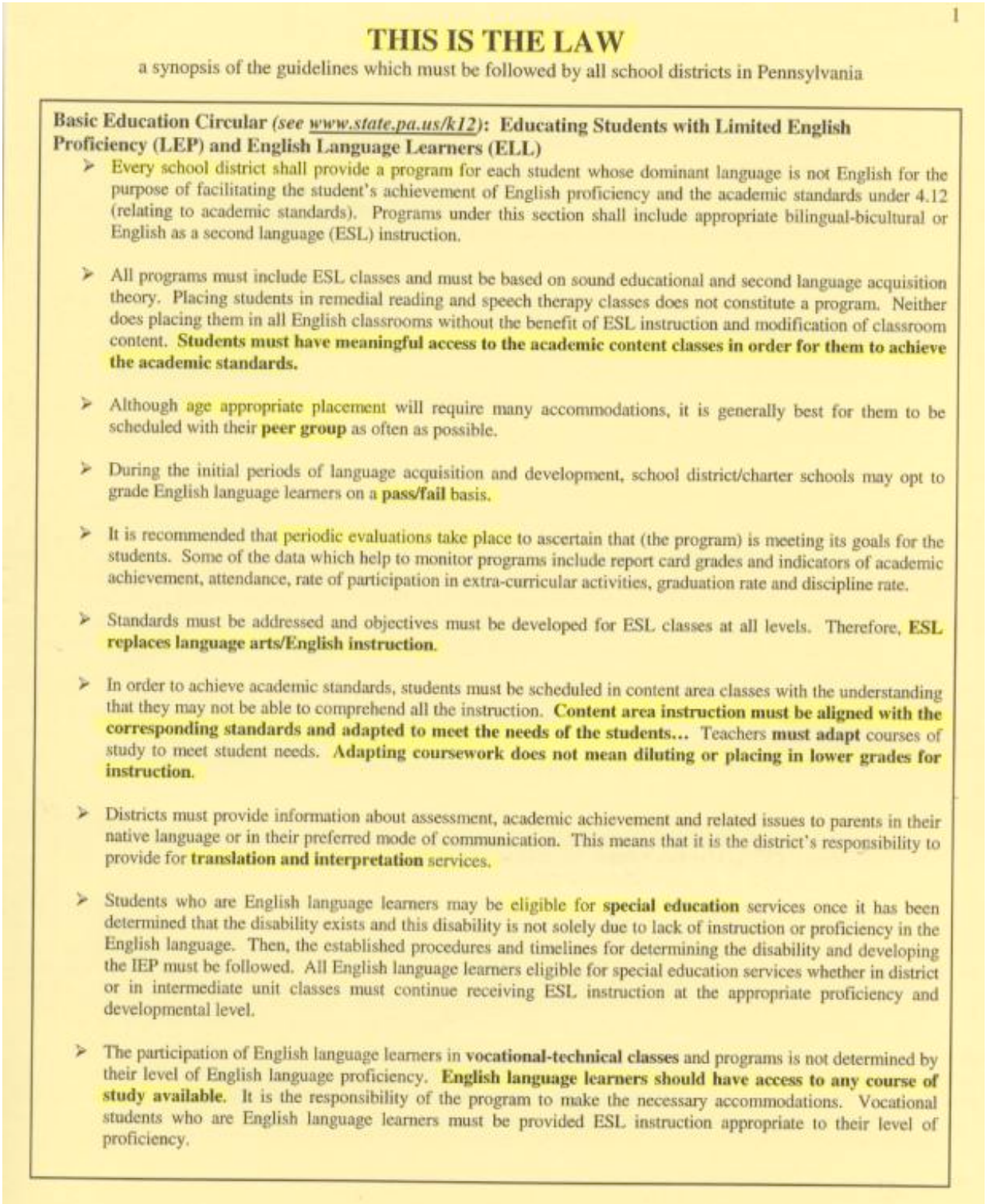
Basic Education Circular
Educating Students with Limited English Proficiency

In order to achieve academic standards, students must be scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Content area instruction must be aligned with the corresponding standards and adapted to meet the needs of the students. **Simply placing students in content area classes does not provide them meaningful access to content if they do not understand English. Teachers must adapt courses of study to meet student needs**. Adapting coursework does not mean diluting or placing in lower grades for instruction

A second point of interest in the guidelines:

During the initial periods of language acquisition and development, school districts may opt to grade English language learners on a **pass/fail** basis.

Figure 9. Policy and procedure document.



THIS IS THE LAW

a synopsis of the guidelines which must be followed by all school districts in Pennsylvania

Basic Education Circular ***(see www.state.pa.us/k12)*****: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)**

- Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

- All programs must include ESL classes and must be based on sound educational and second language acquisition theory. Placing students in remedial reading and speech therapy classes does not constitute a program. Neither does placing them in all English classrooms without the benefit of ESL instruction and modification of classroom content. **Students must have meaningful access to the academic content classes in order for them to achieve the academic standards.**

- Although age appropriate placement will require many accommodations, it is generally best for them to be scheduled with their **peer group** as often as possible.

- During the initial periods of language acquisition and development, school district/charter schools may opt to grade English language learners on a **pass/fail** basis.

- It is recommended that periodic evaluations take place to ascertain that (the program) is meeting its goals for the students. Some of the data which help to monitor programs include report card grades and indicators of academic achievement, attendance, rate of participation in extra-curricular activities, graduation rate and discipline rate.

- Standards must be addressed and objectives must be developed for ESL classes at all levels. Therefore, **ESL replaces language arts/English instruction.**

- In order to achieve academic standards, students must be scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. **Content area instruction must be aligned with the corresponding standards and adapted to meet the needs of the students…** Teachers **must adapt** courses of study to meet student needs. **Adapting coursework does not mean diluting or placing in lower grades for instruction.**

- Districts must provide information about assessment, academic achievement and related issues to parents in their native language or in their preferred mode of communication. This means that it is the district's responsibility to provide for **translation and interpretation** services.

- Students who are English language learners may be eligible for **special education** services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Then, the established procedures and timelines for determining the disability and developing the IEP must be followed. All English language learners eligible for special education services whether in district or in intermediate unit classes must continue receiving ESL instruction at the appropriate proficiency and developmental level.

- The participation of English language learners in **vocational-technical classes** and programs is not determined by their level of English language proficiency. **English language learners should have access to any course of study available.** It is the responsibility of the program to make the necessary accommodations. Vocational students who are English language learners must be provided ESL instruction appropriate to their level of proficiency.

Figure 10. This is the law handout.

ESL Standards

Lastly, past initiatives included attention to ESL standards, with four concurrences. A focus on the district's in-service initiatives highlighted that ESL student proficiency levels and academic needs vary greatly. The district's in-service regarding the standards emphasized meaningful communication, knowing the proficiency of the student's first languages, as well as general academic development and assessment issues. Although, teachers were not expected to use ESL standards in their lessons, the information was made known to them, potentially for future use.

Discussion of the Document Analysis Findings

Findings from the document analysis indicated that the ESL staff development handouts addressed one of two issues:

1. Approaches to Learning
    a. Strategies of Instruction
    b. Second Language Acquisition
    c. Role of Culture
    d. Affective Concerns
    e. Bloom's Taxonomy
2. Bureaucratic Accountability
    a. ESL Program & Policy
    b. ESL Standards

Strategies of Instruction as an Approach to Learning

Document analysis findings indicate that an understanding of ESL staff development is one that includes a systematic use of teacher-controlled strategies. The theoretical and empirical rationale for implementing learning strategy instruction in mainstream content area classrooms can become a part of the teacher's "instructional paradigm" (Grunewald, 1999, p. 51). This "instructional paradigm" can be incorporated into one's teaching pedagogy. It is evident that ESL staff development is conveying the message that ESL methodology can be reduced to simple lists and tips. Within the current ESL staff development system, workshops are under severe time constraints, thus presenters are forced to provide teachers with tips and strategies to use with ELLs. Teachers are not given the opportunity to consider and discuss the context or situation in which these tips and strategies would be most applicable and beneficial.

To exemplify this point, Figure 2, point five states, "Let the ESOL students know you value their language and culture. If translators are available, have students complete written assignments in their first language." This tip has several implications. Most of the ELLs at WVSD are refugees, who are illiterate in their first language; thus, completing an assignment in their L1 is impossible and the suggestion of this could be damaging to their self-esteem. Next, the financial constraints of the district could not provide for the cost of translation services with the large number of ELLs. Finally, the lapse in time, from when a student completes an assignment in the L1, to having it translated and returned by the translator, then providing the student with positive feedback on the assignment would not be practical. Similarly, many of the "tips" are problematic and impractical.

Staff development handouts indicate a controlled and teacher-fronted approach of instruction that integrates the teaching of academic language. For example, Figure 3 suggests the teacher provide the student with notes, lower-level materials, adjust his/her speech, find the student supportive friends, yet does not empower the ELL to do these things for him or herself. If the student were encouraged to ask a classmate for notes and meet supportive friends, then the ELL is able to use these skills in other areas, instead of being dependant on the teacher to do these things for him or herself. Missing from the tips and strategies is the idea of empowering the ELL to take responsibility for his or her own learning; rather the student is left dependant on the teacher. This idea is reinforced with the information disseminated during the workshops.

Moreover, the staff development handouts focused on systematic use of various strategies as ELLs learn another language. Absent from the preliminary stages of staff development regarding strategy instruction was an explanation of the instructional sequence, ways to adapt the strategy to meet the needs of LFS students, as well as an emphasis on the learning-teaching context. For example, Figure 2 instructs teachers to "use hands-on activities whenever possible. This facilitates learning…" Problematic is the idea that culturally, some ELLs may have never had the opportunity to learn this way. Teachers are presented with the sequence that if they provide hands-on learning, then students will learn. Consequently, if students do not learn, then teachers are left to ponder why learning did not take place when they followed the sequence correctly. The tips do not leave room for situational variables. These areas are essential, considering the specialized nature of the school's context.

Second Language Acquisition as an Approach to Learning

With the growing emphasis placed on the relationship between research and practice in the classroom, many of the district's past ESL staff developments focused on second language acquisition. Document analysis findings indicate that an understanding of ESL staff development is one that includes an overview of systematic patterns of SLA with a lack of context. Pienemann (1995) questioned, "Why is it important for language teachers to know about language acquisition?" (p. 3). His answer for the study of SLA is to focus on the learner rather than the learning environment. Pienemann suggests that SLA look closely at the learner and his or her language acquisition process. Then, based on normal SLA patterns, the teacher will be able to identify where the ELL is in the process.

Like Pienemann, the district's ESL staff development on SLA gave an overview based on normal patterns of acquisition, so that teachers would be able to evaluate where individual students are in the acquisition process. But the district's workshops stop there and do not continue as Pienemann recommends to enable teachers to gear instruction to the student's current level. Teachers were not given the opportunity to apply these concepts in a contextualized nature with the intent that this knowledge will allow the teachers to gauge the learner's level of ability and design appropriate instruction to the current language level. Pienemann points out, "It is important to know what is learnable at what point in time" (1995, p. 4).

This is problematic, especially in the contextualized nature of this particular district's setting, one that includes a high number of LFS (limited formal schooling) ESL students. A major goal of the district's ESL staff development on SLA is to give an

understanding of the basic concepts surrounding SLA, but teachers should then be encouraged to use this so that the teacher may make informed instructional decisions. Much of the SLA staff development was an effort to provide a basic framework for teachers to apply SLA research to their own classroom settings.

For example, documents provided to the teachers show the normal order of acquisition, mirroring those in first language acquisition. Teachers were presented with the ideas of a silent period, then learning survival phrases, followed by memorizing useful phrases to accomplish basic purposes, then simplifying the language to construct a true interlanguage, finally using linguistic features as a gradual and complex process about target language structure, as well as noting aspects of interlanguage syntax. These are all essential components of SLA, but now knowing this, teachers are left with the question of how to apply these concepts in their classrooms with ELLs. Now knowledgeable about encountering a student who is in the silent period or a student who is beginning to use linguistic features of the language, teachers are still left with the question of how to design appropriate instruction for that student. It is not enough to identify where in SLA the ELL may be, but rather what methods can be utilized to foster their growth to the next phase of acquisition, while encouraging learning in the current phase.

The overall problem with this approach to SLA in-service training was the lack of attention to incorporating these notions to a communicative classroom within the contextualized nature of the school. These documents and the district's approach to SLA are saying that their concept of ESL teacher training is reducible to a surface level approach. They are supporting the notion of systematic learning. There is no

acknowledgement of the situational and contextualized nature present in an ELL, especially a refugee. Moreover, there is a total disregard to enhancing and fostering an ELL's growth, while transitioning through the phases of second language acquisition. Teachers could be presented with the student's current level of language, and then presented with ideas to encourage movement to the next phase. Instead, teachers are presented with the idea that SLA is a natural process constrained and controlled by the ELL, rather than a process that can be fostered and supported by the teacher, as well in order to maximize the student's growth and rate of acquisition.

Role of Culture as an Approach to Learning

A major emphasis placed on the ESL staff development focused on the role of culture and diversity. Document analysis findings indicate that an understanding of ESL staff development is one that includes an overview of stereotypes, prejudice and discrimination without personal examination, as well as perceiving the ELL as a cultural disadvantaged. Lacking from the culture training was the idea that the learner comes with much life experience and cultural knowledge that should be incorporated as an integral piece of instruction. Emphasis was placed on the cultural disadvantage of the newcomer, rather than using the newcomer as a resource to learn from his/her knowledge and experiences.

For example, Figure 5, states "What seems logical, sensible, important, and reasonable in one culture may seem irrational, stupid, and unimportant to an outsider" and "When people talk about other cultures, they tend to describe the difference and not similarities," as well as "It requires experience, as well as study to understand…another culture," but nowhere is there mention of approaching the student or another person of

that culture for more information. It is not suggested to the teacher, who is an "outsider" to approach an "insider" for clarification or understanding of the culture. In addition, when noting differences in the culture, there is no suggestion to use the student as a resource for identifying similarities. Moreover, the teacher is advised to "study" in order to understand the culture, but is not advised to seek out an "insider perspective." Rather the use of "study" insinuates the use of written documents and texts in order to gain understanding of the student's culture. Also, Figure 5, point two, states that the ELL may have "feelings of apprehension, loneliness and lack of self-confidence…" thus with understanding the teacher may be apprehensive to even approach the student for more cultural information, since the student is presented as having a fragile psychological well-being. Overall, the documents placed attention on learning about the other culture, but disregarded the person of culture as a resource to approach for that information.

Affective Concerns as an Approach to Learning

There is a dearth of research in the interdisciplinary field of second language affective factors. The focus of the staff development in-service training for mainstream content area teachers focused on the affective concerns surrounding ESL students, especially the socialization process and the classroom environment. Document analysis findings indicate that an understanding of ESL staff development is one that puts affective factors in the control of the teacher. The process of second language socialization may occur within a non-supportive environment by an ESL student who most likely will experience cross-cultural communication difficulties in unfamiliar surroundings. Thus, a central focus of the district's in-service was creating a positive classroom environment. The teachers shared that they are aware of the importance of

affect. Their understanding is one that once the ELL is in a comfortable environment, and then learning is more likely to take place. This notion also implies that affective factors are something that can be controlled by the teacher; they have the ability to create a comfortable classroom climate. Through the document analysis, there was no indication that any attention was brought to the power relations within sociocultural contexts, nor to the individual who emerges through social interaction.

Although affective variables are subtle and intangible, their importance should not be overlooked; thus, the mainstream content area teachers were given an overview of the affective factors influencing ESL students, such as motivation, anxiety, self-esteem and inhibition (Walqui, 2000, p. 1). Teachers were given an overview of affective factors, yet the documents neglect to connect it to instruction, such as actively involving students, group participation, as well as community and school involvement.

Bloom's Taxonomy as an Approach to Learning

The district's in-services focused on the thinking skills of English language learners as being directly associated with their developing English proficiency. Document analysis findings indicate that an understanding of ESL staff development is one that includes a systematic use of Bloom's taxonomy that positively correlates language proficiency and cognitive ability. There was not an emphasis on the importance of posing critical thinking questions from all levels of Bloom's Taxonomy for all LEP students, no matter their English proficiency. Students were categorized into Levels 1-6, completely disregarding the possibility of the ELL's capability of using thinking skills in higher levels. In Figure 6, beginning ESL students were asked to "observe, point, match, circle, draw, etc.," intermediate ESL students were asked to "recall, define, map, draw,

summarize, etc.," and advanced ESL students were asked to "create, defend, justify, infer, and support, etc." Nowhere in the document was flexibility between categories allowed. This document conveys to teachers that ELLs and be easily classified and educated by using the suggested strategies and activities for each level. The document is conveying to teachers that an ESL student's cognitive ability and linguistic level are directly related.

Students were most often categorized in Level 1: Knowledge, which simply put shows that students respond to yes/no questions or in Level 2: Comprehension, where they are expected to show an understanding of the facts and be able to interpret them. Those few students in Level 3: Application is expected to solve problems by using their prior knowledge and scaffolding. ESL students categorized into Level 4: Analysis are asked to classify, contrast, compare, categorize, and sequence. Next, the students at Level 5: Synthesis are asked to construct information by being able to choose, combine, create, design, develop, predict, solve, and change. Finally, no students were in Level 6: Evaluation. None were asked to construct their own opinion and make judgments. This neglect of including ELLs in level six has two major implications. First, it implies that ELLs may not have the cognitive ability to evaluate or construct their own judgments and opinions or second that the judgments and opinions of ELLs are irrelevant. From Figure 7, teachers are taught that when students reach near-native proficiency, then they will be ready for Level 6: Evaluation. Also, it should be evident to teachers that even students who are native speakers of English have difficulty with the varying levels of Bloom's taxonomy, but the documents present that cognitive ability and linguistic ability are parallel in development.

With proper scaffolding by the teacher, ESL students could perform in all levels of Bloom's Taxonomy. Unfortunately, the in-services trained teachers to neatly categorize students into one level at a time, with total disregard to their academic development and achievement in their L1. Dong notes that "although English language learners may be limited in expressing their understanding and ideas in English, this doesn't mean that they lack critical-thinking skills (2006, p. 22). Dong suggests that teachers can help ELLs develop higher-order thinking skills by giving meaningful instruction that links cognitive and linguistic elements (2006, p. 23). This point is lacking in both Figures 6 and 7, since they are training teachers that ESL students can systematically be categorized and educated according to a clear-cut chart.

ESL Program and Policy and Bureaucratic Accountability

Document analysis revealed an overview of the district's ESL program and policy guidelines on federal, state, and local levels. Moreover, the document analysis findings indicate that an understanding of ESL staff development is one that can impact ELL success, so long as the teacher follows the policies in place. A significant amount of training was presented on the Basic Education Circulars (BEC), which is a part of the Pennsylvania code that states the program guidelines for students who are LEP or an ELL in the state of Pennsylvania. The focus of this topic during mainstream teacher in-service training provided teachers with a basic knowledge of the ESL guidelines in Pennsylvania. Since there are few laws put into place regarding academic instruction in the mainstream, teachers were presented with the state guidelines, as if they were enforceable by law, which is not the case.

At a glace, Figure 10's title stands out "THIS IS THE LAW." Thus, implying to the teachers that the document states laws that are applicable for ELLs. A closer look at Figure 10 reveals the title's subheading, which reads "a synopsis of the guidelines which must be followed by all school districts in Pennsylvania." Again, the word "must" in this sub-heading is misleading, since the BEC are guidelines and suggestions for school districts to interpret and design a program which meets the needs of its ELLs.

The BEC are simply guidelines for districts to use when developing their own program and policies. Thus, the focus on this legal document gave weight and authority to the rationale behind the district's ESL policy. This document is telling of the district's attempt to gain teacher's support in following the state ESL guidelines by presenting them as they are the law. It implies that the district is having problems gaining teacher support in following the guidelines and has made an effort to alert teachers into thinking that the guidelines, if not followed, are enforceable and punishable by law. Thus, the district is intentionally misleading when distributing this document as official law. Their tactic is one of gaining teacher support through fear and enforcement.

ESL Standards and Bureaucratic Accountability

Lastly, past initiatives included attention to ESL standards. Document analysis findings indicate that an understanding of ESL staff development is one that positively correlates English proficiency and academic ability. A focus of the district's in-service initiatives highlighted that ESL students' proficiency levels and academic needs vary when applying standards to instruction and assessment. "The goal of exposing mainstream content area teachers to the National TESOL standards was to address the language competencies ESL students need to attain in order to become fully proficient in

English" (TESOL/NCATE Program Standards, 2003). The district's in-services regarding the standards emphasized meaningful communication, as well as general academic development and assessment issues. Although the teachers were never expected to use any ESL standards when designing instruction for ESL students, they were to be cognizant of their existence.

One document presented to teachers was a draft of social and instructional, language arts and mathematics standards. Teachers were guided through example topics and themes in these content areas. Next, language performance definitions and matrices were highlighted. The document also provided formative and summative assessments appropriate with ELLs. The standards are similar to Bloom's taxonomy and contain six levels, starting with beginner and ending with advanced. In addition to the increase in cognitive complexity of each level, the PA ESL standards are further categorized by reading, writing, speaking and listening. Each Level, 1-6, becomes increasing more demanding both cognitively and linguistically. Students are classified and identified in one level. Then as they become more proficient in English, they are presented with increasingly demanding cognitive and language demands of the next level. Thus according to the PA Department of Education, ESL students can be simplified and categorized into a chart, which the teacher can use to design instruction and assessment. This idea completely disregards the educational backgrounds and experiences of ELLs, who are fixed in one level and held to the prescribed nature of that level.

The Pennsylvania ESL standards were modeled after the World-Class Instructional Design and Assessment (WIDA) language proficiency standards for ELLs, which in turn were modeled after the TESOL standards. Since the PA standards were in

draft form, they were not elaborated to teacher; they were simply presented and not encouraged to be a working-document to use. The rationale for their presentation as a document is due to the eventual ramification they may have for the mainstream content area teacher, who may use them in their planning once finalized. They may be a tool for teachers to use when planning instruction and assessments.

As stated by Newman and Hanauer (2005), "TESOL/NCATE standards fail because of their prescriptivism, instrumentalism, and impractically" (p. 762). A closer look at the PA ESL standards exemplifies the problematization proposed by Newman and Hanauer. Firstly, the prescriptive nature of the PA ESL standards is problematic. The draft document leads teachers to believe that the instruction of ESL students can be accomplished by moving through the charted levels. Once the teacher identifies the student's current level, they should simply follow the matrix until English proficiency is achieved. Secondly, the instrumental approaches of the PA ESL standards are problematic. The teachers are presented with lists of instrumental approaches to teaching that become increasingly complex as the student acquires more English. Lastly, the impractical nature of the PA ESL standards is problematic. Using the PA ESL standards in the content area for planning instruction and assessment is logistically a time consuming and complex process. Imagine for each daily lesson and assessment, a teacher would need to identify each ESL student's category in the matrix and then design appropriate instruction. With some teachers having nearly half a class consisting of ELLs, a teacher would spend more time planning instruction, then implementing it. With six different levels in the standards, potentially a teacher could have to create six different instructional approaches per lesson.

Summary

The document analysis revealed a simplistic, systematic, prescriptive and teacher-controlled approach to ESL staff development for mainstream content area teachers. The following were the seven themes found within the documents: strategies of instruction, SLA, role of culture, affective factors, Bloom's taxonomy, ESL program and policy, and ESL standards. Overall, the selective coding process reveals the documents lend themselves to approaches to learning and bureaucratic accountability. Approaches to learning include a surface, deep, or a strategic approach to learning, each approach becoming more sophisticated than the latter.

The approaches to learning indicated from the staff development handouts take all three approaches, although some more often than others. The data indicates a surface approach most often, in which learners make minimal effort to understand and apply the new information being learned. The data indicates minimal use of a deep approach to learning, in which the learner uses a meaning orientation using questioning, exploring, and probing associated with learning the new information.

Lastly, the data indicates a strategic approach to learning the least that is the most complex because the learner must decide if a surface or deep approach is the most appropriate (Entweistle, 1988). The documents indicate that teachers were presented with all three approaches to learning to use with the ELL. With beginning ELLs more surface approaches were most often utilized and with advanced ELLs some deep or strategic approaches to learning were utilized. Although all three approaches to learning were apparent, the staff development was designed to teachers to perceive the newcomer

ELLs as less capable and holding those to lower expectations in the mainstream classroom.

Another theory revealed through the document analysis was that of bureaucratic accountability, which is based on the notion that there is a superior and subordinate relationship within an organization. The superior dominates and assigns tasks and assignments to the subordinates. Within the study site, the superintendent would be the most superior in the school institution, followed by the principals, then teachers. Bureaucratic accountability dominated the staff development conducted for mainstream content area teachers in this district. Initiatives were specified by the administration in advance and these superiors established the criteria from workshop attendees to presentation content. Formal authority was used to enforce compliance and little to no incentives were linked to the teachers' performance regarding the staff development goals (Wirt & Kirst, 1997). The role of bureaucratic accountability within this study is essential, since the stakeholders (teachers) are not active in the development of criteria and left essentially powerless.

Focus Group Findings

The second source of data for this study comes from a focus group that was conducted with content area teachers with elementary, middle, and high school experience to examine their experiences to the district's ESL staff development initiatives. This section provides a description of the focus group protocol, participants and demographic data, as well as the flow and findings of the focus group discourse.

Purposive cluster sampling was used in order to choose the mainstream content area teachers for the focus group. This method afforded the researcher to conduct her

research with teachers who have encountered a large ESL population and who have experience with ESL inclusion within a unique social-cultural environment. To begin, a master list of all teachers at Davidson Elementary School, Matthews Middle School, and Carolton High School was compiled. The teachers were chosen based upon interest and availability. The researcher contacted subject area teachers with a letter of invitation. Six teachers responded to be a part of the focus group and four participated; one from math, science, and social studies and English. An industrial arts and elementary teacher could not participate at the last minute due to personal conflicts and obligations.

The opening survey asked the participants demographic information, which included such questions as subject area, certification, gender, years in the profession of teaching, past ESL staff development experience, undergraduate or graduate ESL course work, as well as a Likert scale indicating comfortability with ESL students in their mainstream classes. Next, the three questions during journaling were designed to elicit participants' attitudes and perceptions of past ESL staff development. The researcher wished to gain insight into the challenges and benefits of past ESL in-service teacher training.

During the focus group interview, the researcher prepared a list of questions to pose to the group. The first question was intended to be very broad in order to elicit each participant's understanding and experience with past ESL staff development. The focus group was video taped and audio taped so that the researcher could later transcribe the interview for analysis. The journaling took participants approximately 30 minutes and the discussion lasted nearly one-hour. Once the focus group data was transcribed from the audiotape version, the researcher reviewed the transcripts in order to code patterns of

positive or negative language. It is important to note that codes are labels "assigning units of meaning to the descriptive or inferential information compiled during a study" (Miles & Huberman, 1994, p. 56). The researcher coded all positive comments in green and all negative comments in red. The transcription was then read again, but this time the researcher was noting patterns of an emotive nature.

Focus Group Participants

Four teachers of various content areas participated in the focus group. The decision to select heterogeneous content area groups rather than homogeneous content area groups was based upon the district's clustering of teachers this way during ESL in-service. Teachers are accustomed to being grouped heterogeneously regarding ESL, thus the researcher believed that teachers would be more receptive to this grouping. The gender, ethnic group, certification, years of teaching experience, and comfort level with ELLs are summarized in Table 7. Pseudonyms were assigned to each participant. The following is the demographic information given by the focus group participants (see Table 7).

Table 7
Focus Group Participants' Background (self-assessed)

Participant	Jamie	Kim	Ralph	Shirley
Gender	Female	Female	Male	Female
Ethnic Group	Caucasian	Caucasian	Caucasian	Caucasian
Certification	Science 6-12	English 6-12	Elementary K-8	Math 7-12
Teaching Experience	5	6	13	25
Comfort Level with ELLs	3 out of 5	4 out of 5	3 out of 5	1 out of 5

Participants' years of teaching experience ranged from 5 to 25 years. The average years of experience was 12.25 years. The majority of the participants are female: three females and one male. Percentages for gender are 75% females and 25% males. One hundred percent of the participants are Caucasian and native English speakers. One hundred percent of the participants indicated that they have had no undergraduate or graduate ESL training, although all have had ESL staff development as provided by the district. On a Likert scale of 1 to 5, 1 indicting low/uncomfortable and 5 indicating high/confident, responses ranged from 1 to 5 with 3 as the average to how comfortable they feel with ELLs in their mainstream classrooms.

For the purposes of this study, the four focus group participants have been given pseudonyms: Jamie, Kim, Ralph, and Shirley. The following descriptions are based on the researcher's professional experiences as a colleague with the participants established over the past five years.

- Jamie is a new teacher to the profession and the district. Her five years of teaching experience is based at the middle school, teaching general science to mostly eighth graders. When first meeting Jamie, it is evident the she is a caring, young, and innovative teacher. The main concern that she has expressed on a number of occasions with the researcher, on a professional level, deals with the academic success of ESL students and increasing their academic literacy. With her student-centered approaches to learning and innovative teaching methods that the researcher has observed, Jamie was assigned a sheltered science class for newcomer ESL students for the 2005-2006 academic school year. This

experience has broadened her perspective of the academic needs of ELLs (Jamie, personal communication, January 19, 2007).

- Kim is a newer teacher to the district, with a few years of additional experience in an urban school in Maryland, six years in total. Her past experience has allowed her to work with a larger ELL population and larger ESL program, thus her insight proves to be invaluable, as she uses her prior knowledge and experiences as a basis of comparison to the district's ESL initiatives. Her experience has been at the secondary level, teaching high school English to students grades 9-12. She is reflective in nature, which becomes apparent in her thoughtful comments during the focus group. Her enthusiasm for the profession, and especially ESL students, is known throughout the high school, as she has been a strong advocate for ELLs with numerous after-school commitments, including ESL homework club and the ESL student success center, whose goals include raising cultural awareness in the community and hosting the school's multi-cultural fair (Kim, personal communication, January 19, 2007).
- Ralph is an experienced teacher within the district. He has taught at the elementary and secondary levels for 13 years. His current teaching assignment includes science and social studies classes for middle school students. It is impossible not to smile when encountering Ralph. Ralph's boisterous, positive, up-beat personality is clear upon meeting him. His energy and humor is an added benefit to the group dynamic (Ralph, personal communication, January 19, 2007).
- Shirley is a veteran teacher with 25 years of experience to share. Her experience has been based at the middle school teaching math to mostly seventh grade

students. Her stern look should not be misconstrued, because she is truly a nurturing and open individual. She is respected among her colleagues and is a vocal advocate for the academic needs of ELLs. With her dedication to improving student achievement, Shirley was assigned a sheltered math class for newcomer ESL students for the 2005-2006 academic school year. Like Jamie, Shirley's sheltered instruction experience has broadened her perspective of the academic needs of ELLs. (Shirley, personal communication, January 19, 2007).

Focus Group Analysis

The focus group was conducted at the middle school after a morning in-service given for all the district's teachers. After the morning workshop held in the auditorium, focus group participants gathered in the library for a catered lunch. After participants enjoyed lunch, they perused staff development handouts from 2000-2005 that were arranged chronologically on two large tables. Participants examined the documents and commented to each other, seeing if the others had attended the particular in-service or if they remembered it. Next, participants were seated at a conference table and were asked to journal to the following three questions:

1. "What was memorable?"
    a. 100% positive responses
    b. 0% negative responses
2. "What was helpful?"
    a. 83.3% positive responses
    b. 16.7% negative responses
3. "From the training, have there been any changes in your classroom instruction?"

a. 57.1% positive responses

b. 42.9% negative responses

The data results from the above three questions is collective data for all interventions, not based on each intervention individually. The transcriptions of the focus groups were carefully analyzed and coded. First, the researcher used open coding, followed by axial coding, and finally selective coding. This approach allowed for systematic analysis of the frequencies and cross-tabulations of codes, as well as accounted for thematic variables, and multiple response categories. Labeling and categorizing of phenomena as indicated by the focus of the data was the first step of the open coding process.

The data was initially broken down by each question posed by the researcher and compared, then given a label of a positive or negative response. The content within the focus group transcription analysis was tabulated as categorical concurrences; firstly, negative or positive statements made by participants, and secondly, the object of the negative or positive statements. The same categories of content topics emerged throughout the focus group discourse. Next, axial coding made connections between categorical concurrences and its sub-categories. Finally, the selective coding integrated the categories and developed the categories further.

Participants journaled silently for approximately 30 minutes. All participants indicated positive responses when journaling to the questions "What was memorable?" There were no negative responses by any of the participants to the first question. Kim had 100% positive responses to all the journal questions. It is the researcher's belief this is due greatly to the fact that she had positive in-service trainings as a new teacher in the

district, and has had the added benefit of extra support put in place for new teachers. Another reason for Kim's 100% positive responses to all the journal questions is because she has experience with mainstreamed ESL students who are at a high-intermediate or advanced English proficiency level. Thus, she is not exposed to the challenges of newcomers at a beginning level English proficiency.

Both Shirley and Jamie recounted the same "memorable" training in which the presenter, the district's ELL coordinator, conducted the beginning of the in-service in another language as an empathy-building lesson. Jamie stated, "The presenter started the presentation by speaking in a different language to make us feel like we were in a different country. It gave us a different perspective." In addition, during the same session, Shirley remembers the impact of a guest speaker who was an immigrant. According to Shirley, this experience "…opened my eyes to the atrocities that many of our children have endured."

Finally, Ralph recalls diversity training. The interesting part is that Ralph remembers the dynamic nature of this speaker's personality before the content of the actual training. Ralph also indicated that this presenter's "…classroom experiences could relate to needs in the room." This connection was very valuable to Ralph and the manner in which the training was conducted. The presenter's past teaching experience was evident as Ralph noted the visual graphic organizers that were used to convey abstract diversity concepts. This training was conducted over seven years ago, yet Ralph vividly recalls "the three-headed monster. Stereotypes-thoughts, prejudice-feelings, discrimination-actions. All influences of diversity." This was a key concept learned by Ralph during this diversity training.

Eighty-three and three tenths percent of responses were positive to the question: "What was helpful?" Sixteen and seven tenths percent of responses were negative to the question: "What was helpful?" Participants indicated beyond "useful tips," instructional strategies and student background were helpful. Conversely, two participants, both teachers of ESL sheltered instruction, indicated that the past training was not very helpful for actual instruction, educational practices, or increasing literacy. These two particular participants worked closely with newcomers on a daily basis. They were faced with the challenges of educating low literacy and limited formal schooling ESL students who were new arrivals to the school district and the United States.

Fifty-seven and one tenth percent of the responses were positive in nature and 42.7% of the responses were negative in nature to the question: "From the training, have there been any changes in your classroom instruction?" Positive responses include the use of instructional strategies, such as visual support and simplified teacher responses, as well as an awareness and appreciation of the student's experiences. Negative responses include the lack of ESL educational practices provided by the district and the educational, social, and emotional demands of the ESL student with little support from the district.

To address the positive responses of an awareness and appreciation of the student's experiences, Jamie said, "It gave me the opportunity to examine all of the students that I deal with in my classroom and see how many factors play into their daily lives." Similarly, Ralph stated that it "put me in the family and student situation with awareness." Shirley said, "The in-services gave me insight and understanding of home and social situations that the ESL students are engaged in. Finally, Kim said, " I found it useful to experience being an ESL student." All four of the focus group participants

concurred that it was helpful to have an awareness and appreciation of the student's experience. These participants are aware of the student's family and social situations.

Negative responses include the lack of ESL educational practices and the social and emotional demands of the ESL student with little support from the district, Jamie said, "It was not very helpful for instruction. I still did not know how to increase literacy or an understanding of the language." Shirley said, "The district provided no training in educational practices that would benefit these students." Two out of four focus group participants believed that they are not equipped with the tools in order to increase academic success of ELLs. In addition, one of the four focus group participants explicitly accuses the district of not addressing these educational concerns appropriately.

After the journaling portion of the focus group session, the researcher asked the group a short series of questions to elicit their perceptions of past ESL staff development. The following are the questions posed by the researcher:

1. How has the ESL staff development prepared mainstream teachers?
2. What was the most memorable ESL staff development?
3. Was there any follow-up conducted with the ESL in-service trainings?
4. To what extent are you satisfied with the ESL staff development?

After transcribing the focus group discussion, the research analyzed the transcription discourse for emotive language. First, an analysis of positive and negative comments was calculated, followed by the object of those positive and negative comments. Table 8 summarizes the flow of discourse.

Table 8
Positive and Negative Language of Focus Group Discourse

Object of Language	Positive Language
ESL children and parents	9
In-service training	7
American students	2
Teachers	1

Object of Language	Negative Language
School district	7
Academic demands of curriculum and standards	5
In-service training	5
Placement process	4
Special education	3
ESL children and parents	2
State	2
Teachers	2
American students	1
Catholic charities	1

ESL children and parents, in-service training, American students, and teachers were all objects of positive language throughout the focus group discourse. ESL children and parents were the most frequent object of positive language followed closely by in-service training, American students, and teachers.

ESL Children and Parents (positive)

In the course of the focus group discussion, ESL students were most often the object of positive language. Shirley, the middle school math teacher, shared with the focus group, "I was just sitting here and thinking, we have had success stories. There have been ESL children who have come through and have done extremely well, such as last year's valedictorian." She realized that when given the opportunity and adequate

time, the ESL students are capable of succeeding. Furthermore, both Ralph and Shirley agreed that they have an "appreciation for what they've [ELLs] gone through." They both admire the student's courage and strength, as they become part of the school community and learn the English language and American culture. These two statements support the findings that during the focus group, when discussing ESL students, they were discussed in a positive manner. It is evident that two of the four focus group participants maintain positive attitudes about the ESL student's ability and background experience.

In-service Training (positive)

In the course of the focus group discussion, past ESL in-service training was the object of positive language. Kim shared:

> …the most memorable ESL activity was the one that our ESL teachers did, where they spoke French the entire time. I don't know French at all and it was very memorable to me because I felt that it was an experience where I got to feel what it was like to be an ESL student, I got applicable and usable strategies for teaching ESL students and it was fun, it was interactive. It wasn't just us sitting there and having someone talk at you.

Furthermore, Shirley recalled one in-service in particular that helped her "…appreciate the plight that these children have gone through, to recognize cultural and religious differences that I may not have been aware of." Both Shirley and Kim's examples highlight the positive memories of past initiatives, both focus on the positive content of the in-service workshops. Kim's in-service experience was positive because she learned strategies that were immediately beneficial for use in the classroom. Beyond

the practical information she gained, she also felt that the in-service was conducted in an interactive manner which kept her interest. A closer look at Shirley's positive in-service experience focused on the empathic nature of ESL student differences.

American Students (positive)

The focus group then turned the object of positive language toward American students. Kim brought up the fact that much of the ESL in-service training is for classroom teachers, but another integral part of the ESL student's schooling is interactions with other students. She stated, "I agree with mainstreaming and I think that it's important for students to be mainstreamed; it should be a part of their day. But, I think that another thing that needs to happen is not just knowledge for teachers, but other students. I don't think they know anything about these other kids or anything about their culture." In response to Kim's concern, Ralph and Jamie shared that at the middle school, they have created a "kind of a mentorship." So when a new ESL student becomes a member of their classrooms, they are paired with another student who helps them during that class. This student welcomes the ESL student and helps keep the student on-task. It is evident that three of the four participants are trying to encourage communication and interaction between American students and ESL students. This interaction is not school-wide, but rather established on a class-by-class basis, depending on the teacher's desire to set up a mentorship.

Teachers (positive)

In the course of the focus group discussion, teachers were the object of positive language. Ralph and Shirley both mentioned that successful ESL instruction has been due in great part by individual teacher initiatives. Shirley stated that what was useful for

instruction was "anything I've developed myself." She continues to explain: " I developed a whole program last year. I actually passed it along since they've immersed these children back into the regular classroom…" The focus group discussion revealed that participants feel they are not given adequate instructional resources and are left to create their own resources in order to individualize instruction to meet the needs of ELLs. It is evident that participants develop and share their own resources with others to use in instruction.

The most frequent object of negative language was directed at the school district, followed by the academic demands of the curriculum and standards, in-service training, and placement process. Other objects of negative language that were mentioned three or fewer times were special education, American students, Catholic charities, the teacher, as well as ESL children and parents, and the state.

School District (negative)

In the course of the focus group discussion, the school district was the object of negative language. Shirley was frank and shared:

> I don't think the district knows how to educate these children, nor, have they made an effort. Last year, to do the sheltered instruction program, I thought was their best effort. Although, again it was teacher-centered. The teacher was to develop the curricula and the program. And there was no support from the administration staff. Pretty much, they throw these kids into the classroom and that's it.

She continued to say, "The children are segregated within our system and more effort needs to be made to integrate them and help them feel comfortable."

There was much anger and frustration in Shirley's voice when discussing the school district's effort regarding ESL. Although she thought that their one year attempt at a sheltered English instructional program was their best effort, she also pointed out that the students are segregated in the school. Her ideas of what works (sheltered instruction) conflicts with her desire of seeing this population desegregated from the rest of the school.

Academic Demands (negative)

In the course of the focus group discussion, the academic demands of the curriculum were the object of negative language. From middle to high school, the academic demands vary, as well as the expectations. Jamie felt, "There is a message being sent that it is our job to make them feel comfortable in the classroom. But as far as teaching them how to succeed on their own or be successful in the classroom academically, we still are left to struggle with that." Jamie is seeing that when ESL students are in her class, the message from administrators is to make the students feel comfortable. The academic success of the students becomes secondary to the comfort level of the student. Moreover, the students are not being empowered to be a part of their academic success.

Shirley said, "To bring appropriate accommodations and to modify your existing curriculum for them is sometimes impossible and extremely time consuming. They may be in a seventh grade mathematics class and a third grade math level. You know, it's hard to, to water down a seventh grade curriculum to that level." Shirley is struggling with the lack of accommodations her current curriculum has in place for ELLs, which requires her to spend additional time for every lesson to plan for ELLs.

Kim thinks, "... a lot of these students almost give up. Because you have to meet the state standards like all of the other kids in the classroom and sometimes they're just incapable of meeting that. And it just frustrates them and they just give up. A lot of times I see them revert to…, either coping or I don't know." Kim sees the academic demands affecting student motivation. She sees the academic demands at the high school being too high and inflexible, which is causing frustration for the ESL student. In addition, at the middle school level, the message from the administrators is concerned with the affect of the student, where the message at the high school is *all* students must meet the standards.

In-service Training (negative)

In the course of the focus group discussion, the ESL in-service training was the object of negative language. Kim pointed out, "Most of the in-services that we have experienced are very theoretical based and not very practical." Ralph stated that in-services "…are gone and here comes the next in-service three months later. There is another topic. It's just nothing usable."

Two out of four participants note the importance of practicality of ESL in-service training. They want methods and strategies that they can apply to their classrooms. In addition, the notion of consistency was a point mentioned. In-service topics varied from month to month with little to no follow-up or reflection on past topics or initiatives.

ESL Placement (negative)

In the course of the focus group discussion, the ESL placement of students was the object of negative language. Ralph explained how he sees the placement of ESL students in the mainstream:

> They're just placed and your job is to accommodate. If it means the accommodation for them to get through your classroom is, 'Did you bring your agenda, pencil and your book?' then that's your three points for the day. 'Did you forget your pencil?' and then you get two out of three. Those are some of the accommodations, that's not instruction. You're (the ESL student) sitting there, listening to conversation.

Jamie and Ralph agreed, "That seems to be acceptable!" Ralph continued to share that ESL students need to "Be placed appropriately!" Shirley agreed with both Ralph and Jamie when she stated, "They're just thrown out there and find your way and no one follows up with them and no one meets with them." She later stated, "It's an inappropriate education. They shouldn't be there (in the mainstream) in the first place." Her solution, "They need to go back to the sheltered instruction approach."

Two of the four focus group participants were vocal about the inappropriateness of the current placement process. The school district is following the state guidelines as stated in the Pennsylvania Department of Education's Basic Education Circulars for ESL, "In order to achieve academic standards, students must be scheduled in content area classes…" Unfortunately, the school district is taking this guideline literally and scheduling beginner through advanced ESL students in content area classes, which limits their access to electives that would help with their socialization and oral language in the beginning stages of SLA. Furthermore, the school district has ignored the guideline recommendation that ESL students' "…educational programs require careful attention to socialization skills, unfamiliarity with a school culture and other developmental needs," which could justify reducing the academic workload of a limited formal schooling

refugee in order to provide a more individualized class schedule during the initial periods of SLA. It is apparent that the participants are frustrated with the newcomer students being placed in all academic courses and missing out on the opportunity for more socialization offered in the practical and fine arts programs. Overall, it is the interpretation of the Basic Education Circulars by each individual district, which decides the placement and program design for ESL students.

Special Education (negative)

In the course of the focus group discussion, special education was the object of negative language. Ralph said, "I categorize them with special ed. kids." He continued to clarify that he is "trying to meet their needs and trying to meet five other kids' needs and I lump them all together and say "Here, you define these words in the dictionary and everyone else I need you to write this paragraph for this. So I end up bringing ESL population with my special ed. kids. That's what I do." Jamie concurred by saying, "That's what I do too." According to two of the four participants, it seems that with the adaptations ESL students require to succeed in the mainstream that teachers are under time constraints to plan for their instruction. Two of the four participants agreed that they often include ESL students in their instructional plans for special education students. They realize that ESL students require instructional adaptations, but are not given ESL support when planning, so they fall back on what they know and are comfortable with, which is a special education instructional design.

American Students (negative)

In the course of the focus group discussion, American students were the object of negative language. Kim thought that students in the school community needed to be

educated about ESL. She said, "I don't think they know anything about these other kids or anything about their culture." Kim is seeing a need for ESL education for not only mainstream teachers, but also others students in the school district as well. The school district has over 52 countries represented among enrolled ESL students. In addition to ESL students learning about American culture, there is the ability for American students to broaden their experiences as well. ESL students could be a resource and a part of helping other students gain a global perspective from a cross-cultural experience.

Catholic Charities (negative)

In the course of the focus group discussion, a Catholic charity was the object of negative language. Ralph believed, "A commitment from their part for the long term until they are settled and established" was needed. He continued by saying, "It's very much our problem when they arrive at our door, but we are only here for six or seven hours. I like to see *that* organization stepping up…" This teacher is referring to a local organization within the district that sponsors the arrival of refugees. He is advocating for a more community based approach that could increase the success of ELLs. Both the school and this organization could work together to help families access support services in the community.

Teachers (negative)

In the course of the focus group discussion, the teachers were the object of negative language. Kim shared, "I thought it was pretty interesting that I came from a school in Baltimore that had an enormous ESL population and it wasn't as high as here, but they had a department of ESL teachers within one high school. It was like a regular department, like an English department, like twenty teachers just in ESL. Here I see

three ESL teachers, is that right? I am not sure if that's good." Jamie stated, "I feel like we are not doing enough." The focus group discussion turned toward the staff of teachers in the district. The number of ESL teachers was questioned. The approximate ESL teacher to ESL student ratio is 1:30. This number is not optimal; nonetheless, it is not grossly disproportionate either. The participants are simply looking to provide more support for ESL students and they believe that this support could best be given by a certified ESL teacher rather than a content area teacher with varying ESL experience and ESL qualifications.

ESL Children and Parents (negative)

In the course of the focus group discussion, the ESL children and parents were the object of negative language. Shirley stated, "The ones that come with no language skills are the ones that suffer the most." Regarding the ESL parents, she noticed, "I have a special ed. child that knows laws, goes to school and scream and say 'this is what I want,' and I get it. But these parents don't know laws and don't know their children should be provided for, but they are entitled to more services. So they just have to find their way." This idea of empowerment of parents is essential. In order to secure the success of the ESL student, the parent must be aware of his/her rights and program resources. Unfortunately, many of the ESL students are LFS; thus, parents are not actively involved in their child's education and leave the decisions and choice of education to the educators.

The State (negative)

In the course of the focus group discussion, the Pennsylvania State School Assessment (PSSA) was the object of negative language. During the discussion, Ralph

asked the group, "Are there forty or more? So they will be on the PSSA results?" Shirley responded by saying, "No, not yet." Ralph then said, "Not on the bill" and Shirley replied, "Not this year." It was Ralph who pointed out that PSSA "…seems to get the most attention." Shirley put it bluntly when she said, "...that's another issue with the state, and they don't recognize their needs. Nobody recognizes the needs of these children. Sad. It's sad." The participants believe that the state is concerned with the PSSA. Since sub-categories of forty or more students are disaggregated, the number of ESL students is not large enough to get the attention of law makers and administrators.

Discussion of the Focus Group Findings

Findings from the focus group indicate connections to the following theories:

1. Bureaucratic Accountability
2. Theory of Empathy
3. Practical Pedagogy

From the focus group analysis, it is the participants' understanding that ESL staff development is a situation that needs to be a more inclusive process that involves the whole school community, rather than be the responsibility of the teacher. Participants agreed that the education of ESL students should involve active participation by parents, administrators, teachers, ELLs, as well as the community. In addition to a community approach, the teacher's understanding of ESL staff development is one that calls for attention to educational practices used with ELLs. Participants agreed that they are in need of addressing the individual needs of ELL, including academic literacy. Participants concurred that their empathy training helped them gain an appreciation and

admiration for ELLs, but now staff development must focus on academic support. The participants agreed that more individualization directed toward each ELL is needed.

Bureaucratic Accountability

A theory revealed through the focus group was that of bureaucratic accountability, which is based on the notion that there is a superior (administrators) and subordinate (teachers) relationship within an organization. The superior dominates and assigns tasks and assignments to the subordinates. Within the study site, the state and the superintendent and school board would be the most superior in the school institution, followed by the coordinators, principals, teachers, followed by the students. Bureaucratic accountability organized the staff development conducted for mainstream content area teachers in this district. The teachers noted a lack of community involvement and too much ESL responsibility placed on the teacher who lack adequate ESL training. Procedures were specified by the administration in advance and the superiors established the criteria, from workshop attendees to presentation content. Formal authority was exercised and little to no incentives were linked to the teachers' performance regarding the staff development goals (Wirt & Kirst, 1997). The role of bureaucratic accountability within this study is essential, since the stakeholders (teachers) are not active in the development of criteria.

Theory of Empathy

A theory of empathy (Gellner, 1992 & Ibrahim, 1991)discovered during the teacher focus group makes reference to the emotional resonance between individuals. This appears in the transcriptions as the participants share experiences they had with ELLs and the staff development initiatives. The participants respond to the information

presented during the staff development with an implicit theory of empathy directed toward the ELL. A theory of empathy is necessary within the specialized context of the district, since these educational practitioners are met with the challenge of cultural diversity. A theory of empathy is evident among Participants, but not among administrators. Teachers, administrators, and students need to gain a deeper and more profound understanding of the ELL's cultural frame of reference. The district's ESL staff development initiatives have attempted to facilitate an interpersonal understanding, but are still left with the challenge of training teachers to empathically identify with ELLs whose prior knowledge and life experiences are vastly different. Ibrahim (1991) disputes traditional means of establishing empathy, since the focus in traditional empathy tends to relate "feelings" rather than "cultural meanings," which is apparent in the teacher focus group discussion. Even more challenging is the postmodern emphasis on a theory of empathy, since it is questioned whether or not it is possible for educational practitioners to empathically understand the experiences of those from another culture (Gellner, 1992). Both Ibrahim and Gellner's positions on empathy relate to the events at WVSD. Past ESL staff development tended to take a traditional approach to empathy that focused on "feelings," as Ibrahim suggests. But as Gellner points out, it may not even be possible to reach the "cultural meanings" necessary to understand ELLs of another culture.

One of the most influential theorists of empathy is Carl Rogers, who defined empathy as "the perceiving of the internal frame of reference of another with accuracy…as if one were the other person but without ever losing the 'as if' condition (Rogers, 1966, p. 409). This assertion by Rogers is a "core condition" for change. The theory of empathy found in this study allowed for subjectivity on the part of the teacher

in order to gain an objective understanding of the ELL. Included in a multicultural theory of empathy is attention given to the psychodynamics of dominance and power, as well as to the sociopolitical context.

Practical Pedagogy

Practical pedagogy was found to be a valued concept by the participants as discovered in the focus group analysis. The participants voiced concern and the need for practical teaching strategies. In retrospect, it is important that the strategies coincide with the teacher's own philosophical beliefs of teaching and be governed by the ELL's prior knowledge, experiences, and situational context. Presumably practical pedagogy is one that is dependant upon the incorporation of learning theories to facilitate effective learning for ELLs. In addition to teaching strategies, the teachers must be cognizant of the underlying theories of those strategies. Additionally, from the participant's understanding, practical pedagogy should not just include the teacher, but rather all stakeholders impacting ELLs, from administrators, to parents, and the community. Participants noted a need for changes in instruction that accounts for the individual needs of ELLs and moving beyond prescriptive lists and tips to more individualized approaches.

Summary

From the participants' understanding of ESL staff development, they addressed the need for this complicated situation to be dealt with by all members of the school community and not be the responsibility of the classroom teacher. Bureaucratic accountability dominated the staff development conducted for mainstream content area teachers in WVSD. Procedures were specified by the administration in advance and the

superiors established the criteria, from workshop attendees to presentation content. The role of bureaucratic accountability within this study is essential, since the stakeholders (teachers) are not active in the development of criteria.

The teachers respond to the information presented by the staff development facilitators with an implicit theory of empathy directed toward the ELL. Teachers are working under this theory of empathy within the specialized context of the district. Instead, the multicultural perspective is one that includes the notion of a "frame of reference." Included in a multicultural theory of empathy is attention given to the psychodynamics of dominance and power, as well as to the sociopolitical context.

Practical pedagogy is a valued concept by participants as found in the focus group analysis. The participants voiced concern and the need for practical teaching strategies. Although, it is important that the strategies coincide with the teacher's own philosophical beliefs of teaching and governed by the ELL's prior knowledge, experiences, and situational context. Overall, focus group findings show that ESL staff development for mainstream teachers is complicated, needs to be individualized, and provides active involvement of all stakeholders.

Administrator Interview Findings

The third source of data for this study comes from individual interviews that were conducted with Williams Valley School District administrators. Administrators with elementary, middle, and high school experience were interviewed to examine their perceptions to the district's ESL staff development initiatives. This section provides a description of the interview protocol, participants and demographic data, as well as the findings of the interview discourse. The three questions posed during the interview were

designed to elicit administrators' attitudes and perceptions of WVSD ESL staff development.

The researcher wished to gain insight into the goals, objects and types of past ESL in-service teacher training. The questions were intended to be broad in order to elicit each administrator's understanding and experience regarding ESL staff development. The interviews were audio taped so that the researcher could later transcribe the interview for analysis. The duration of each interview depended upon the breadth and depth of each administrator's response, lasting anywhere from 10-30 minutes. Once the data was transcribed from the audiotape, the researcher reviewed the transcripts in order to code patterns. The transcription was then read again, but this time the researcher was connecting and noting patterns of similar attitudes and perceptions among administrators.

The transcriptions of the interviews with district administrators were carefully analyzed and coded. First the researcher used open coding, followed by axial coding, and finally selective coding. This approach allowed for systematic analysis of the frequencies and cross-tabulations of codes. Labeling and categorizing of phenomena as indicated by the content focus of the data was the first step of the open coding process. The data was initially broken down by each question posed by the researcher and compared to each administrator's response, then given a conceptual label. Next, axial coding made connections between categorical concurrences and its sub-categories. Finally, the selective coding process integrated the categories and developed the categories in order to form the initial theoretical framework.

The content focus within the transcriptions was tabulated as categorical concurrences. The same categories of content topics emerged throughout the transcripts.

The level of detail may vary throughout each response, from general statements to more refined descriptions given by each administrator.

Administrator Participants

Six administrators participated in the interview in some form or another. Four administrators were formally interviewed in person and two administrators elected to submit written responses to the researcher's questions. The gender, ethnic group, form of response and position held in the district are summarized in Table 8. Pseudonyms were assigned to each administrator. The following is the demographic information (Table 9) given by the administrators, as well as a diagram of the administration levels Figure 11).

Table 9
Administrator Participants' Background

Participant	Gender	Ethnic Group	Interview or Written Response	L1/L2	Position
Dr. Kevin Toddy	Male	Caucasian	Interview	English	Principal Carolton High School
Ms. Bobbi Judd	Female	Caucasian	Written Response	Hebrew English	ELL Coordinator Williams Valley School District
Ms. Wendy Karrick	Female	Caucasian	Written Response	English	Special Education Coordinator Williams Valley School District
Ms. Dina Andreas	Female	Caucasian	Interview	English	Principal Matthews Middle School
Ms. Theresa Betters	Female	Caucasian	Interview	English	Principal Davidson Elementary School
Dr. Leo Randell	Male	Caucasian	Interview	English	Former Principal Matthews Middle School Current Curriculum Coordinator Williams Valley School District

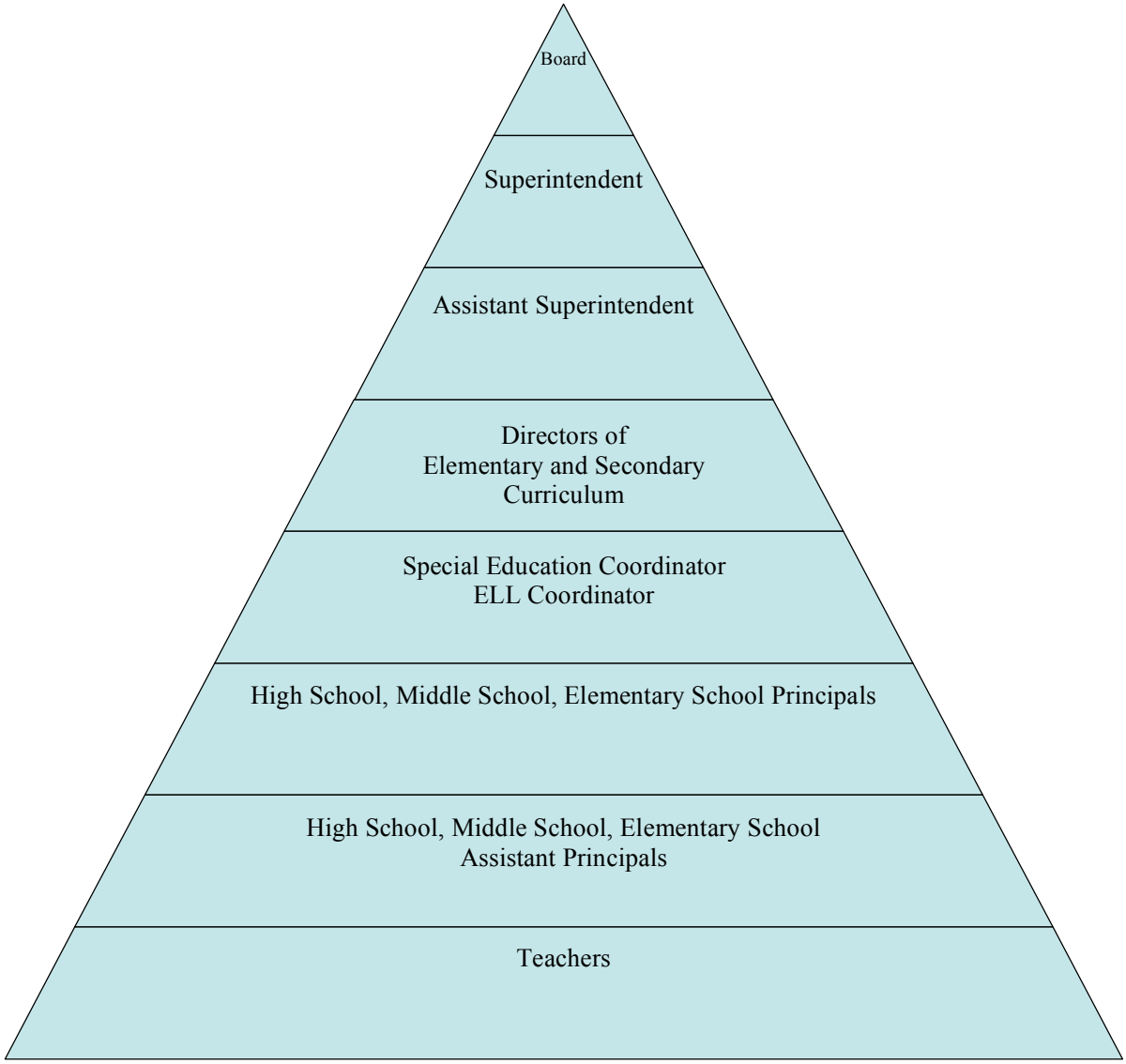


Figure 11. *Hierarchy of Williams Valley School District*

For the purposes of this study, the six administrator participants have been given pseudonyms: Dr. Kevin Toddy, Ms. Bobbi Judd, Ms. Wendy Karrick, Ms. Dina Andreas, Ms. Theresa Betters, and Dr. Leo Randell. The following descriptions are based on the researcher's professional experiences as a colleague with the participants established over the past five years. The researcher asked each participant the same three questions:

1. From an administrator's point of view, what does ESL teacher training look like?
2. What kind of staff development do you see for mainstream teachers?
3. What are your major goals and objectives when you provide staff development regarding ESL for mainstream teachers?

- Dr. Kevin Toddy is a relatively young administrator, with less than five years experience as a principal. Although he is not new to the district, he is a newly appointed principal to the high school. His experience has been solely based at the high school, first teaching science, then promoted to administration. Dr. Toddy realizes that it is difficult and frustrating for mainstream teachers to have ESL students in class when teachers do not have adequate training. He believes that high school teachers are so focused on grades and content that they lose sight on individual student progress. He pointed out that there are struggling and gifted learners in every class and teachers are simply teaching to the middle. Instead, his central idea noted throughout the interview is "tiered assessment." This notion proposes that teachers create remediation and enrichment opportunities so each student is challenged and making progress. His idea of ESL staff development is

one that doesn't just focus on ELLs, but rather *all* students (K. Toddy, personal communication, March 6, 2007).

- Ms. Bobbi Judd was an ESL student as a child, when her family emigrated from Israel. She has experience teaching special education in another country, but has not taught in the United States. Her work experience in the United States consists of grant writing, securing a substantial ESL grant for the district, then training mainstream teachers who work with ELLs. Since securing her administrator's papers in special education, she was promoted to be WVSD ELL coordinator, but she never actually taught ESL or obtained ESL certification. In response to the researcher's three questions, Ms. Judd provided the researcher with the Williams Valley School District's ESL program guide, which is readily available to all district employees. Ms. Judd indicated that the researcher could find the answers to her questions in this document. As the ESL coordinator, her perception to the central questions in this research is fundamental. Thus, analyzing a written handbook left much room for interpretation of the data by the researcher and little of her personal insights as a central figure to the WVSD ESL program. Overall, Ms. Judd is indicating to the researcher that all facets of the ESL program are within state regulations and guidelines, since the document provided to the researcher was the same as submitted to the state for program approval (B. Judd, personal communication, January 15, 2007).
- Retiring shortly after contacting the researcher, Ms. Wendy Karrick is nearing the end of her career. She is the special education coordinator for WVSD, as well as an adjunct professor at a neighboring university. She is extremely knowledgeable

and involved in special education, at federal, state, and local levels. Ms. Karrick has come to learn about ESL since the program is under the supervision of the special education department at WVSD. She has been involved in the ESL grant since its beginning ten years prior. Ms. Karrick's focus on ESL staff development centers on diversity training. She noted the need for diversity training since the population in Williams Valley School District is very different from other districts in Pennsylvania. In addition to diversity training, she noted the importance of cultural issues, differentiation in instruction, legal requirements, family issues, and language barriers for both general education staff and ESL teachers. Similar to the ESL coordinator, Ms. Karrick referred the researcher to the district's ESL program guide to locate the district's mission, goals, and objectives regarding staff development. Although, it is important to note that she sent a personal written response to the researcher's first two questions and directed the researcher to the district ESL program guide for question three (W. Karrick, personal communication, January 15, 2007).

- Ms. Dina Andreas is a relatively young administrator. Although she is not new to the district, she is a newly appointed principal to the middle school. Her experience has been at both elementary and middle school before being promoted to administration. Ms. Andreas openly admitted that Williams Valley School District does not do enough ESL staff development for mainstream teachers considering its large population of ELLs. As principal of the middle school, she stated that ESL is a topic that is not covered a great deal. She would support any teacher interested in attending an off-site workshop, but stated that one of the

district's weaknesses is providing teachers with appropriate ESL staff development (D. Andreas, personal communication, March 5, 2007).

- Also retiring shortly after interviewing with the researcher, Ms. Theresa Betters is nearing the end of her career. She is the principal of Davidson Elementary School, a school with the largest ELL population in the district. She has been involved in the ESL grant since its beginning ten years prior. Ms. Betters began with the idea that all teachers need to be trained to work with ELLs, but are finding that teachers cannot empathize and understand ELLs. Essential to her idea of ESL staff development is differentiating instruction and collaboration with the ESL teachers. Overall, she believes that ESL staff development is a very complex situation (T. Betters, personal communication, January 24, 2007).
- Lastly, Dr. Leo Randell is a new administrator in the district's central administration office. His experience has been based at both the middle school and the elementary school. Before being appointed to Director of Curriculum, he was the former principal of Matthews Middle School. Similar to Ms. Andreas, Dr. Randell stated that the district does not do enough to provide staff development for mainstream teachers. He admits that many administrators struggle with how to educate ELLs. He noted that past training has been from an empathetic point of view. Ideally, he would like to see training that provided strategies and adaptations for teachers working with ELLs. Overall, he stated that ESL staff development is not as strong as it needs to be given the district's large ELL population, but he is open to consider any topics in which teachers show an interest (L. Randell, personal communication, March 16, 2007).

- As a point to mention, the researcher contacted the superintendent and former high school principal via phone, e-mail and letter, who did not choose to participate in the interview process.

Administrator Interview Analysis

The interviews were conducted at each administrator's building at a time specified by the administrator. The researcher arrived to each interview early, with questions, a notepad, and audio recorder in hand. After greeting each administrator, the researcher was seated in the administrator's office and proceeded to ask the following three questions:

1. From an administrator's point of view, what does ESL teacher training look like?
2. What kind of staff development do you see for mainstream teachers?
3. What are your major goals and objectives when you provide staff development regarding ESL for mainstream teachers?

The transcriptions of the interviews were carefully analyzed and coded. First, the researcher used open coding, followed by axial coding, and finally selective coding. This approach allowed for systematic analysis of the frequencies and cross-tabulations of codes, as well as accounted for thematic variables, and multiple response categories. Labeling and categorizing of phenomena as indicated by the focus of the data was the first step of the open coding process. The data was initially broken down by each question posed by the researcher and compared to each administrator's response, then given a label for each response. Next, axial coding made connections between categorical concurrences and its sub-categories. Finally, the selective coding integrated the categories and developed the categories in order to form the theoretical framework.

1. From an administrator's point of view, what does ESL teacher training look like?

    a. Focus on individual student progress

    b. In-service topics applicable for *all* students

    c. Diversity

    d. Unsure of ESL teacher training

    e. Essential for the district

    f. District ESL program guide

2.What kind of staff development do you see for mainstream teachers?

    a. Collaborate with ESL teachers

    b. Differentiation

    c. Cultural awareness and diversity

    d. Off-site ESL training

    e. In-service topics applicable for *all* students

    f. Consistent in-service workshops

    g. Legal issues with ELLs

    h. New teacher induction program

3. What are your major goals and objectives when you provide staff development regarding ESL for mainstream teachers?

    a. Focus on instructional level of individual students

    b. Academic support

    c. Differentiation

    d. Understanding of teacher and student needs

Question One

For the first question, "From an administrator's point of view, what does ESL teacher training look like?" participants stated that teacher training should focus on individual student progress, consider in-service topics that are applicable for all students, and include diversity topics, as well as be an essential component of staff development and include information from the district ESL program guide. Finally, one participant stated that she was unsure of what ESL teacher training should be, since she has done so little of it; hence she could not specifically answer what teacher training should look like.

Focus on individual student progress. From an administrator's point of view, ESL staff development for mainstream teachers should focus on individual student progress. One of the six administrators, high school Principal Dr. Toddy indicated:

> It's more difficult for them (teachers) to have ESL students in the class. But I truly believe that teachers do not have the tools and that's when they get frustrated. They don't understand tiered assessments. High school teachers get so focused on their grade and they need to break away from that. I look at the spectrum of students from the gifted students all the way down to the struggling learners. And maybe some of our struggling learners are ESL students and are struggling with the language and the vocabulary. But our goal, my goal, is to make sure teachers are focused on this (tiered assessment) and it takes a long time to progress every student. You don't want to teach the middle. I see as an administrator, our teachers are teaching to the middle students of that spectrum. They're not tiering their assignments, instead, teaching to the middle, and the middle kids get it, and the kids really don't progress much. They were never

really challenged and they never had enrichment opportunities. And then the lower end kids, there's not that remediation and some of the kids at the high end are not moving forward.

Thus, the central idea Dr. Toddy has at the high school is for teachers to focus on individual student progress and individual instructional levels for all students. He wants to provide his teachers with the "tools" to meet their needs, but yet he wants to provide "tools" that are applicable for *all* students, not necessarily the needs of ESL students. The idea is conflicting because under his rationale, teachers are supposed to individualize with general "tools." He also realizes a common problem at the secondary level is the teacher's focus on content, which often times becomes more important than the learner. So, he is proposing that for each instructional lesson that the teacher design three approaches to that lesson, a remediated lesson, a mid-range lesson, as well as an enrichment lesson. With 45 minutes of planning allocated to teachers daily, the practical implication for this requires much more preparation time. Thus, with the current preparation time of 45 minutes, teachers are only able to design a lesson to meet the middle. Dr. Toddy is asking more from teachers without offering more time. This additive approach to education is problematic.

In-service topics applicable for all students. From an administrator's point of view, ESL staff development for mainstream teachers should include in-service topics applicable for *all* students, just not ESL students. One of the six administrators, Dr. Toddy, said, "So, I look at it as, we need to make sure that our teachers help *all* the kids and not just the ESL kids. But the perception is, it's just a lot of work and you know it's very difficult for the teachers." With this statement, he believes that ESL staff

development is not as necessary as providing in-service topics that are useful for *all* students, not specifically ESL students. He knows that designing effective instruction is a time-consuming endeavor, thus he is trying to maximize the time spent on in-service topics by presenting workshops that are useful for *all* students. Theoretically his proposition is enticing to teachers, but practically meeting individual student needs takes a commitment to provide in-service topics that are just as individualized.

Diversity/Culture topics. From an administrator's point of view, ESL staff development for mainstream teachers should include diversity and culture topics. Two of the six administrators stated that ESL staff development for mainstream teachers should include diversity topics. Ms. Karrick stated:

> Diversity has been a topic not only in district wide trainings, but in administrative workshops for some time now. Our district is neither typical, nor representative in our response to this issue. Our ELL population in size, first languages, emotional needs, family structure and employment differs from other districts in Pennsylvania and even this county. As a result, ESL to WVSD has quite a different connotation.

Regarding culture, Dr. Randell said:

> Probably the biggest event we've had with training is trying to get teachers to understand the ESL children from an empathetic point of view. Trying to see what they've been through, where they come from, what experiences they have seen, what horrific things they may have dealt with coming to us. With that understanding, it allows teachers just to be a little more compassionate. Not that we don't have compassionate teachers to begin with, but sometimes there's a

> burden that comes with ESL teaching. It's something different. It's something that requires more preparation, more planning, thinking differently about your lessons.

From the perspectives of these two administrators, both the director of curriculum and the special education coordinator, feel that diversity and cultural awareness and understanding are necessary topics of ESL staff development for district teachers. Ms. Karrick advocates for diversity training, but does not go into any detail of what diversity training should include. She notes the contextualized nature of WVSD as being unlike any other district, but does not propose a specific training, other than an awareness level of understanding. Her mention of the specialized context of WVSD's ELL population implicitly becomes a reason for why the district is struggling with ESL staff development, since existing ESL workshops are not specially designed for their ESL needs, yet they are unsure of what to do themselves.

Additionally, Dr. Randell is asking teachers to be more compassionate when it comes to understanding ELLs. He believes that teachers view ELLs as "burden," which requires more time, planning and resources on the part of teachers. He believes that if the teachers connect with ELLs on an empathic level, then perhaps they will be willing to put forth the extra effort required when planning instruction. Dr. Randell realizes that planning for ESL instruction is more time consuming, but yet makes no attempt to provide teachers with more ELL planning time.

Unsure of ESL teacher training. From an administrator's point of view, ESL staff development for mainstream teachers should be made clearer for administrators with

little knowledge about what to provide for teachers. Two of the six administrators supported this notion. Ms. Andreas shared:

> If I am going to be honest with you I do not think we do enough of it (ESL staff development), at least in this district. We don't have a specific training for regular education teachers, other than the fact they may meet with our current ELL teachers. We don't have a specific training necessary at the beginning of the year and consistent training throughout the year. That's probably one of the things that we can certainly use some work in that area. It's more or less where current ELL teachers are used as resources. General teachers tend to go to them as resources for specific students. So, we don't do a lot of training with our regular teachers. But as a district I think it's definitely missing.

Supporting Ms. Andreas' uncertainty and lack of providing ESL staff development, Dr. Randell added, "Honestly, probably it's not enough because I think everyone struggles as to what really is right for ESL. But we try." In WVSD, some of the administrators are unsure of what kind of ESL staff development to provide their teachers. Administrators agreed that it is an important topic for mainstream teachers, but one that is not addressed enough. Moreover, the neglect of this topic seems to stem from administrator's not knowing how or what content to present about ESL, not from time constraints.

Essential for the district. From an administrator's point of view, ESL staff development for mainstream teachers is essential. One of the six administrators, Ms. Betters, pointed out, "First of all, *all* the teachers need to be trained. I didn't know some of the training that they (ESL teachers) had, but when they had to have an ESL

certificate, a lot of the people were trained." With this exertion, Ms. Betters seem to be recently realizing the ESL teachers are required to be certified with the new state regulations as of 2001. She also believes that training should extend to all teachers of ELLs. This administrator pointed out that state regulations required ESL teachers to have training and obtain an ESL certificate. Before those 2001 regulations, ESL teachers did not have to have any formal training in ESL, simply a teaching certificate in any subject area and an interest in ELLs. This leaves to question that perhaps in the future, mainstream teachers will be required to take some minimal amount of course work in ESL to become a certified teacher or keep their teaching certification valid.

District ESL program guide. From an administrator's point of view, ESL staff development for mainstream teachers can be easily identified in the district ESL program guide. One of the six administrators, Ms. Judd, directed the researcher to the William Valley School District ESL program guide. This document is readily available to all district personnel. There is a section in the guide that addresses staff development. It states the various components of the district's ESL staff development and that it should, "…provide professional development opportunities focusing on curriculum, instruction, assessment and technology, diversity, multiculturalism, language development, ESL strategies on differentiated instruction, language development, ESL procedures in the state and WVSD, and adaptations in the classroom." It is evident upon creating its own ESL program that WVSD has considered ESL teacher training and submitted in it written form, but as to the extent to which following through with this plan is a point of contention. Other areas noted in the program guide are as follows: program goals and objectives, registration and orientation, identification and placement, instructional

program, assessment, reporting, student participation in related and extracurricular activities, community involvement, pupil services, and the student success center. Each of the above mentioned points constitutes a few paragraphs at most detailing its role in the ESL program at WVSD. Overall the details of each section of the program guide are indescript and vague at best.

The program goals and objectives do not mention or make reference to refugees or LFS ELLs, which constitute the majority of ELLs at WVSD. These ELLs require specific goals and objectives, rather than general terms such as "provide a source of support" and "participate in grade-level classes" without substantial detail. Registration and orientation outline the chain of command when a new student arrives at WVSD. Identification and placement is determined by school records and standardized test scores. There is reference to a "background questionnaire," but that was not made available to the researcher. Instructional program outlines texts used at the elementary, middle and high school. Also, the hours of instruction are determined by a chart outlining non-English speaking (NES) students, beginners, intermediates, and advanced ELLs. Assessments are done using observations, curriculum-based assessments, standardized tests or with the use of portfolios. Reporting of grades is done every nine weeks in English. Student participation in related and extracurricular activities involves ESL summer enrichment, the Teen Drop-in Center, Homework Club and they are "encouraged" to join school clubs and sports. Community involvement is encouraged by the school social worker, as well as the WVSD PTA. Pupil services are made available to students when they are referred by a teacher. The Student Success Center is a school sponsored program that fosters service learning. All of these facets are available to the

ELLs, if they seek out these resources. Unfortunately, all of the abovementioned are provided in English only, which may limit the participation of the NES or LFS ELLs.

Question Two

For the second question: "What kind of staff development do you see for mainstream teachers?" participants stated collaboration with the ESL teacher, differentiation, cultural awareness and diversity, off-site ESL training, in-service topics applicable for *all* students, consistent in-service workshops, legal issues with ELLs, and new teacher induction programs were essential.

Collaboration with ESL teachers. Five of the six administrators stated that collaborating with the ESL teachers was a type of staff development for mainstream teachers. From an administrator's point of view, collaboration with the ESL teacher is a part of staff development for mainstream teachers. Dr. Randell said:

> We tried to really work with reading specialists and Title I teachers at the elementary level. We really used our coaches a little differently to try to work with the teachers just to understand some other strategies to get at things, whether it is math, language arts, whatever the case would be. It's probably not as strong as it needs to be. Once the content gets harder, then the game is a lot harder. It's very difficult.

In the district ESL program guide that Ms. Judd provided the researcher, it states that there are "...meetings to orient teachers to new ELL students–cultural and academic backgrounds, realistic expectations, etc." Dr. Toddy affirmed this policy by pointing out that he has his ESL teachers present a 30-minute session to all new teachers each year at the high school. Also, Ms. Betters said, "I think depending on the teachers that the ESL

teachers work with, they can have collaboration. So you have to make sure when scheduling the kids, I always look at what room I put them in so I knew they (the teachers) would like the ESL teacher." Similarly, Ms. Andreas shared, "They (mainstream teachers) may meet with our current ELL teachers….It is more or less where current ELL teachers are used as resources. General teachers tend to go to them as resources for specific students."

Thus a central part of ESL staff development is the mainstream teacher's ability to seek out the ESL teacher and form collaborations on his or her own. In addition, this is done on a case-by-case basis depending on the rapport between the teacher and ESL teacher, as well as the teacher's motivation to seek out the ESL teacher as a viable resource. The administrators realize that there is a wealth of knowledge among the teachers in the district, but have yet to create a way to share this knowledge among professional staff on a regular basis.

From their statements, they are not opposed to teachers creating collaborations, but yet from the institutional constraints, they do not support them either. The administrators liked the idea of teachers collaborating with each other to increase student achievement, but yet are not will to change the design of the current system to allow for an on-going collaboration. As it stands, teachers are not offered much release time to foster collaboration, they must find creative time within their day, such as before or after the school day, or during lunch or instructional planning if those times happen to coincide.

Differentiation. Three of the six administrators stated that differentiation was essential to ESL staff development for mainstream teachers. From an administrator's

point of view, differentiation is a part of staff development for mainstream teachers. Ms. Karrick stated, "In our district, a concerted effort has been made to include professional development for English language learners in our strategic plan. ESL professional development includes awareness of…differentiation in instruction for both general education staff and ELL teachers."

In the district ESL program guide that Ms. Judd provided the researcher, it states that differentiation is a key component to ESL staff development, such as "...to increase staff and community understanding and use of effective strategies that promote successful involvement to support student learning." Again, the idea of differentiation as part of ESL staff development has been considered and put in writing as a part of the ESL program guide, but the extent to which it has been put into action and followed through with is a point of contention.

These two administrators realize that differentiation is necessary for ELLs and this is recognized in the school's strategic plan, but neither administrator could elaborate and give definitive examples of actual training on differentiation. This point exemplifies that administrators are aware of what needs to be done, but have yet to fully implement the written plan.

Cultural awareness and diversity. Three of the six administrators stated, cultural awareness and diversity are essential to ESL staff development for mainstream teachers. From an administrator's point of view, cultural awareness and diversity are a part of staff development for mainstream teachers. Ms. Karrick stated, "Professional development is, of course, an integral component of effective programming. ESL professional development includes awareness of cultural diversity issues… for both general education

staff and ELL teachers." In the district ESL program guide that Ms. Judd provided the researcher, it states that there are "...ongoing workshops in each building on topics such as diversity, multiculturalism…cultural and academic background." The idea of cultural awareness and diversity as part of ESL staff development has been considered and put in writing as a part of the ESL program guide, but the extent to which it has been put into action successfully is undetermined.

Ms. Betters stated:

> I think that with the teacher, the stumbling block that I find as the administrator is that the teacher just doesn't understand where the children are coming from because they didn't have an understanding of world geography. So, in order to understand these children they really need have an understanding of the world. The hardest part for me is getting the teachers to understand that these children have nothing when they come. They do not know how to turn the lights on because they didn't have lights. They didn't use bathroom facilities because they didn't have bathrooms. A lot of the kids, they would steal, that's their culture because that is how a lot of the kids were getting their food. So I think over the years we developed a better understanding of the child's background.

It is important to note in this statement by Ms. Betters that she does over generalize the poverty of ESL students, but toward the end of her comment, she makes the distinction "the child's background" noting that there is individuality in ELLs' backgrounds. When considering that only three of the six administrators mentioned cultural awareness as being essential to ESL staff development, one is left to wonder

what the other three found essential. The administrators, who did not mention cultural awareness, focused more on compassion and empathizing with the "disadvantaged" ELL.

Off-site ESL training. From an administrator's point of view, off-site ESL training is a part of staff development for mainstream teachers. One of the six administrators, Ms. Andreas, said, "This is my fifth year here and, since I've been here, again I can't think of any specific training. Certainly if something comes up and a teacher would express interest in that, we wouldn't begrudge them for going to that training. But, that's mostly on an individual basis, as teachers request that." It is evident that ESL staff development is the responsibility of the individual teacher to seek and not a service adequately provided or mandated by the district. From the interviews, administrators believe that teachers should be aware of their own needs and seek out their own solutions. She is also saying that not all teachers are struggling with ELLs, thus professional development can be addressed on a case-by-case basis. In addition, her view is that outside providers may be better equipped to deal with this topic. Although this district has an increase in the ELL population every year since 1996, they are still unsure of how to prepare teachers, so it is better to sub-contract the issue to a provider who is more capable.

In-service topics applicable for all students. From an administrator's point of view, in-service topics should be applicable for *all* students, just not ESL students, when providing staff development for mainstream teachers. One of the six administrators, Dr. Toddy stated, "I look at it as it's not just ESL staff development. But I look at it as any student struggling. What can we do about it? I don't care if they are special ed. I don't care if they are ESL. I don't care if they are borderline special ed. kids that are struggling. We need to have tools in that toolbox to be able to help *all* those students."

With this statement, Dr. Toddy is confirming his earlier belief that specific ESL staff development is not necessary, but rather than providing topics that are useful for teachers to use with all students is necessary. This view is problematic since providing general topics will most likely address the general student population, but not the ELL. He is trying to solve a specific problem with general solutions, thus not addressing ELLs.

Consistent in-service workshops. From an administrator's point of view, consistent in-service training is a part of staff development for mainstream teachers. One of the six administrators, Dr. Toddy, said, "You can do staff development for a couple years, it's going to take three to five years to really continue to push it, push it, push it." Dr. Toddy realizes that staff development is not a quick fix, but rather something that requires time and consistency and has potential with the eventual commitment on the part of the teacher. Beyond the time commitment needed for any in-service initiative, a commitment from the teachers is also necessary. From this administrator's point of view, it seems that commitment may be gained by 'pushing' the initiative to the point that teachers realize the initiative is not going away, so they should accept and commit.

Legal issues with ELLs. From an administrator's point of view, legal issues with ELLs are a part of staff development for mainstream teachers. Two of the six administrators supported this notion. Ms. Karrick stated, "Professional development is, of course, an integral component of effective programming. ESL professional development includes awareness of legal requirements…for both general education staff and ELL teachers." In the district ESL program guide that Ms. Judd provided the researcher, it states that there are "...on-going workshops in each building on topics such as ESL procedures in the state and WVSD." Both Ms. Karrick and Ms. Judd were

unclear in their written responses as to what legal issues, but currently there are very few legally binding state laws regulating ESL, as the state of Pennsylvania only has ESL "guidelines," the Basic Education Circulars (BECs). The district ESL program only includes state and local guidelines, not laws. These guidelines are suggestions for schools and teachers to interpret and use as they best meet the needs of their ESL population. The administrators speak as if they were law and neglect to point out the flexibility of the guidelines.

New teacher induction program. From an administrator's point of view, providing ESL as part of the new teacher induction program is a part of staff development for mainstream teachers that is required by the Pennsylvania Department of Education. Two of the six administrators supported this notion. Dr. Toddy stated that his ESL teachers met with the newly hired high school teachers during a morning meeting to do a teaching simulation in another language. This was to put the teachers in an uncomfortable situation in order to help the teachers understand what ELLs are going through. In the district ESL program guide that Ms. Judd provided the researcher, it states that there is a teacher induction program that has "...specially designed sessions for newly hired teachers in the district as part of the induction program." As stated in the ESL program guide and confirmed by Dr. Toddy, ESL staff development is required for newly hired teachers, but not for veteran teachers. More importantly, this in-service for new teachers is offered one time, before school, for thirty minutes. This attempt at ESL in-service has little prospect of positively impacting new teachers. It is nearly impossible to adequately cover any topic about ESL to a new teacher who has limited practical classroom experience and possibly no background knowledge or experience of ELLs.

Consequently, it may even frustrate new teachers even more depending on how the ESL challenges are presented in the 30-minutes.

Question Three

For the third question "What are your major goals and objectives when you provide staff development regarding ESL for mainstream teachers?" participants stated their goals and objectives included focus on instructional levels of individual students, providing academic support, differentiation, as well as understanding teacher and student needs.

Both Ms. Karrick and Ms. Judd, two of the six administrators, directed the researcher to review the district's ESL program guide to identify goals and objectives for ESL staff development. Ms. Karrick noted in her written response, "I will reference you to the district strategic plan and the ESL program guide for our mission, goals and objectives regarding staff development." According to the district ESL program guide:

> The goal of the English as a Second Language (ESL) program at WVSD is to provide students with limited English proficiency instruction and academic support until they acquire the level of English proficiency necessary to participate successfully in grade-level classes. Instruction is differentiated to take that into account. Teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available in the schools.

This idealistic statement considers what needs to occur for ELLs to be successful in the mainstream, but neglects to follow through with implementation. Simply stating what needs to be done on paper in strategic plans is not enough to ensure its successful

implementation. In theory these goals are appropriate, but it is not specified as to how the goals will be maintained or achieved. The district's goals may sound impressive to state officials or an auditor reading the ESL program guide, but it remains ambiguous as to how the district plans on ensuring the outcome of the goals. It seems the administrators who set the goals, know what to say, but not what to do.

Focus on instructional level of individual students. Two of the six administrators stated that goals and objectives include a focus on the instructional level of individual students. Dr. Toddy pointed out, "High school teachers are different because they get so focused on the curriculum, subject at hand, and not looking at the instructional level of students." Ms. Andreas stated, "Here are the levels the students are on and here are some strategies you can work with the students." Both of these administrators are concerned with identifying the student's instructional level. From previous statements, Dr. Toddy is concerned that when identifying the levels, students may need remediation or enrichment, where as Ms. Andreas' goal in identifying the instructional level is to use pre-determined strategies with students at each identified level. Both of these views are cause for concern for various reasons. When working with the ELLs in the district, there may be an over identification of ESL students in remediation at the high school because of language issues, not learning issues. Whereas at the middle school, the goal of level identification is to neatly fit the student into existing instructional strategies that are not individualized. Both goals for identification of levels at the secondary level are to efficiently pigeonhole students into predetermined programs.

Academic support. Two of the six administrators stated that goals and objectives included focusing on academic support provided to students. According to the district

ESL program guide, "The goal of the English as a Second Language (ESL) program at WVSD is to provide students with limited English proficiency instruction and academic support until they acquire the level of English proficiency necessary to participate successfully in grade-level classes." The goal of providing academic support as part of ESL staff development has been considered and put in writing as a part of the ESL program guide, but the extent to which it has been put into action and followed through with is undetermined. No administrator mentioned any programs in place, which addressed academic support for the ELL. Again, the administrators have considered academic support an essential element of ELL success, but the documents and teacher focus group indicate they have not considered the practical implications of this within the bureaucratic system of their institution.

Differentiation. Two of the six administrators stated that goals and objectives include a focus on differentiating instruction. Ms. Betters stated, "Differentiating the instruction for what they were learning, pulling them aside and working with them, either individually or independently... I think that was my major goal." According to the district ESL program guide, "The goal of the English as a Second Language (ESL) program at WVSD is to provide students with limited English proficiency instruction and academic support until they acquire the level of English proficiency necessary to participate successfully in grade-level classes. Instruction is differentiated to take that into account." The goal of differentiation as part of ESL staff development has been considered and put in writing as a part of the ESL program guide, but the extent to its practical implications is ambiguous. Differentiation is easier said than done, especially with LFS refugees and the ever-growing mainstream class size approaching over thirty

students. One administrator suggests for the teacher to pull the ESL student aside for individual instruction during class time, but logistically that leaves roughly twenty to thirty other students to work independently. In addition, her use of differntiation is more in line with one-on-one tutoring, not true differentiation which calls for variation of the content, processes, or product of instruction.

Understanding of teacher and student needs. One administrator stated that goals and objectives include an understanding of teacher and student needs. Dr. Randell said:

> I think the goals may change based upon the children because often times we know that ESL kids are coming in. There may be some certain conditions that apply to one group that may not apply to the other. Also, we look at goals and objectives for that, to see what the teacher needs. We don't do a formal needs assessment, but if we know where the kids are and what homeroom, what team, whatever the case may be, kind of see where the teachers are or where they have been, and the kind of training they've been through, then try to build upon where they are. So as far as a predetermined goal or objective, I really can't say I've gone in predetermined. We just try respond to what teachers give us for feedback.

With this statement, it can be concluded that ESL staff development goals and objectives are gathered when teachers and students voice them to the administration. Thus, if teachers and students do not give feedback, then the goals and objectives can not be determined. With this perspective, the lack of goals and objectives becomes the responsibility of the teacher. Thus, if teachers do not provide goals and objectives to administrators, then the administrators are unsure of what the needs of the teachers are, consequently displacing responsibility.

Discussion of the Administrator Interview Findings

The researcher identified three themes in the course of the interviews with administrators regarding ESL staff development. When analyzing each interview transcription, many topics were reoccurring and created the following three themes within the interview dialogue that indicates connections to the following theories (Figure 12):

1. Bureaucratic Accountability
    a. Consistent in-service workshops
    b. New teacher induction program
    c. In-service topics applicable for *all* students
    d. District ESL program guide
    e. Legal issues with ELLs
2. Theory of Empathy
    a. Essential for the district
    b. Unsure of ESL teacher training
    c. Cultural awareness and diversity
    d. Understanding the needs of teachers and students
3. Practical Pedagogy
    a. Collaborate with ESL teachers
    b. Off-site ESL training
    c. Focus on individual student progress and instructional level
    d. Differentiation
    e. Academic support

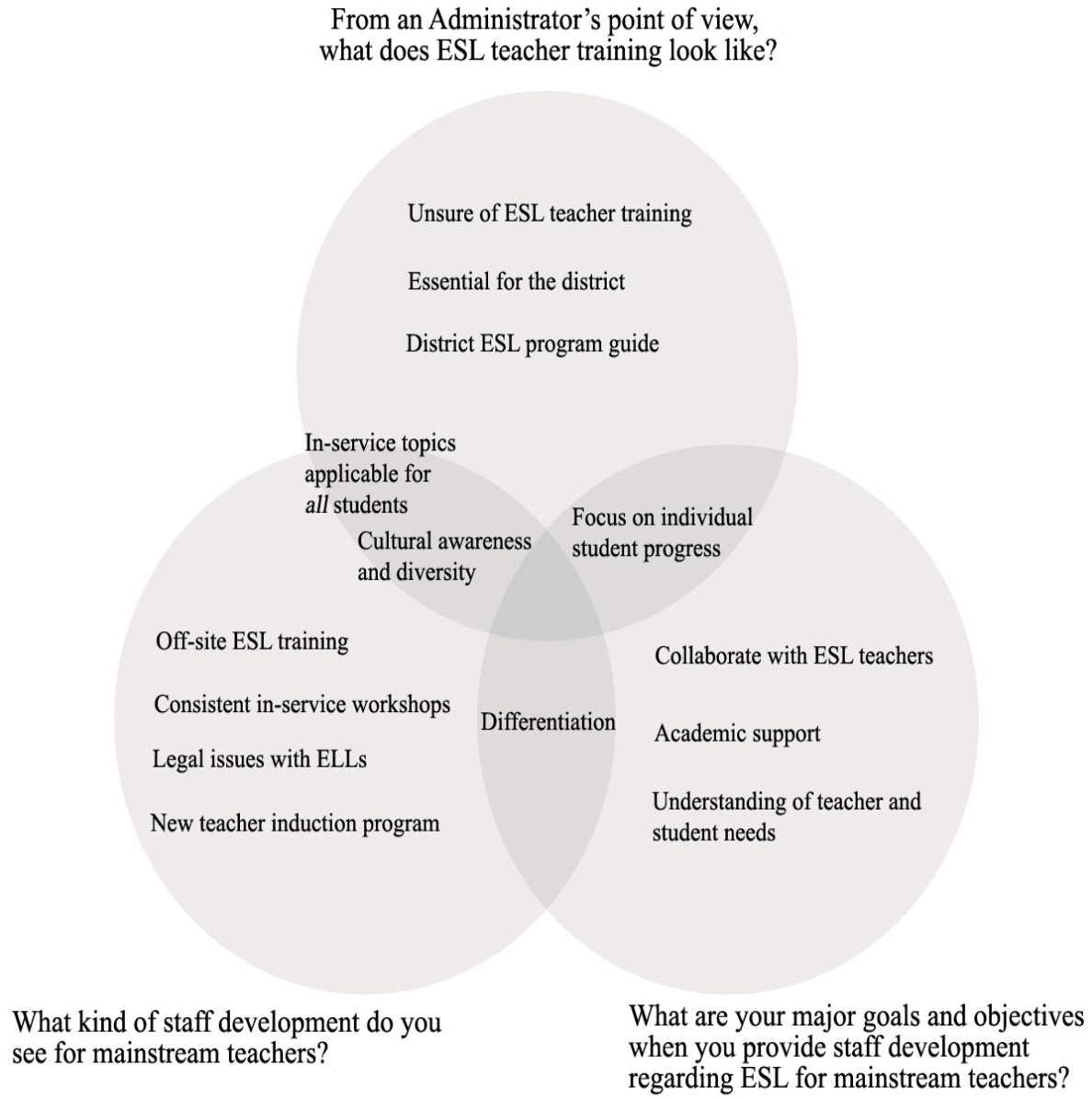


Figure 12. Administrator transcription coding.

Findings from the administrator interviews indicate that the administrators want teachers to be responsible and understanding professionals, which is directly in line with bureaucratic accountability, theory of empathy, and practical pedagogy. The administrators delegate the tasks and assignments. For the purposes of this study, those tasks and assignments are ESL instruction, in a systematic way with the expectation that teachers will be equipped to educate ELLs. Additionally, beyond the ESL staff development training, administrators have delegated collaboration, differentiation, and the district program guide to the teacher, with the expectation of completion. Administrators are working under various institutional constraints, most binding are PSSA (Pennsylvania State School Assessment), the operating budget, and the school board. The complex nature of administrators' work includes dealing with broader school issues, working professionally with a wide group of staff, school community members and the school board, as well as accepting the role politics plays in this institution.

Bureaucratic Accountability

Bureaucratic accountability was revealed in administrators' desire to provide consistent in-service workshops, maintain a new teacher induction program, and offer in-service topics applicable for *all* students, cover legal issues about ELLs, as well as follow the district ESL program guide. Within the above mentioned topics, the superior dominates and assigns tasks and assignments to the subordinates. Within WVSD, the superintendent would be the most superior in the school institution, followed by the coordinators, principals, and then teachers, followed by the students.

Procedures were specified by the administration in advance and the superiors established the criteria. Formal authority was used to enforce compliance and little to no

incentives (release time, pay, additional planning, etc) were linked to teachers' performance regarding the staff development goals (Wirt & Kirst, 1997). The role of bureaucratic accountability within this study is essential, since the stakeholders (teachers) are not active in the development of criteria and left essentially powerless.

In line with bureaucratic accountability, the high school principal was concerned that when staff development training is offered, it be consistent, over a number of years and applicable to *all* students. With his statement of "push it, push it, and push it," it implicitly alludes to the fact that teachers may not completely support the initiative, so by providing the same topic over a longer duration of time, he may gain the eventual support of the teachers. Additionally, his desire is to focus on topics applicable for all students conflicts with his desire to meet individual student needs. Overall when relating this to the teacher and administrator's understanding of ESL staff development, it is the understanding of the administrator that topics of staff development initiatives should be carefully determined to be applicable to all teachers and all their students. Administrators realize that when topics change and are not consistent, then there is less of a commitment on the part of the teacher. In addition, an administrator's understanding of ESL staff development is one that requires administrative directives and repetition. Thus, it is the administrator's belief that with time spent on the same topic of in-service, teachers will eventually come around and be commitment to the initiative.

Furthermore, the Matthews Middle School principal stated that the district had not been doing enough in-house staff development and was unsure of topics essential to ESL staff development. This fact was made known to the researcher, as Ms. Andreas explicitly said, "Consequently, she supports teachers in finding training on their

own that may be provided elsewhere more efficiently and effectively to meet their needs. Moreover, the new teacher induction program is another area centering on bureaucratic accountability, which includes a short training on ESL for new teachers only. This is a one-shot in-service to introduce new teachers to the large ESL population with which they are going to encounter that neglects to focus on the veteran teachers who also encounter ELLs. Providing a single workshop of ESL staff development for new teachers does not adequately train the new teachers to work with ESL students, but merely gives a simple overview and introduction to ESL.

Central to the district's bureaucratic accountability is the ESL program guide, which was mentioned throughout the interviews. In writing, the program guide has potential, but executing the ideas is the district's shortcoming. From the documents for the document analysis, they have identified what needs to be done, but the guide has not been fully executed. Additionally, some of the administrators thought teachers should have an understanding of legal issues surrounding ELLs, but currently ESL is governed by guidelines that the district presents as enforceable by law. It is evident upon creating its own ESL program that WVSD has considered ESL teacher training and submitted it in written form, but as to following through with this plan, that has not occurred according to participants in the focus group.

Theory of Empathy

A theory of empathy (Rogers, 1966, Ibrahim, 1991, and Gellner, 1992) discovered during the administrator interviews makes reference to the emotional resonance between teachers and ELLs. The administrators' understanding includes the idea that if a teacher connects on an empathetic level with the ELL, then he or she will be

more likely to follow the expectations of bureaucratic accountability and put for the extra work and time required for ELLs. It is a theory of empathy that drives administrators' perceptions that ESL staff development for mainstream teachers being essential, as well as the uncertainty in what ESL teacher training should provide and the focus on cultural awareness and diversity. The administrators respond to the researcher's questions with an implicit theory of empathy directed toward ELLs. This theory of empathy is understood within the specialized context of the district, since these educational practitioners are met with the challenge of cultural diversity. Teachers, administrators, and students need to gain a deeper and more profound understanding of the ELL's cultural frame of reference. The district's administrators strive to provide initiatives that attempt to facilitate an interpersonal understanding, but are still left with the challenge of training teachers to empathically identify with ELLs whose prior knowledge and life experiences are vastly different.

Teaching and learning are both highly emotional and social pursuits. In addition to the student's cognitive abilities, the student's psychological well-being and emotional resonance both contribute to the learning process (Porayska-Pomsta & Pain, 2004). This is fundamental to the district's administrators' attitudes, beliefs, and perceptions of ESL staff development for mainstream teachers. It is the administrators' belief that teachers have the capability to balance these affective concerns, while meeting academic goals and achievement.

It was uncovered through the interviews with administrators that ESL staff development, its goals and objectives, centered on socio-affective concerns. Though it is essential to understand and have an awareness of the ELL's social and emotional

intelligences, teachers must be equipped with the skills and knowledge to increase student achievement and academic progress.

Diversity, cultural awareness, and multiculturalism were identified by administrators as essential to staff development. Administrators thought before a teacher can truly meet the academic needs of students, they must first meet the emotional needs of students by understanding their culture. Comments were made by administrators regarding ELLs' cultures:

> … the hardest part for me is getting the teachers to understand that these children have nothing when they come. They do not know how to turn the lights on because they didn't have lights. They didn't use bathroom facilities because they didn't have bathrooms. A lot of the kids, they would steal, that's their culture because that is how a lot of the kids were getting their food. So I think over the years we developed a better understanding of the child's background (Betters, 2007).

This statement is a gross overgeneralization. This is coming from the principal with over twenty years in education and ten years of experience with a high population of ELLs who is claiming teachers don't understand the student's culture, when it is apparent that she may not as well. In addition, the word "empathy" was used by several administrators in relation to ELLs, but absolutely no mention of the wealth of knowledge and experience ELLs possess.

Practical Pedagogy

Practical pedagogy was found to be a valued concept by administrators as discovered in the administrator interview analysis. The administrators voiced concern

and the need for academic support, differentiation, collaboration with the ESL teachers, focus on individual student progress and instructional levels, as well as providing off-site ESL training.

In retrospect, it is important that the strategies coincide or acknowledge the teacher's own philosophical beliefs of teaching and governed by the ELL's prior knowledge and experiences and situational context. Presumably practical pedagogy is one that is dependant upon the incorporation of learning theories to facilitate effective learning for ELLs, thus in addition to teaching strategies the teachers must also be cognizant of the underlying theories in the strategies they use.

A practical suggestion given by numerous administrators was the idea of collaborating with ESL teachers as a type of staff development for mainstream teachers. This idea has potential, but in practicality, it is difficult to implement. Each building has over 70 mainstream teachers and only a handful of ESL teachers. Thus, it is next to impossible to provide true collaboration. From several administrators' comments, the collaboration only worked when mainstream teachers individually sought out help from an ESL teacher, which makes for minimal collaboration with differing schedules and little release time for meeting.

As part of practical Pedagogy, half of the administrators stated that differentiation was essential to ESL staff development for mainstream teachers. "The goal of the English as a Second Language (ESL) program at WVSD is to provide students with limited English proficiency instruction and academic support until they acquire the level of English proficiency necessary to participate successfully in grade-level classes. Instruction is differentiated to take that into account." The goal of differentiation as part

of ESL staff development has been considered and put in writing, but examples of it were not definitively noted in any of the administrators' responses. Several administrators thought that the district had not been doing enough staff development on the topic of ESL and felt that off-site training for teachers may better prepare them to teach ELLs. Many stated that the district does not provide consistent ESL training.

Summary

Bureaucratic accountability, theory of empathy, and practical pedagogy dominated the attitudes and beliefs of administrators' view of ESL staff development conducted for mainstream content area teachers in this district.

The administrators implicitly express the need for teachers to be responsible and self-sufficient professionals, who systemically implement the theories and practices learned in teacher training. They do not take into account the short duration or vast amounts of content presented to teachers. In addition, there is consistent lack of communication with follow-up or feedback of ESL staff development initiatives. Administrators have focused on ESL staff development that includes, but is not limited to teacher collaboration, differentiation, program guidelines, academic support, and empathetic understanding. Thus, it is the administrators' beliefs that teacher training has been provided and it is now up to the teacher to follow through with the content provided during the training session(s). Moreover, administrators have focused on empathy building initiatives more than academic interventions for teachers of ELLs.

They are working under the assumptions that education is additive, where the demands on the content area teacher increase, especially with a push for individualized instruction, but the time needed to implement the demands is not provided. Some

administrators' approach to staff development is to force the initiatives with repetition in order to create compliant teachers who take on the responsibility of implementing each initiative. The complex nature of administrators' work includes dealing with broader school issues, working professionally with a wide group of staff, school community members and the school board, as well as accepting the role politics plays in this institution, which may direct the administrators' attention to other aspects of the school that does not include immediacy to ESL staff development.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into four sections: summary, conclusions, implications, and recommendations. The first section reviews the purpose of this qualitative study, the review of the literature, as well as the findings of the study. The second section presents the conclusions that emerged from the findings of the study. The third section details the implications of the findings of the study concerning the future of ESL staff development for mainstream content area teachers. Lastly, the chapter concludes with the researcher's recommendations for a design of ESL staff development for mainstream content area teachers.

Summary

The purpose of this study was to explore how a school district plans, implements, and evaluates staff development in order to find gaps in the district's ESL staff development initiatives to make recommendations for future teacher training opportunities. The overarching research question addressed was: "How does a school district understand ESL staff development for mainstream teachers in a time of change?" To answer this question, the researcher employed three research methods: document analysis of ESL staff development handouts from 2000-2005, a teacher focus group, as well as interviews with administrators.

Review of the Literature

The purpose of the review of the related literature was to examine the implications of ESL staff development for mainstream content area teachers. The challenges in the education of ESL students is multi-faceted, including such issues as the

changing demographics, shortage of qualified teachers, language policy, BICS and CALP, strategies for instruction, as well as teacher attitudes and preparation. With the trend of mainstreaming non-native speakers into English-only classes, a teacher's delivery of instruction and assessment greatly impacts the success of ELLs (Rubinstein-Ávila, 2003, p. 122).

A closer look at ESL training revealed that "few mainstream teachers have been prepared to address the linguistic challenges and cultural differences present in diverse classrooms" (Young & Young, 2001, p. 101). This phenomenon calls for schools to address the needs of mainstream classroom teachers who are unprepared and ill-equipped to teach ESL students in the content areas. "Ultimately, therefore, school districts are increasingly engaged in comprehensive staff development…" (Smith-Davis, 2004, p. 25).

In response to the changing demographics, the researcher believes there is a need for special programs that support their cultural and linguistic diversity. Part of the change in the current education system will need to be on the part of the administrators and classroom teachers, with better preparation in educating ESL students. Dong (2004) calls attention to the increase in ELLs and the "…urgent need for all teachers to develop culturally sensitive and language appropriate instruction so that all students can succeed" (p. 202). Accordingly, a connection between theory and practice can strengthen the professional development, if the professional development is also in-depth, sustained, and collaborative in nature (Spaulding et al., 2004).

Federally, a key requirement of entities receiving Title III funding is that "districts are required to provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational

personnel in order to improve the instruction and assessment of limited English proficient students" (U.S. Department of Education, 2002, p. 63). The prominent professional development models attempt to remove linguistic barriers by incorporating a variety of language learning theories. Such theories include a focus on social context, personal development, and student-centered learning theories, as well as collaborative social approach theories that are intended to improve teachers' practices and provide content area teachers with knowledge of curricular adaptations applicable with ELLs.

Findings

The findings are based on the staff development documents from 2000-2005, teacher focus group, as well as the administrator interviews in order to answer the question "How does a school district understand ESL staff development for mainstream teachers in a time of change?" (Table 10). The data indicates that WVSD understands that they have a need for ESL staff development in order to prepare mainstream content area teachers to educate their ever-growing ESL population and the 23 staff development initiatives support this notion. Most importantly, data analyses concluded that the success or failure of any ESL staff development initiative is contingent upon the collaboration between teachers and administrators and their ability to sustain and evaluate ESL staff development initiatives, as well as the role of accountability. The surface level nature of ESL staff development initiatives in WVSD from 2000-2005, was a result of the bureaucratic constraints of their institution.

In the constructs of the study, administrators conduct the district in a bureaucratic linear model with administrators being the superior authority and decision-makers. When considering the accountability of ELLs, the absence of ESL data reflects a certain

lack of accountability toward this population. Since the number of ESL students taking the PSSA in each grade level does not exceed forty students, their PSSA test results are not disaggregated. Hence, this population is not posing an immediate concern as other sub-groups in the school.

Table 10
Data Findings

Document Analysis and Focus Group

1. Approaches to Learning
    a. Strategies of Instruction
    b. Second Language Acquisition
    c. Role of Culture
    d. Affective Concerns
    e. Bloom's Taxonomy
2. Bureaucratic Accountability
    a. ESL Program & Policy
    b. ESL Standards

Administrator Interview

1. Bureaucratic Accountability
    a. Consistent in-service workshops
    b. New teacher induction program
    c. In-service topics applicable for *all* students
    d. District ESL program guide
    e. Legal issues with ELLs
2. Theory of Empathy
    a. Essential for the district
    b. Unsure of ESL teacher training
    c. Cultural awareness and diversity
    d. Understanding the needs of the teacher and students
3. Practical Pedagogy
    a. Collaborate with ESL teachers
    b. Off-site ESL training
    c. Focus on individual student progress and instructional level
    d. Differentiation
    e. Academic support

The staff development documents were the first means of data collection and analysis by the researcher. The documents indentified seven critical ESL themes presented to teachers: strategies of instruction, second language acquisition, culture, Bloom's taxonomy, ESL guidelines, affective concerns, and ESL standards. The teacher focus group was the second means of data collection and analysis by the researcher. The teacher's understanding of ESL staff development is one that includes a level of frustration with the bureaucratic constraints of the institution that lacks collaboration, time allocation, and communication between members of the school community. The administrator interviews were the third means of data collection and analysis by the researcher. Findings conclude that administrators expect teachers to be responsible and self-sufficient professionals who can identify how to implement the document analysis themes in their classrooms in order to individualize instruction for ELLs, while keeping a keen eye to the affective influences encountered by ELLs. Overall, this school district understands of ESL staff development in a time of change functions in a bureaucratic linear model: administrators who select staff development initiatives, present documents to teachers during staff development and finally teachers who are left to implement the initiatives (Figure 13).

Figure 13. WVSD bureaucratic linear model.

The findings of this study cannot be generalized due to the exigencies within the school district, but can be critically addressed. Overall the selective coding process reveals the documents, focus group, and administrator interviews to incorporate the following: approaches to learning, bureaucratic accountability, theory of empathy, and practical pedagogy.

The staff development documents were systematic and simplistic, as well as prescriptive and teacher-controlled, yet addressed seven critical ESL themes. With more time committed to ESL teacher training, these seven themes have the capability of transforming teacher preparation and equipping teachers with the skills and knowledge to educate ELLs more effectively. The administrators' statements during the interviews were laden with contradictions when compared to the documents and teacher focus group. Administrators know what to say and what to put in writing, but the data indicates substantiality and evaluation as problematic areas. This was evident from the documents and the teacher focus group. Overall, administrators are not aware of the daily or long-term actualities of ELLs in the mainstream classroom, since state accountability for the ELL population is minimal for schools with less than 40 ELLs per grade level. Finally, teachers of the focus group brought attention to the complicated nature of individualizing instruction for ELLs in their situational contexts with sustainable training or administrative support.

Findings conclude that administrators are responsible for planning ESL staff development by securing facilitators who develop the training, followed by the teachers who are responsible for its implementation, and finally with no one who is responsible for the evaluation or follow-up of the initiatives. The data indicate that it is the

responsibility of the teacher to sustain the initiative without any support beyond the one-time training. The current model in WVSD leaves the success of ELLs up to the mainstream classroom teacher, who may or may not sustain the ESL staff development initiatives.

Approaches to learning in the constructs of the district's ESL staff development initiatives include a surface, deep, or a strategic approach to learning, each approach becoming more sophisticated than the latter. The document analysis data indicates that with beginning ELLs, more surface approaches were utilized and with advanced ELLs some, not many, deep or strategic approaches to learning were utilized. Although all three approaches to learning were apparent, the staff development trained teachers to perceive the newcomer ELLs as less capable and holding them to lower expectations in the mainstream classroom. Most of the ESL staff development documents consisted of tips, lists, tables, and flowcharts. Within these confined constructs, teachers were to identify where in the table or flowchart ELLs would fit, in order to foster their development into the next level or step. Additionally, teachers were expected to design specialized instruction for ELLs with the aid of condensed generic lists and tips, without a conscious effort to consider the situational context of the ELL within their classrooms. Moreover, administrators are focused on providing teacher training initiatives that meet the needs of all learners, yet want teachers to be knowledge on how to differentiate for a specific population of ELLs which is a direct contradiction.

Of the seven themes identified in the document analysis, teacher focus group, and administrator interviews, all seven were presented to the teachers on a surface level. The district's institutional constraints, mainly lack of time commitment and follow-up done

with an initiative, allows for little deep or strategic approaches to ESL staff development. The goal of the staff development seems to be to cover the greatest quantity of ESL information, rather than the quality and understanding of that information. When presented with a topic, teachers are briefly introduced to the surface features and are not given the opportunity to gain a deeper understanding that can be applied to individual ELLs in their classrooms. It is important to note that with more time committed to the past initiatives, there is the possibility of taking teachers' surface level knowledge to a deep or strategic level.

Findings grounded in bureaucratic accountability are based on the notion that there is a superior and subordinate relationship within an organization. The superior dominates and assigns tasks and assignments to the subordinates. The role of bureaucratic accountability within this study is essential, since the stakeholders (teachers) are not active in the development of criteria or given the opportunity to follow-up and evaluate staff development initiatives. and left essentially powerless.

The bureaucratic nature of the district is one that views teachers as subordinates, who are expected to comply and follow through with initiatives specified by the administrators. Administrators select the ESL initiatives, supply the teachers with training materials, then the teacher becomes responsible for using the materials in the classroom, only after minimal one-time training. Administrators view the teachers as fundamental to the success or failure of the initiatives, yet have the teachers have little input in the development or evaluation of the initiatives. The administrators believe they maintain an openness and willingness to listen to teachers' expresses their ESL concerns, yet offer no arena for them to voice these concerns. Within this institution's superior and

subordinate relationship, it would be highly unlikely for a teacher to give non-solicited advice as to how to conduct staff development to a superior.

As found in the teacher focus group and administrator interviews, the teachers and administrators respond with both an implicit and explicit theory of empathy directed toward the ELL. These psychodynamics are revealed in the data with a focus on the empathic processes of the experiences of ELLs. Both teachers and administrators view the ESL students as a disadvantaged population and not as a viable or valuable resource with little consideration of the ELLs' experiences and knowledge. They empathize with their cultural differences, language barriers, as well as prior experiences. Teachers and administrators in this study perceive the ESL student as a child who has overcome obstacles, struggles, and hardships. From administrators' statements, it seems that often times, nurturing the emotional state of the ESL student becomes more important than his or her academic success. Administrators believe that if teachers have an empathetic understanding of the ELL, they may be intrinsically motivated to take the extra time on their own to create specially designed differentiated lessons. This belief was confirmed by the documents and the teacher focus group, which showed that some teachers take it upon themselves to collaborate and plan with the ELL in mind before, during, or after school. Focus group participants agreed that an empathetic understanding is needed, but not as a motivational factor for planning instruction. Teacher participants believe that much of the past ESL staff development had a strong focus on culture, empathy, and affective concerns. The documents support this notion. Focus group participants are expressing a need for sustainable ESL staff development that focuses on the academic demands and challenges of ELLs in the mainstream.

Practical pedagogy is a valued concept by the teachers and the administrators as found in the focus group and administrator interview analyses. The teacher participants voiced concern and the need for practical teaching strategies. In retrospect, it is important that the strategies coincide with the teacher's own philosophical beliefs of teaching and governed by the ELL's prior knowledge and experiences and situational context of WVSD. Emerging from the teacher focus group and administrator interviews is the different understanding of "practical pedagogy" between teachers and administrators. From the focus group, teacher participants understand practical pedagogy as an initiative that allows for collaboration, extra time, and sustainability, whereas administrators who were interviewed understand practical pedagogy as reductive strategies that would be appropriate and beneficial for all learners. The administrators may advocate for collaboration, but they do not provide for it in a teacher's workday. In addition, administrators impress upon teachers the importance of differentiation; yet again do not allocate time for planning differentiated lessons.

Overall, the triangulation of the data reveals that there are inconsistencies between explicit statements in the data and the actualities that occur in WVSD. First and foremost is the "illusion of teacher training." The administrators believe that they have provided ESL staff development for mainstream teachers and the documents would support this notion. The documents look impressive on paper, as they address very essential ESL topics that would support ELLs in the mainstream classroom, yet these theories and methodologies merely remain on paper and are not a part of the teachers' pedagogy. The teacher focus group revealed that the documents are simply a paper trail of initiatives due to the lack of sustaining the initiatives. In one sense, administrators hold the teachers

culpable for not adequately using the resources provided to them and in another sense the teachers fault the administrators for not providing consistent support that can sustain training.

Secondly, the triangulation of the data reveals that there is the lack of collaboration within the power relations within this institution between the administrators and the teachers. The administrators are the ones who select and provide the teacher training with little input from the teachers as to their teacher training needs. Teachers work with ELLs daily, whereas administrators may briefly see ELLs in passing during a school walk through or notice their names on a list of low scoring at-risk students. There is a major contradiction between teachers' perceptions and administrators' beliefs about how teacher training is planned, implemented and evaluated. Administrators believe that teachers are involved, since teachers have the ability to approach administrators with suggested topics. Yet, focus group participants believe that administrators have created a superior-subordinate relationship, where administrators are non-approachable by teachers. The current teacher training model does not provide teachers with a needs assessment, staff development committees or a forum where they can address their training needs and sustain them.

Conclusions

The issue of generalization is a frequent criticism of case study research (Tellis, 1997). The conclusions in this study are limited, however the theories, which are presented, can be accepted or rejected on the part of the reader. The following are the conclusions, which emerged from the study findings. First and foremost the implementation of ESL staff development in this district requires the commitment of the

stakeholders over an extended period of time. There is a needed development of collaboration and accountability. Without collaboration, there will likely be many setbacks. For all of the focus group participants, this was one of the first arenas in which they have been given the opportunity to voice their opinions, knowledge, and concerns regarding educating ELLs in the mainstream content area classroom. This study served as one of the first forums for teachers to share their understanding of ESL staff development. Overall, teachers do not feel prepared or supported to educate ELLs in their mainstream classrooms. In addition, both teachers and administrators indicated a certain degree of negativity and uncertainty regarding the sustainability of what has been done to prepare teachers to work with culturally and linguistically diverse learners.

Secondly, with standards and guidelines set by the state of Pennsylvania, teachers and administrators are obligated to work within these parameters, but schools must realize that the Basic Education Circulars are guidelines that are flexible in order to allow schools to vary their programs to best suit their ELLs and situational context. By using the BEC guidelines, teachers and administrators can work together to better serve the ESL population in WVSD.

Implications

Since this study explored ESL staff development for mainstream teachers, the following are implications from the findings and the conclusions. Teaching is "a highly situated and highly interpretive activity that requires teachers to figure out what to do about a particular topic, with a particular group of students, in a particular time and place." (Johnson, 2002, p. 1). Teachers work within their institutional setting that maintains certain structural and ideological constraints, but also must make educational

decisions that remain relatively independent. Of institutionalized constraints, accountability seems to be the most binding.

As urged by Johnson (2002), educators need to engage in reflective practices so "teacher educators and teachers ask the broader questions of not just whether their practices work, but for whom, in what ways, and, thus both recognizing and taking responsibility for the consequences of their own practices" (p. 4). As part of this reflective practice, it is necessary to "make visible the exclusions and repressions that allow specific forms of privilege to remain unacknowledged..." (Giroux, 1992, p. 26). As it stands in WVSD, it is the responsibility of the teacher to be a reflective practitioner on his or her own time without the opportunity to reflect or collaborate with other educators and administrators. As proposed by Gonzalez and Darling-Hammond, the anthropological approach toward ELL pedagogy is when "teachers and other school staff examine, from an anthropological perspective, themselves, the community they serve, the learning community in the school, and the relationships of these entities with one another, they begin to understand more deeply the wealth possessed by the newest members of the community" (1997, p. 131).

After analyzing and interpreting the data and the review of literature, both implications and recommendations can be made. Central to this study is that providing ESL staff development for mainstream teachers in a time of change is a complex process. Moreover, it will require active commitment from the administrators, as well as the teachers, both of whom are stakeholders. Social implications reveal bureaucratic accountability as a means to legitimizing power and shift responsibility and create a more collaborative process.

In order to balance the power relations, the researcher proposes a post-method approach to ESL staff development. Kumaravadivelu (2001) suggests in the post-method pedagogy of practicality that the teacher incorporate both theory and practice. The teacher is engaged in "pedagogical thoughtfulness." This requires the teacher "…identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative, which is then subjected to further critical approaches" (p. 541). This reflectivity by the teacher creates a "working theory" that improves teaching and learning as the teacher internalizes.

It is the researcher's recommendation that ESL staff development go beyond a surface level that only identifies staff development themes and in both teachers and administrators in deep and strategic levels. Figure 14 depicts the ESL staff development pyramid. Initiatives can start on the surface, but then should go beyond to the deep level that considers the context and then more to the strategic level that considers specific classroom situations and individual ELLs. Moreover, it is recommend that if the district maintains its current bureaucratic linear model, to improve it by including feedback and evaluation from the teachers involved, as well as include administrators in the staff development. Ideally, teachers should be included in setting the goals and objectives of the initiatives, but if the district is not ready to relinquish this power, then a first step is to begin by involving administration in the workshops and gathering feedback from the teachers who are part of the initiative training in order to make improvements.

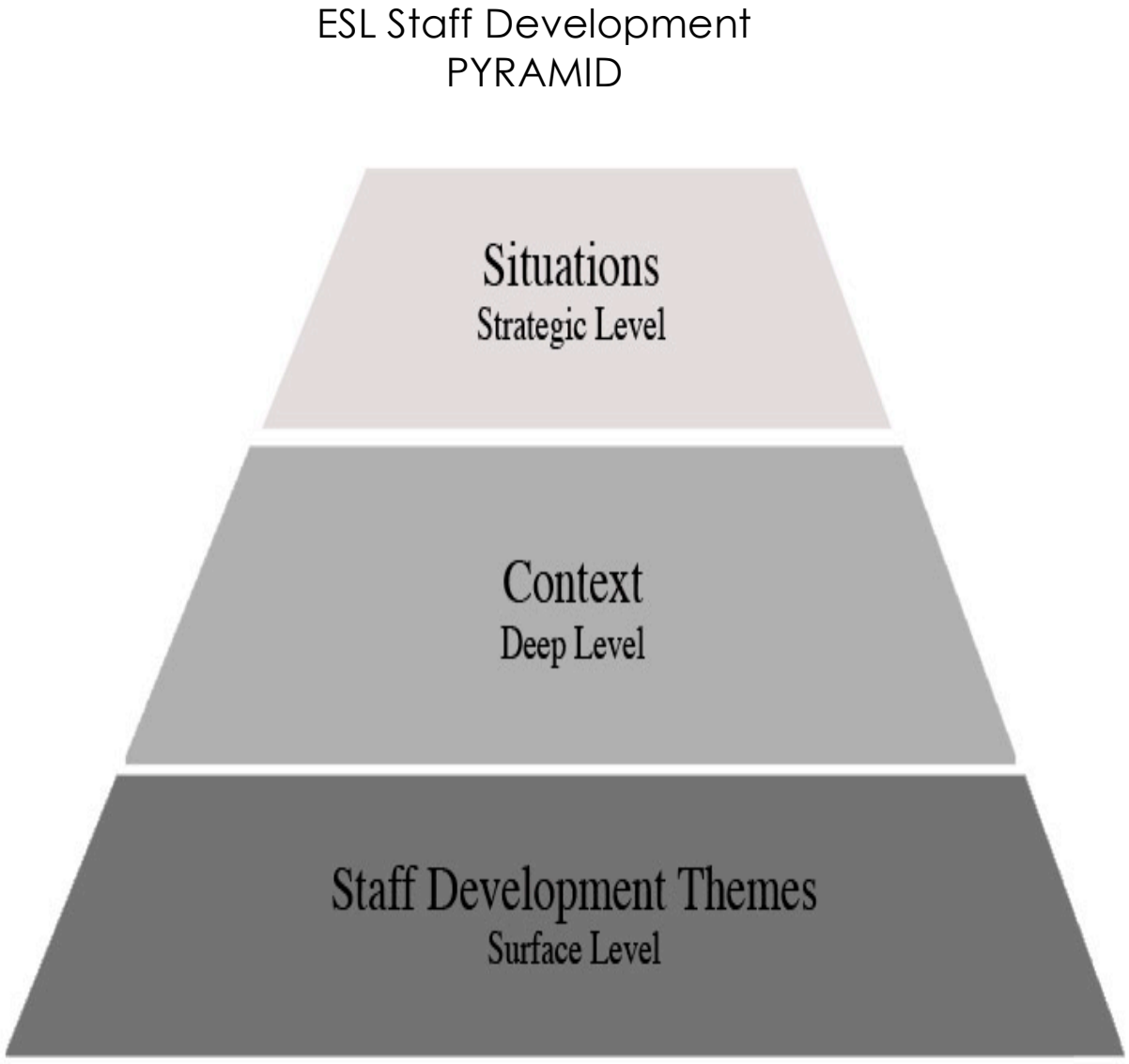


Figure 14. ESL staff development pyramid.

The notion of reflective teaching is further explored by Pennycook (1999), in critical approaches to TESOL. Pennycook suggests that teachers constantly question the theories and practices that are used, as well as maintain openness to new information and knowledge. This openness to new information and knowledge will allow great resources for the ESL teacher to use and share with others. Learning second language theories is not enough; teachers must be able to apply these practices to reflective teaching that is supported by collaboration with other educators and administrators.

Truscott and Watts-Taffe identify the need for the teacher to be a responsive practitioner who critically reflects, rather than one who uses instrumental approaches to teaching. Teacher training should "identify existing practices proved to be beneficial to ESL students and ways of incorporating less utilized pedagogical practices" (Willis et al, 2002, p. 197). Once practices are discovered, they may not be useful in all situations. A collaborative effort will increase the teachers' ability to identify pratices. Theories are greatly dependent upon the idea of particularity and situational understanding. The notion of "situational understanding" is proposed by Kumaravadivelu (2001). "That is to say, language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners…" (p. 538). Thus, it would benefit educators to closely examine the particularity of the school environment to determine the theories would be best for the ELLs in the specific classroom setting.

Cummins suggest "when educators define their roles in terms of promoting social justice and equality of opportunity, their interactions with culturally diverse pupils are more likely to embody a transformative potential that challenges coercive relations of power as they are manifested in the school context" (Cummins, 1997, p. 109). Teachers

have the capabilities to change within the ESL classroom, in the mainstream class, as well as the school and community. Together teachers and administrators can create a forum to exchange their knowledge and experience that has the ability to balance the inequities in the school and community and to create a collaboration.

Limitations

As part of this study, individual interviews were conducted with administrators. Most administrators were willing to participate in the interviews. Unfortunately, the superintendent and former high school principal did not respond to the multiple invitations to participate in the study. In addition, the director of special education and the ESL coordinator both declined to be interviewed in person, but did submit written responses to the researcher's questions that were included in the data analysis. Thus, this limitation affected the validity of the study when focus group participants indicated a lack of administrative support, since these two essential administrators could not officially verify this. Implicitly one may understand these two administrators' lack of participation in the study as a direct lack of support.

Another limitation is the reciprocal relationship between the participants and the researcher in this study, since the researcher was an "insider." Many of the researcher's biases come from my own lack of experience and understanding about the complex nature of administrators' work; such as, dealing with broader school issues, working professionally with a wide group of staff, school community members and the school board, as well as accepting the role politics plays in this institution.

Recommendations for Future Study

Future research into ESL staff development for mainstream content area teachers should include a greater teacher sample. This study considers the multiple perspectives of teachers and administrators of the district, but further inquires should examine the perspectives of ESL students, ESL parents, and other community members. In addition, observational data from the content area classroom would provide more insight to verify or contradict data. Furthermore, future research may include an examination into teacher education programs at the university level in order to study how they are preparing pre-service teachers for culturally and linguistically diverse students. Also, a quantitative study of the teachers' and administrators' perceptions of ESL staff development could be conducted. Lastly, additional research as to the reflective practices of mainstream content area teachers may help to gain insight into the practices and methods learned in staff development and used when working with ESL students.

Researcher's Framework for ESL Staff Development

Throughout the data there is a clear connection to the theory of accountability. There is a hierarchy of power that includes teachers, administrators and the state. This hierarchy was implicitly noted throughout the transcriptions and documents. A key component to this hierarchy was the lack of shared responsibility and ownership of the challenging ESL population. The theory of accountability uses the power of information to join the public and schools to improve the school. This form of accountability uses internal and positive motivation to increase performance and sustain change.

The accountability system in the context of WVSD attempted to provide a tool for school improvement, by following standards and regulations at the state level. Absent

from the current accountability system is a strong collaboration between educators and administrators. Information is the foundation upon which active accountability is constructed. Educators are in the best positions to act on the information, for they can use it to identify needs and problems in performance and to examine alternative courses of action that may cause improvements. To produce school improvement, community accountability relies on the intrinsic motivation associated with the value of education. The more removed individuals perceive themselves to be from the community and its schools, the less likely they will be to seek school improvement. Thus, it is essential to involve the teachers as much as possible in the staff development process.

To begin the instructional design of the researcher's ESL staff development series, a key element is gaining the vested interest of the teacher and administrators and having these stakeholders take ownership for the challenges ELLs pose. Too often, teachers are required to attend workshops that are required by administration, with little or no consideration of the immediate needs of the teacher. ESL staff development may focus on current trends and/or quick fixes in educational practices. Many workshops are given in one session, in an environment that lacks active teacher participation. Without active teacher participation, teachers are passive learners and mere observers and not responsible for their own development. Hence, in developing the researcher's recommended ESL professional development series; the researcher proposes a focus on the needs of teachers, to specially design a staff development series that addresses their concerns, as well as including administrators as participants in the staff development, with evaluation and follow-up by both participants.

This ESL Staff Development will be conducted in a sequenced group of sessions; with each session expanding upon the seven themes from previous ESL staff development as indicated in the document analysis from staff development initiatives from 2000-2005.

Past ESL staff development on strategies of instruction included attention to effective communication with students and parents, as well as components of the SIOP (Sheltered Instruction Observation Protocol) model. Now, teachers and administrators will work collaboratively to identify approaches to selecting and sequencing learning activities that achieve learning with specific ELLs in mind, especially the high refugee population with limited formal schooling.

Second language acquisition was presented at past ESL staff development workshops, with special attention given to BICS and CALP. The documents indicate that teachers have a basic understand of SLA topics, so that future workshops can focus on how the classroom teacher can increase an ELL's CALP in their content area.

Role of culture and affective issues were topics covered on numerous past ESL in-services. This practice should continue so that teachers and administrations can maintain a needed understanding of the student's background and prior knowledge in order to use this information to create a comfortable classroom environment, aid in socialization and acculturation that are integral to learning and achievement. Students' cultural background is growing and changing. They contribute their individual experiences to the class. The student is defining his/her role in the class community. Post-process pedagogy should encourage the student to critically question how new knowledge is socially and culturally constructed. This could include new target and native culture.

Bloom's taxonomy, which was a foundation in the types of tasks for students at varying English proficiency levels, was a topic of past ESL staff development. It was identified in the data as a classification system of thinking that is organized by levels of complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation. The hierarchy of complexity has been presented to teachers as a positive correlation between English proficiency and thinking skills. This misconception should be clarified and demonstrated to both teachers and administrators in future ESL staff development.

ESL program and policy was a topic of past ESL staff development initiatives. This topic should be present in future workshops in order to keep teachers and administrators current on district's guidelines on federal, state, and local levels, so that all participants can be knowledgeable and current on ELL political issues, which undergo reforms and changes by the district.

Lastly, ESL standards were identified in past ESL staff development initiatives. Teachers were presented with the three broad goals established by the National TESOL standards: personal, social, and academic uses of English met by providing instruction needed for academic success. Future ESL staff development can expand upon these standards and work with teachers on how they can apply language standards into their content standards.

The innovation in the researcher's ESL staff development will be its incorporation of post-method pedagogy, as it "takes into account the importance of recognizing teachers' voices and visions, the imperatives of developing their critical capabilities, and the prudence achieving both of these through a dialogic construction of meaning" (Kumaravadivelu, 2001, p. 552). The researcher's interpretation of Kumaravadivelu's

post-method is defined as promoting a context-sensitive education that combines the role of teachers and administrators as theorists and practitioners, who continually identify problems, seek solutions, and critically evaluate the effectives of the solution, making changes as needed. There is an awareness of problems, but moreover suggestions for change. Post-Process Pedagogy is contextualized for individual student needs. Each student is ever growing and changing. By contextualizing information to the mainstream classroom and understanding the completely of the issue, teachers and administrators will be required to critically question the processes and methods in their classrooms and school.

As with post-method pedagogy, the researcher's proposed ESL staff development helps teachers recognize inequality, articulate their voices, encourage critical thinking, as well as have teachers bring theory into practical classroom use by integrating pedagogy and research (Pennycook, 1999). Furthermore, by taking a critical approach to the post-method ESL staff development series, the researcher proposes to present teachers with the idea that "TESOL is in no way reducible to teaching techniques, methods, or approaches…" (Pennycook 1999, p. 341). This will be accomplished by using the seven surface level themes from the past staff developments and moving to a deep level when teachers an administrators, together, can apply these ideas to the context of WVSD. The information in the staff development will enable teachers to look at the needs of individual ESL students and realize there is not a "quick fix," but rather a variety of techniques and method to increase the success of ELLs. Teachers and administrators will take an in-depth look at available diagnostic information about their ELLs in order to move from the surface level of previous ESL staff developments to reach a deep or

strategic level, by using ELLs' English language proficiency data from the state ESL test,. There is limited diagnostic information available, but teachers and administrators do have access to English Language Proficiency data from the state ESL test, the WIDA (World-class Instructional and Design Assessment. This information can be used to determine the social and academic language of students in order to adapt instruction. By analyzing the information, identifying students' strengths and weaknesses, teachers and administrators can apply knowledge gained from past ESL staff developments.

Truscott and Watts-Taffe identify the need for the teacher as the responsive practitioner who critically reflects, rather than one who uses instrumental approaches to teaching. Theories are greatly dependent upon the idea of particularity and situational understanding. The notion of "situational understanding" is proposed by Kumaravadivelu (2001). "That is to say, language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners…" (p. 538). The prior staff development workshops can be expanded upon, but now to apply it to a "situational understanding."

Furthermore, the researcher's proposed ESL staff development recommendation considers Ellis (1994), who recognizes that a framework of the field is necessary for "those who are beginning their study of L2 acquisition and wish to obtain an understanding of the principle issues that have been addressed, the methods used to reach them, and the main findings and the theories that have been developed to explain them" (p. 3). This is the foundation and groundwork needed for administrators and teachers to become responsive and reflective practitioners. Without this basic understanding, then pedagogical thoughtfulness will not be as effective.

In sum, the researcher's proposed ESL staff development series is designed as multi-session workshops, including both teachers and administrators, which is grounded in the underlying notions of the democratic principles, as well as post-process, post-method, and transformative pedagogies. The goal of this series is to hold both administrators and teachers accountable for the academic success of ESL students and to take ownership of this challenging population by expanding upon prior ESL staff development to the specific context of WVSD. By contextualizing information to the mainstream classroom and understanding the complexity of the issue, administrators and teachers will be required to critically question the processes and methods by which they evaluate ELLs in their schools and classrooms.

REFERENCES

Adger, C.T, Snow, C.E, & Christian, D. (2002). *What teachers need to know about language?* McHenry, IL: Center for Applied Linguistics.

American FactFinder. United States Census Bureau. Retrieved on 2008-01-31.

Argyris, C. (1993). *Knowledge for action: A guide to overcoming barriers to organizational change.* San Francisco, CA: Jossey-Bass.

Bogdan, R. & Bilkens, S. (1992). *Qualitative research for education*. Boston, MA: Allyn & Bacon.

Bonner, A., & Tolhurst, G. (2002). Insider outsider perspectives of participant observation. *Nurse Researcher*, 9(4), 7-19.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32-42.

Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.

Clair, N. & Adger, C.T. (1999). Professional development for teacher in culturally diverse schools. *Center for Applied Linguistics Digest.* Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. DO-FL-99-0008.

Connell J.P. & Kubisch, A.C. (1998). Applying a theory of change approach to the evaluation of comprehensive community initiatives: Progress, prospects, and problems. In, K. Fulbright-Anderson, A.C. Kubisch, & J.P. Connell, *New*

approaches to evaluating community initiatives: Volume 2, theory, measurement, and analysis. (pp. 15-44). Washington, DC: The Aspen Institute.

Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators.* Mahwah, NJ: Erlbaum.

Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches.* Thousand Oaks, California: Sage Publications.

Cross, K.P. (1981). *Adults as learners.* San Francisco, CA: Jossey-Bass.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism,* 19, 121-129.

Cummins, J. (1981). *The role of primary language development in promoting educational success for language minority students. In California State Department of Education, Schooling and language minority students: A theoretical framework.* Los Angeles, CA: Evaluation, Dissemination and Assessment Center.

Cummins, J. (1997). Cultural and linguistic diversity in education: A mainstream issue? *Educational Review*, 49(2), 105-114.

Dieckmann, J. (2003). *Learning through teaching: New patterns for teachers of English language learners.* San Antonio, TX: Intercultural Development Research Association.

Dieckmann, J. (2004). *Planning for English language learner success: Alternative responses in teaching learning to reducing achievement gaps.* San Antonio, TX: Intercultural Development Research Association.

Dong, Y, R. (2004). Preparing secondary subject area teachers to teach linguistically and culturally diverse students. *The Clearing House,* 77(5), 202-206.

Dong, Y.R. (2005). Getting at the content. *Educational Leadership*, 61(4), 14-19.

Dong, Y.R. (2006). Learning to think. *Educational Leadership,* 64(2), 22-26.

Doughty, C.J., & Long, M.H. (Eds.). (2003). *The handbook of second language acquisition.* Alden, England: Blackwell.

Echevarria, J. & Graves, A. (2002). *Sheltered content instruction: Teaching English-language learners with diverse abilities* (2nd ed.). Boston, MA: Allyn & Bacon.

Ellis, R. (1994). *Second language acquisition.* Cambridge, MA: Cambridge University Press.

Ellis, R. (1999). *Learning a second language through interaction.* Philadelphia, PA: John Benjamins Publishing Company.

Entwistle, N. (1988). Motivational factors in students' approaches to learning. In Schmeck, R.R., *Learning Strategies and Learning Styles. (*Ch. 2). New York, N.Y.: Plenum Press.

Gass, S.M. (1997). *Input, interaction, and the second language learner.* Mahwah, NJ: Lawrence Erlbaum.

Giroux, H. (1992). *Border crossings: Cultural workers and the politics of education.* New York, NY: Routledge.

Gellner, E. (1992). *Postmodernism, reason and religion.* New York, NY: Routledge.

Glaser, B.G., & Strauss, A.L. (1967). *The discovery of grounded theory: Strategies for qualitative research.* New York, NY: Aldine Publishing Company.

González, J.M. & Darling-Hammond, L. (1997). *New concepts and new challenges:*

Professional development for teachers of immigrant youth. McHenry, IL: Center for Applied Linguistics.

Gray, T & Fleischman, S. (2005). Successful strategies for English language learners. *Educational Leadership*, 61(4), 84-85.

Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English language learning in elementary classrooms.* McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.

Grunewald, M. (1999). The teaching of language learning techniques: Is it possible in Japan. Teacher belief, teacher action. Connecting Research and the Classroom. *Proceedings of the 25th JALT International Conference on Language Teaching and Learning*, USA, 47-53.

Harklau, L., & Norwood, R. (2005). Negotiating researcher roles in ethnographic program evaluation: A postmodern lens. *Anthropology and Education Quarterly*, 36, 278-288.

Hawkins, M.R. (2004). Researching English language and literacy development in schools. *Educational Researcher*, 33(3), 14-25.

He, A. (2000). The grammatical and interactional organization of teacher's directives: Implications for socialization of Chinese American children. *Linguistics and Educations*, 11, 119-140.

Hodder, I. (2003). The Interpretation of documents and material culture. In N.K. Denzin & Y.S. Lincoln, Collecting *and Interpreting Qualitative Materials.* (pp. 155-175). London, England: Sage Publishers.

Ibrahim, F.A. (1991). Contribution of cultural worldview to generic counseling and

development. *Journal of Counseling and Development,* 70, 13-19.

Jameson, J. (1998). *Enriching content classes for secondary ESOL students*. McHenry, IL and Washington, DC: Delta Systems and Center for Applied Linguistics.

Johnson, K.E. (2002). Second language teacher education. *TESOL Matters*, 12(2), 1-8.

Kanuha, V. K. (2000). "Being" native versus "going native": Conducting social work research as an insider. *Social Work*, 45, 439-447.

Kennedy, C. (1983). Language *planning and language education.* Boston, MA: Allen & Unwin.

Killion, J. (2002). *Assessing impact: Evaluating staff development.* Oxford, OH: NSDC.

Knowles, M.S. (1970). *The modern practice of adult education: Andragogy versus pedagogy.* New York, NY: Associated Press.

Kreuger R.A. (1988). *Focus groups: A practical guide for applied research.* London: Sage.

Kuhn, T. (1972). *The structure of scientific revolutions*. Chicago, IL: University of Chicago Press.

Kumaravadivelu, B. (2001). Toward post-method pedagogy. *TESOL Quarterly*, 35(4), 537-560.

Kutner, M. (1992). Staff development for ABE and ESL teachers and volunteers. *ERIC Digest.* Washington, DC: National Center for ESL Literacy Education.

Larsen-Freeman, D. & M. Long. (1991). *An introduction to second language acquisition research.* New York, NY: Longman.

MacIntyre, A. (1990).*Three rival versions of moral enquiry: Encyclopedia, genealogy and tradition.* South Bend, IN: University of Notre Dame Press.

Maxwell, J.A. (1996). *Qualitative research design: An interactive approach.* Thousand Oaks, CA: Sage.

McKerrow, R. E. (1989). Critical rhetoric: Theory and praxis. *Communication Monographs,* 56, 91-111.

Menken, K. & Antunez, B. (2001). *An overview of the preparation and certification of teachers working with limited English proficiency students.* Washington, DC: National Clearinghouse for Bilingual Education.

Meyer, L.M. (2000). Barriers to meaningful instruction for English learners. *Theory into Practice*, 39(4), 228-236.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook.* Thousand Oaks, CA: Sage.

Morgan D.L. (1988). *Focus groups as qualitative research.* London: Sage.

Newman, M., & Hanauer, D. (2005) The NCATE/TESOL teacher education standards: A critical review. *TESOL Quarterly*, 34 (3), 753-764.

Ovando, C.J., Collier, V.P., & Combs, M.C. (2003). *Bilingual and ESL classrooms: Teaching in multicultural contexts.* (3rd ed.). New York, NY: McGraw Hill.

Owen, R. (1982). Methodological perspective. *Educational Administration Quarterly*, 18(2), 1-21.

Pennsylvania Department of Education. (2005). *LEP count by district*. Retrieved September 27, 2007 from *http://www.pde.state.pa.us/esl/cwp/view.asp?a=3&Q=70150.*

Pennsylvania Department of Education. (2001). *Educating students with limited English proficiency (LEP) and English language learners (ELL). Basic*

Education Curriculars (Pennsylvania Code). Retrieved September 27, 2007 from http://www.able.state.pa.us/esl/lib/esl/BEC_portion_that_relates_to_HLS.doc

Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL Quarterly*, 33(3), 329-348.

Peshkin, A. (1988). Understanding complexity: A gift of qualitative inquiry. *Anthropology and Educational Quarterly*, 19, 416-424.

Pienemann, M. (1995). *Second language acquisition: A first introduction*. (Paper). Sydney, Australia: University of Western Sydney, National Language and Literacy Institute of Australia.

Porayska-Pomsta, K. & Pain, H. (2004). *Providing cognitive and affective scaffolding through teaching strategies: Applying linguistic politeness to the educational context*. Proceedings of the Intelligent Tutoring Systems Conference. Berlin, Germany: Springer.

Powell R.A. & Single H.M. (1996). Focus groups. *International Journal of Quality in Health Care,* 8(5), 499-504.

Pugh, J., Mitchell, M., & Brooks, F. (2000). Insider/outsider partnerships in an ethnographic study of shared governance. *Nursing Standard*, 14(27), 43-44.

Reagan T. (2002). *Language, education and ideology. Mapping the linguistic landscape of U.S. schools.* Westport, CT: Praeger Publishers.

Richards, J.C. and Rodgers, T.S. (2001). *Approaches and methods in language teaching.* New York, NY: Cambridge University Press.

Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*. 85(5), 401-406.

Rogers, C. (1966). Client-centered therapy. In C.H. Patterson, *Theories of counseling and psychotherapy.* New York: NY: Harper and Row.

Rogers, C. (1969). *Freedom to learn*. Columbus, OH: Merrill.

Rubinstein-Ávila, E. (2003). Facing reality: English language learners in middle school classes. *English Education,* 35(2), 122-136.

Seidman, I. E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* New York, NY: Teachers College Press.

Shohamy, E. (2001). Democratic assessment as an alternative. *Language Testing*, 18(4), 373-391.

Short, D.J. & Echevarria, J. (1999). The sheltered instruction observation protocol. *Educational Practice Report No. 3*. Santa Cruz, CA and Washington, D.C.: Center for Research on Education, Diversity, & Excellence.

Short, D. & Echevarria, J. (2005a). *Making content comprehensible.* (2nd ed.). Boston, MA: Pearson Education.

Short, D. & Echevarria, J. (2005b). Teacher skills to support English language learners. *Educational Leadership*, 61(4), 8-13.

Smith-Davis, J. (2004). The new immigrant students need more than ESL. *The Education Digest*, 69(8), 21-26.

Spaulding, S., Carolino, B., & Amen, K. (2004). Immigrant *students and secondary school reform: Compendium of best practices.* Washington, DC: Council of Chief State School Officers.

Spradley, J. (1979). *The ethnographic interview*. New York, NY: Holt, Rinehart and Winston.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Strauss, A. and Corbin, J. (1994). Grounded Theory methodology: An overview. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. (pp. 1-18). London, England: Sage Publications

Taylor, S. J., & Bogdan, R. (1998). *Introduction to qualitative research methods* (3rd ed.). New York, NY: John Wiley.

Tellis, W. (1997). Introduction to case study. *The Qualititave Report*. 3(2).

TESOL/NCATE Program Standards. (2003). *Teachers of English to Speakers of Other Languages, Inc.* Alexandria, VA: TESOL.

Tollefson, J. W. (1991). *Planning language, planning inequality.* London, England: Longman.

U.S. Department of Education, Office of Elementary and Secondary Education. (2002). *No Child Left Behind: A Desktop Reference*. Washington, DC: Office of Elementary and Secondary Education.

Walqui, A. (2000) Contextual Factors in Second Language Acquisition. *Eric Digest.* Washington DC: ERIC Clearinghouse on Languages and Linguistics.

Ward-Schofield, J. (1993). Increasing the generalizability of qualitative research. In M. Hammersley (Ed.), *Social research: Philosophy, politics & practice*. (pp. 200-225). London, England: Open University/Sage.

Watts-Taffe, S. & Truscott, D.M. (2000). Focus on research: Using what we know about language and literacy development for ESL students in the mainstream classroom. *Language Arts*, 77(3), 258-265.

Weiss, C. (1995). *Nothing as practical as good theory: Exploring theory-based*

evaluation for comprehensive community initiatives for children and families. Washington, DC: The Aspen Institute.

Whaley, J. (1987). *Organizational excellence: Stimulating quality and communicating value.* Lexington, MA: Lexington Books.

White, K. (2000). *Maintaining meaning in life: The central challenge for palliative care practice*. Unpublished doctoral thesis, University of Sydney, Sydney, Australia.

Williams, J.A. (2001). Classroom conversations: Opportunities to learn for ESL students in mainstream classrooms. *The Reading Teacher,* 54(8), 750-757.

Williams Valley School District. (2006, February). Program description. Retrieved September 28, 2007 from *http://wvschools.net.*

Williams Valley School District. (2003). *ESL Program Guide.* Unpublished manuscript, Williams Valley School District.

Willis A.I., Garcia, G.E., Barrera, R., & Harris, V.J. (2003). *Multicultural issues in literacy research and practice.* Mahwah, NJ: Lawrence Erlbaum Associates.

Wirt, F., & Kirst, M.W. (1997). *The Political Dynamics of American Education.* Berkeley, CA: MacCutchan Press.

Yin, R.K. (1989). *Case study research: Design and methods*. Newbury Park, CA: Sage.

Youngs, C. & Youngs, G.A. (2001). Predictors of mainstream teachers' attitudes toward ESL students. *TESOL Quarterly*, 35, 97-120.

Appendix A
Focus Group Informed Consent

You are invited to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you are a mainstream content area teacher who has participated in ESL staff development at Williams Valley School District.

The purpose of study is to understand how school districts are contending with practical implications of ESL staff development, as well as provide a critical analysis that will contribute to future ESL staff development and add to what is known about ESL teacher training within a particular institutional setting. Participation in this study will require approximately 60 minutes of your time. You will be asked to join several other individuals in a group to respond to a series of questions about your participation in past ESL staff development initiatives. The information gained from this study may help better understand the future needs of ESL staff development initiatives.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the Project Director. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence. Your responses will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

If you are willing to participate in this study, please sign the statement below and return to the Project Director in the enclosed envelope. Please keep the additional unsigned copy. If you choose not to participate, please return both unsigned copies in the enclosed envelope. Thank you for your consideration of and/or participation in this study.

Project Director:
Mrs. Holly S. Niemi
Primary Investigator
English: Composition & TESOL
22 Brownell Street
Pittsburgh, PA 15232
Phone: 412.621.3928

Faculty Advisor:
Dr. David I. Hanauer
Faculty Sponsor
English: Composition & TESOL
215D Leonard Hall
Indiana, PA 15705
Phone: 724.357.2274

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724.357.7730).

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this form to keep in my possession.

Name (PLEASE PRINT) _____

Signature_____ Date_____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

_____ _____

Date Investigator's Signature

Appendix B
Participant Background Questionnaire

This 10-question assessment is designed to gain information into your teaching background. The goal is to gain insight into your involvement in ESL staff development initiatives. Some questions will require you to write a response, where as others, you will need to circle. All information requested is intended for the purpose of analysis only and will be handled in a confidential manner.

1. Name _____ 2. Gender: **Male / Female**

3. Race: **Afro-American, Asian, Caucasian, Hispanic, Native-American, Other.**

4. Please indicate your area(s) of certification: _____

5. Please indicate your years of service in education: **0-5 6-10 10-15 15-20 20-25 25+**

6. In the past 5 years, what area(s) has your teaching assignment included?

Elementary Education	**English**	**Fine Arts**	**Foreign Language**
Industrial Arts	**Information Management**	**Home Economics**	**Mathematics**
Physical Education	**Science**	**Social Studies**	**Special Education**

Other:_____

7. In the past 5 years, what grade level(s) has your teaching assignment included?

Pre-K K 1 2 3 4 5 6-8 9-12

8. Please indicate any undergraduate or graduate ESL teacher training:

_____

9. Have you had ESL staff development between 2000-2005 provided by WVSD? **Yes No**
If yes, please explain:

_____

_____

10. What is your "comfort level" when instructing ESL students in the mainstream? 1 2 3 4 5
(1 = low/uncomfortable 5 = high/confident)

Appendix C
Focus Group Questions

Introductory Comments: Please respond to the questions in terms of your present concerns and past involvement, or how you feel about ESL staff development initiatives. We do not hold to any one definition of this, so please think of it in terms of your own perception of what it involves. Please remember to respond to each question in terms of your own involvement with the ESL Staff Development Initiatives.

Journaling Portion of Focus Group

Directions: peruse the ESL staff development handouts from 2000-2005, answer the following questions.

1. What was memorable?
2. What was helpful?
3. From the training, have there been any changes in your classroom instruction?

Focus Group Discussion Questions

1. How has the ESL staff development prepared mainstream teachers?
2. How concerned are you about the time spent planning for ESL students in the mainstream classes?
3. What was the most memorable staff development for you for ESL?
4. What kind of follow-up conducted with any of the ESL in-services training?
5. To what extent are you satisfied with the ESL staff development?
6. What would you like to see conducted in the future?

Appendix D
Administrator Informed Consent

You are invited to participate in this research study. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you are an administrator who has participated in ESL staff development at Williams Valley School District.

The purpose of study is to understand how school districts are contending with practical implications of ESL staff development, as well as provide a critical analysis that will contribute to future ESL staff development and add to what is known about ESL teacher training within a particular institutional setting. Participation in this study will require approximately 60 minutes of your time. You will be asked respond to a series of questions about your participation in past ESL staff development initiatives. The information gained from this study may help better understand the future needs of ESL staff development initiatives.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the Project Director. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence. Your responses will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

If you are willing to participate in this study, please sign the statement below and return to the Project Director in the enclosed envelope. Please keep the additional unsigned copy. If you choose not to participate, please return both unsigned copies in the enclosed envelope. Thank you for your consideration of and/or participation in this study.

Project Director:
Mrs. Holly S. Niemi
Primary Investigator
English: Composition & TESOL
22 Brownell Street
Pittsburgh, PA 15232
Phone: 412.621.3928

Faculty Advisor:
Dr. David I. Hanauer
Faculty Sponsor
English: Composition & TESOL
215D Leonard Hall
Indiana, PA 15705
Phone: 724.357.2274

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724.357.7730).

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this form to keep in my possession.

Name (PLEASE PRINT) _____

Signature_____ Date_____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

_____ _____

Date Investigator's Signature

Appendix E
Administrator Interview Questions

Introductory Comments: Please respond to the questions in terms of your present concerns and past involvement, or how you feel about ESL staff development initiatives. We do not hold to any one definition of this, so please think of it in terms of your own perception of what it involves. Please remember to respond to each question in terms of your own involvement with the ESL Staff Development Initiatives.

1. From an Administrator's point of view, what does ESL teacher training look like?

2. What kind of staff development do you see for mainstream teachers?

3. What are your major goals and objectives when you provide staff development regarding ESL for mainstream teachers?