

2020

Administrators' Perceptions of Arts Integration and Literacy Support for Elementary English Language Learners

Renee Marie Nebolon
Walden University

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Renee Nebolon

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Dr. Shelly Arneson, Committee Chairperson, Education Faculty
Dr. David Weintraub, Committee Member, Education Faculty
Dr. Laura Siaya, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

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Administrators' Perceptions of Arts Integration and Literacy Support for
Elementary English Language Learners

by

Renee Marie Nebolon

MAEd, San Francisco State University, 2014

BFA, University of Southern California, 1978

Project Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

December 2020

Abstract

In a suburban California elementary school characterized by significant numbers of English language learners (ELLs), school and district personnel were concerned that literacy among these elementary students remained low despite a recent district focus on literacy. This qualitative study addressed the problem of elementary ELLs not achieving the literacy skills necessary for success in English Language Arts (ELA) courses in school. The purpose of this study was to examine administrators' perceptions on implementing arts integration (AI) as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of AI. Guided by Vygotsky's theory of creativity relating art, learning, and development, research questions were designed to address the purpose of this study. Purposive sampling was used and included 7 administrators who met the criteria of having worked with elementary ELLs and had knowledge of ELA and English language development standards. Using a basic design, data collection was done via semistructured, face-to-face interviews, and responses were analyzed and coded. Key results included the need for literacy support of elementary ELLs, professional development for administrators in language acquisition and AI, and administrative support for successful AI. A 3-day professional development project was designed to address, support, and advance the literacy of elementary ELLs. This project will spur positive social change by providing schools with evidence-based AI instructional support, resulting in improved literacy among elementary ELLs.

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Dedication

I dedicate this dissertation to my family. This goal of completing an EdD was the last goal my beautiful and intelligent sister Dr. Monique Nebolon knew I set. She and my dad, Dr. Joseph Nebolon remained a powerful source of inspiration and they have been with me in spirit. They, along with my brother-in-law, the amazing David Pendlebury, made me believe in myself. My children encouraged me as I set goals and completed this journey past the usual age of scholarly goals. I had to complete this journey to show that learning never needs to end and difficult goals can be set even later in life. Drs. Shelly Arneson and David Weintraub, your encouragement and contributions gave me the needed confidence during the challenging times when I really couldn't see the end. Dr. Laura Siaya, thank you for holding the bar high and offering encouragement during this final year. To my husband, Brooks, you were supportive and solid through the many, many days when all I did was write and research. Thank you for simply being there and believing in me. And finally, to Hazel Mae, who quietly did her 'work' alongside me and reminded me of the sweetness life has to offer. I hope that my research will provide the call to social action, serving and supporting those who need a voice for equitable education.

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Section 1: The Problem

Introduction

Obstacles that English language learners (ELLs) encounter include adapting to a new language and understanding specialized language found in both grade-level text content and the academic language used in the classroom by teachers and peers. Academic language found in textbooks can be complex, particularly for second language learners (Shim, 2014). The expectations of academic language, combined with limited English proficiency, have resulted in increased difficulty for ELLs to succeed in school (Haneda, 2014). The struggle to learn academic language specific to core subjects is compounded for students who have limited exposure to academic English models outside of the school environment. Research in this area has demonstrated that ELLs require several years of specialized English-language support before they can be successful in meeting demands in the content areas (Cummins, 2014). If instruction is going to be effective, causal factors (e.g., primary language, caregivers) need to be acknowledged (Cummins, 2014; Townsend, Filippini, Collins, & Biancarosa, 2012). Although simply acknowledging the need is not enough, it can set the tone for further discussion regarding primary language and caregivers for these students. For many of these students, literacy in academic English is critical to their success in school and impact achievement (Thomas, Singh, Klopfenstein, & Henry, 2013).

Local Problem

At the local school site, ELL scores on the California Assessment of Student Performance and Progress for Grades 3 through 6 showed that no elementary ELLs have

exceeded standards in English Language Arts (ELA) for the 2017-2018 school years. Not only are local school site elementary ELLs demonstrating low achievement, district-wide elementary ELLs also fail to meet or exceed standards of literacy, according to the local control and accountability plan. Thus, ELLs are not meeting ELA standards, a trend that continues with each grade level, illustrating the problem this study addressed: Elementary ELLs are not achieving the literacy skills necessary for success in ELA courses in school.

The number of ELLs in this large, suburban northern California school district is significant in that 46% of the total district enrollment in excess of 10,000 are ELL students. Most of these students speak Spanish as their first language. Under the previous No Child Left Behind (NCLB) Act of 2001 mandates, the school was classified as Title 1 with approximately 75% of students qualifying for free or reduced meals.

District and site administration acknowledge the need to strengthen efforts to support the literacy of ELLs (English Language Advisory Committee [ELAC], 2018). ; District English Learner Advisory Committee [DELAC], 2017). Recent district administrative team meetings continue to reassess and prioritize the needs of ELLs and teachers in order to support academic content and literacy. Declining scores over time at the local elementary school site (Table 1) have further prompted school administrators to focus on meeting the needs of all elementary ELLs by strengthening and increasing literacy. Table 1 shows that there was a score increase in 2017 for third and fourth grades but then fell to below 2016 scores in 2018 (California Department of Education, 2019).

Table 1

California Assessment of Student Performance and Progress English Language Arts Assessment Results for Elementary English Language Learners in Standards Met Category

| Standards Met: Level 3 English Language Arts | School Year | | |
|---|-------------|------|------|
| | 2016 | 2017 | 2018 |
| Third grade | 10% | 12% | 9% |
| Fourth grade | 6% | 15% | 3% |
| Fifth grade | 10% | 0% | 0% |
| Sixth grade | 7% | 0% | 0% |

Elementary ELLs have unique learning needs, often developing proficiency in two languages (Wallner, 2016). But opportunities to engage in academic language in the classroom are often neglected as districts place emphasis on reading as compared to oral skills (Brouillette, Grove, & Hinga, 2014). At this local elementary site, ELLs display a range of language needs and academic ability levels. Additionally, many ELLs come from homes in which English is not the first language of parents or caregivers. For this reason, school plays a primary role in their exposure to English in academic and social structures (Shim, 2014).

Working to provide a framework for continuous improvement, elementary site administrators have developed plans to realize future goals that will support the growth in the literacy of elementary ELLs. For ELLs, academic language is an area that needs improvement. Building additional systems of support for students that respond to their literacy needs of ELLs is crucial for success. For instance, elementary ELLs have shown greater gains on the California English Language Development (ELD) Test when they were exposed to higher levels of arts integration (AI) than ELL students who have less or

no exposure to AI (Brouillette, 2012; Brouillette, Grove, et al., 2014).

During an ELAC meeting, it was acknowledged that there is still more that needs to be done at all grade levels for ELLs to be school, college, and career ready. District goals, as stated in the local control and accountability plan and ELAC (2018) identified all ELLs' progress in ELA as an area of greatest need. Title III Accountability for School Data shows that long-term English learners (more than 5 years of ELD instruction) continue to need high levels of support (Hill, 2019). Site staff are responding to the needs of the ELL population by building systems of support. These include needs-based groupings both in the classroom that specifically target gaps in learning for each student and in an ELD setting with the specialist. Teachers are encouraged to meet with the ELD specialist to highlight ways to support instruction for ELLs (ELAC, 2018).

Based on a shared analysis of district needs for ELLs, the development, implementation, and assessment of learning structures into the ELA curriculum could be beneficial for ELLs (ELAC, 2018). Learning structures under consideration include art and Visual and Performing Arts (VAPA) programs (ELAC, 2018). There is not enough time for art and core curriculum in the classroom, and combining the two can alleviate the competition (Martin, Mansour, Anderson, Gibson, & Liem, 2013).

Currently, there has not been a study to understand perceptions of arts integration at the local elementary school site or district. The district has acknowledged literacy support through such additions as VAPA is viable, and the opening of a STEM (Science, Technology, Engineering, and Math) elementary school within the district confirms the commitment to one school site. However, with multiple elementary schools within the

district, the need for literacy support continues. With significant numbers of ELLs in classrooms, (37% at the local site, 46% district-wide), exploring art initiatives may be worthwhile. The results of this study could provide data that would encourage and support options to advance the literacy of students.

Rationale

At the research site, ELLs perform below grade level in ELA state assessments and in the classroom. Elementary ELLs have not been achieving the literacy skills necessary for success in ELA courses in school. In the specific school where this study took place, 37% of the population are ELLs, significant in a school of 823. Exploring strategies that address the specific literacy needs of ELLs' educational requirements can promote the overall success of these students. Strong literacy skills factor contributes directly to academic achievement for ELLs (Ramirez & Jimenez-Silva, 2014). Limited English proficiency and lack of academic vocabulary are leading factors influencing ELL students' outcomes for college and career (Sheng, Sheng, & Anderson, 2011; Shim, 2014).

This learning gap among students within the district has prompted administrators, educators, and stakeholders to focus on the strategies and skills necessary to support the literacy of ELLs (ELAC, 2018). The local control accountability plan within the district communicates actions to the local educational agency, the school, to support student outcomes and performance. This 5-year plan is reviewed and updated in its second and third years. Within the local educational agency plan, the school has allocated funds for the arts, and it would be the administrator of the site to determine what support for ELLs

could look like. The School Board District Goal 1 in the annual update for the local control and accountability plan was that all students are grade-level proficient in literacy, numeracy, and 21st century skills, and Goal 4 stated the need to improve proficiency for ELLs specifically. The site's short-term goal is to increase the percentage of students who achieve mastery of the standards by 5% in ELA as measured by district benchmarks. A review of several actions of the local control and accountability plan within these goals demonstrates that district stakeholders are acknowledging the need for ELL support for educators and students (ELAC, 2018).

Social and academic changes for ELLs may occur as ELLs improve their communication skills through literacy, helping them to thrive in a school environment (Brouillette, 2012; Robinson, 2013). But for academic success, students need to be engaged in their learning. Providing elementary students with choices that incorporate creativity enhances students' learning (Green & Kindseth, 2011; Rufo, 2011). Art involves and engages students in their learning (Brouillette, Grove, et al., 2014).

By including administrators, onsite and off-site, data were gathered to inform and understand their perceptions of visual arts and literacy support. The purpose of this study was to examine administrators' perceptions on implementing arts integration as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of arts integration.

Definition of Terms

Achievement gap: Refers to a significant disparity in academic performance between groups of students, such as EO and ELLs (Brown, Benedett, & Armistead, 2010;

California Department of Education, 2017; National Center for Educational Statistics, 2016).

Arts integration (AI): The blending of core content subjects with the arts (Baker, 2013). These can include the visual and performing arts.

Common Core State Standards: Academic standards in mathematics and ELA/literacy. These learning goals are what each student is expected to learn K-12 (Common Core State Standards Initiative, 2019).

District English Learner Advisory Committee (DELAC): A district level advisory committee with parent representatives from each school that advises the district's school board on programs and services for English learners.

Elementary school: In this study refers to the first part of a child's education between 5 and 11 years old, Grades 1 through 6. Transitional kindergarten and kindergarten are often included in the elementary setting.

English Language Advisory Committee: A site level committee that advises the principal and school staff on programs and services for English learners.

English language development (ELD): Refers to a specific program of English language instruction targeting the English learner students' identified level of language proficiency. This program is implemented and designed to support and promote second language acquisition in the areas of listening, speaking, reading, and writing (California Department of Education, 2016a).

English language learners (ELLs): Students who report a primary language other than English on the Home Language Survey. On oral language assessments for literacy,

these students have shown to lack the English language skills of listening comprehension, speaking, reading, and writing necessary to be successful in the school's regular instructional programs (California Department of Education, 2016a).

Literacy: Defined by the United Nations Educational, Scientific and Cultural Organization as having the skills to identify, understand, interpret, create, and communicate, using printed and written materials aligned to grade level subject matter (United Nations Educational, Scientific and Cultural Organization, 2017).

Local control accountability plan: Communicates actions to the local educational agency to support student outcomes and performance.

Science, Technology, Engineering, Art, Math (STEAM): An educational approach that incorporates the arts into the original STEM program. It can include any of the visual or performing arts, design, painting, writing, and photography (<https://whatis.techtarget.com/definition/STEAM->)

Title I: Schools that must meet the definition and requirements for students to be eligible to receive funds. This federal program of the Elementary and Secondary Education Act (ESEA) provides financial support to local educational agencies and schools with high percentages of children from low-income families (U.S. Department of Education, 2019).

Visual arts: Include, but are not limited to drawing, painting, photography, sculpture, and works in wood, paper, and other materials (Arts Education, 2013; National Arts Education, 2014).

Visual and Performing Arts (VAPA): Standards for California include the four art disciplines: theatre, visual art, dance, and music (California Department of Education, 2016a).

Significance of the Study

The significant number of ELL students and the continued low literacy performance within this group have prompted district and school administration to focus on skills necessary to support literacy. The declining scores for ELLs as represented in ELA standardized tests for this local setting are a symptom of the larger problem of literacy for ELLs within the district and indicate a need to study a possible strategy to support ELL literacy (see Table 1). The local control and accountability plan for 2017-2020 has four over-arching goals that have targeted actions to specifically support ELLs. In the local control and accountability plan, Goals 3 and 4 are the most specific goals for this study. Goal 3 stated that ELLs will be successful through the development of targeted systems of support and provides VAPA opportunities at the elementary level. Improving the English proficiency and academic achievement of English Learners is the fourth goal, with professional development (PD) on effective engagement strategies to scaffold and support ELLs.

The California Department of Education (2016b) aids local schools and districts to achieve the following goals that ensure English learners have opportunities to acquire proficiency in English and that they are exposed to the same grade-level rigor in the academic standards as all students. In effect, meeting these goals will improve the achievement of English learners from their fluent English-speaking peers. To accomplish

these goals, ELD instruction is provided to ELLs specific to their proficiency level and needs; however, adding a new component to the curriculum may also provide support to the ELD program already in place. The purpose of this study was to examine administrators' perceptions on implementing arts integration as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of arts integration. As curriculum leaders, district and school administration, along with site stakeholders, will make the decisions for the school that will support the local problem.

The resulting research may also be useful for stakeholders in providing appropriate in-service and PD in implementing arts integration to support the teachers' continued learning and improve student-learning outcomes (Bradshaw, 2015). For the district and each school within the district, goals are clearly stated in the local control and accountability plan and school accountability report card reports. These goals are aligned with specific actions to achieve each goal for ELLs, identified by the district as a priority.

Research Questions

Based on declining literacy rates of ELLs, the local school faces challenges regarding ELLs and literacy support beyond the core curriculum. The following research questions drove this study and were answered through the collection of qualitative data derived from open-ended interviews of site and district administrators:

RQ 1: What are administrators' perceptions of how arts integration may support the literacy of elementary ELLs in ELA courses?

RQ 2: What do administrators perceive as challenges for arts integration in the local elementary school?

RQ 3: What are administrators' perceptions of their role regarding the successful integration of the arts in the classroom to support the literacy of elementary ELLs?

The literature review that follows addresses the literacy issues of ELLs and what measures or initiatives have been taken by other school districts that are struggling with similar achievement gaps. Also reviewed will be previous research that used arts-integrated programs. Although many studies support arts integration in efforts to increase the literacy of ELLs, this review includes research that is cautionary in leaping to conclusions regarding arts integration and literacy.

Review of the Literature

The Walden University library database supplied the bulk of literature sources for this review. Along with traditional library searches, Google Scholar, the Internet, and ProQuest were search engines I utilized. Key terms for the review were *achievement, diversity, English learners, literacy, visual arts, testing, curriculum, and visual arts*. Most of the peer-reviewed articles are within the 5-year window and considered current. To create a solid foundation and expand the knowledge base for the review, older literature was included as well. Reference lists from each article were reviewed to identify additional resources that may support the literature review. Finally, books were purchased from Hattie and Gardner to gain further understanding of content.

The review of literature built from the initial concept of literacy for the research and continued to the supporting literature that demonstrated the need for this research to

be realized. Literature used in the review constituted evidence of the problem in the local setting this study addressed: Elementary ELLs are not achieving the literacy skills necessary for success in ELA courses in school.

Conceptual Framework

Vygotsky's theory of creativity was used as the conceptual framework for this study. He suggested that creativity plays a vital role in the formation of other higher cognitive functions for children that include language and conceptual thinking (Lindqvist, 2003; Vygotsky, 1978). His theory further supported the importance and influence of art education and its connection with increased reading comprehension (Vygotsky, 1962, 1978). Vygotsky (1978) argued that art education may have an important role during the formative years of childhood. Based on his theories of child development and imagination, Vygotsky (1962) considered artistic involvement and imagination as necessary for linking artistic thinking and symbolic language, suggesting that art could be an alternative means for children to explore language, which is essential for bilingual and non-English students. His work supports the theory that during this critical time for children, visual representations help students make connections and encourage the development of higher order cognitive skills necessary for fluency (Poldberg, Trainin, & Andrzejczak, 2013). Extending Vygotsky's social nature of learning and construction of knowledge to ELLs as they work toward literacy and fluency, children's learning experiences are enriched through an arts-based approach to curriculum (Bryce, 2012). An arts-integrated program can advance the development of children's imagination and, in turn, support language development (Wherland, 2012).

Further, Vygotsky (1978) described the role of teachers in the learning process as central. Other current researchers have also supported the notion of the teacher-student relationship, stating that learning and instruction influences language development (Hattie, 2016; Miller, 2015). Administrators and teachers have the power to control the narrative in a school setting (Hattie & Zierer, 2018). Vygotsky's theory of learning supports existing models of instruction and learning. In the classroom, the teacher influences the student, but students also influence teachers. Vygotsky's theory is also applicable to teachers and their learning and development (Shabani, 2016).

Bilingual and non-English speaking students (ELLs) need to access language experience opportunities through different systems of learning that arts integration may provide. Looking through the lens of Vygotsky (1978), the integration of art in schools may serve as a springboard from non-verbal to verbal expression; visual representations create connections between artistic expression and verbal expression. As Vygotsky suggested, art play mediates the learning of children. In play, they are free to say and do things they are not yet confident with; therefore, concepts of language and literacy are built in an organic setting without the self-consciousness that can prevail during a more structured classroom activity. Further, the addition of the arts encourage problem solving, cooperative learning, and learners can complete more complex tasks when creativity is incorporated into the curriculum (Miller, 2015). Interpreting Vygotsky's rationale for entwining the arts with instruction, this study considered the perceptions of administration regarding AI and literacy in this local school setting.

Review of the Broader Problem

There is substantial research on the gap in academic performance and critical literacy issues for ELLs in grades kindergarten through Grade 12. This review considered literature regarding the language proficiency among elementary ELLs in Grades 3-6. Explored in this review are the topics of perceptions, theories, and use of arts integration in the classroom. Most of the research suggested the benefits of arts integration on literacy for ELLs. Research that demonstrates questionable benefits of arts integration on literacy is scarce, leaving a gap to be filled by future research. This review examined both sides and considered the needs of elementary ELLs and the possibilities AI may have for literacy going forward. This study targeted achievement gaps in literacy and ELA for the elementary ELL population Grades 3-6, as indicated by district standardized tests for students whose primary language is other than English. Also considered was literature regarding the administrative support for an arts-integrated curriculum and strategies for implementation.

Following the literature trail, teacher support was discussed as vital for any initiative to be successful and collaboration among teachers can be challenging. For example, in their study, May and Robinson (2016) reported that perceived benefits of arts integration had an overall positive academic and social impact on students. Concerns included administrative support and professional development (May & Robinson, 2016). Also impacting integrating the arts is elementary teachers' self-efficacy regarding their ability or experiences with the arts. Battersby and Cave (2014) stressed the importance for classroom teachers to reflect a positive perception to their students when teaching any

of the arts and to take it as seriously as core subject matter.

Legislation on Education for America's English Language Learners

In 2002, The Reauthorization of the Elementary and Secondary Education Act closed the legal gap for ELLs. In this rewrite, states, districts, and schools were now required to provide the same education to ELLs that was provided for every other student. (Dixon, 2017; Frymark, 2017). It became the responsibility of each state to establish learning standards for increasing ELL proficiency levels in the four domains: listening, speaking, reading, and writing. Following the authorization in 2002 of NCLB, choice and accountability dominated educational reform. Educational policy was increasingly linked to high-stakes testing (May & Benner, 2016). Thirteen years later, schools felt the repercussions of NCLB: They had not met the intended goals of NCLB, and arts education in school districts has been negatively affected (May & Brenner, 2016). NCLB demanded that schools increase test scores but did not require curriculum or raise standards. Thus, the Every Student Succeeds Act (ESSA, 2015) moved away from the one-size-fits all approach of NCLB.

The goal of ESSA was to advance equity by upholding protections for America's disadvantaged students. ELLs were included in this demographic. Resources and supports for students were to be maintained at all schools. The ESSA required that all students be taught to rigorous college-and-career ready academic standards. Information regarding their progress and performance was to be shared annually with educators, families, students, and communities through statewide assessments. For the first time, the law

asked states to consider the progress of all of their English learners toward English language acquisition in the context of their Title I plans.

Arts Integration

Arts integration is the blending of core content subjects with the arts (Baker, 2013), which includes VAPA. Arts integration is an instructional approach to teaching in which students construct and demonstrate academic understanding through art (Silverstein & Layne, 2010). AI is also a strategy for developing students' individual competencies for learning (Biscoe & Wilson, 2015). An example of an arts-integrated science lesson at the elementary level includes a lesson focused on the stages of a butterfly, where students performed the stages versus having the typical class discussion, writing about them, or responding to a test (Sulentic Dowell & Goering, 2018). Research has documented the positive impact of arts integration on academic achievement, connecting benefits of arts learning and other subjects (Burnaford, Aprill, & Weiss, 2013). Using the arts as the vehicle for integration and academic accessibility for all students provides avenues for students to connect and access learning in meaningful ways (Brouillette, Childress-Evans, Hinga, & Farkas, 2014; Dewey, 1938; Gardner, 2006). This approach to teaching can serve as a bridge to other subject areas and meet learning objectives in both.

The arts are valued for their contributions to education, and there have been studies that demonstrated a positive relationship between their use and academic performance. Findings from Baker's (2013) study showed that arts-based instruction promoted greater understanding of how the arts support literacy in the classroom.

Additionally, research has shown that the inclusion of the arts into the curriculum can increase critical thinking and comprehension, and participants in these programs tend to experience greater levels of academic achievement (Bowen, Greene, & Kisida, 2014; Garcia, Jones, & Isaacson, 2015; Kisida, Bowen, & Greene, 2016). In an experimental study lasting 3 years, 95% of the teachers reported that AI supported student progress in literacy, and 88% noted that visual arts specifically had a positive effect on students' literacy (Saraniero, Goldberg, & Hall, 2014). Hicks (2013) posited that a rich experience in the arts benefits all students and that ELLs show significant gains in literacy when exposed to the arts. Arts integration provides a connection that can engage students and promote learning (Burnaford et al., 2013), which requires students to use higher order thinking skills to further understand academic content (Robinson, 2013). Therefore, when arts are an additional component to the curriculum, there is a link to academic performance. AI can add valuable learning opportunities, providing links to curriculum and supporting best practice for teaching and learning.

Over the past decade, the U.S. Department of Education supported the enhancement of classroom models that demonstrated effective integration and strengthening of the arts in the core elementary school curricula (Walker, Tabone, & Weltsek, 2011). AI not only strengthens learning but also creates a positive instructional environment for students (Walker, Finkelstein, & Bosworth, 2011). Recognizing that the arts can be part of any curriculum can strengthen all aspects of teaching and learning (Brown & Sax, 2013; Poldberg et al., 2013). Using an integrated curriculum provides accessibility for students to make connections while learning (Dewey, 1938). Since ELLs

have varied backgrounds and experiences, it is important to provide alternate ways to enhance and encourage learning.

Creativity can be applied across all grade levels and developed in courses that represent challenges for ELLs (Piske et al., 2017). Arts integration could be considered as one of the viable alternatives to support literacy. Researchers have noted the possible benefits an art-integrated curriculum can have on learning for disadvantaged students (Cunnington, Kantrowitz, Harnett, & Hill-Ries, 2014; Goff, & Ludwig, 2013; Robinson, 2013). ELLs have thrived in classrooms where arts-integrated learning experiences were occurring. The arts may provide ELLs avenues for students to approach problems analytically, developing critical thinking skills necessary for college and career readiness. These young ELLs need opportunities to engage in academic talk.

The Diversity of English Language Learners

Although ELLs share common characteristics of skill development in at least two languages, ELLs represent an array of linguistic, religious, racial, ethnic, and cultural diversity (Kim, Lambert, & Burts, 2018). The needs of ELLs vary from school to school and group to group. Despite the variances of needs these students exhibit, ELLs are often studied as an aggregate group (Espinosa, 2015). This study targeted achievement gaps in literacy and ELA courses for the elementary ELL population Grades 3-6, as indicated by district standardized tests for students whose primary language is other than English. Furthermore, nuanced differences among ELLs were taken into consideration as were literature regarding arts-integrated curriculum and strategies.

Much has been written about arts integration and its benefits on literacy for the

diverse population of ELLs (Dixon, 2017; Greenfader & Brouillette, 2017; Marshall, 2014). Not all ELL students fit a common mold (Heritage, Walqui, & Linquanti, 2015). First, the amount of time spent in the United States varies, as some of these students have recently arrived, others may have been here several years, and others may have been born in the United States with parents who emigrated and speak another language. Under consideration is also prior school exposure in another country that represents different experiences for each student. The language status among students is another variable. Students speak in their native language or may be bilingual or multilingual in languages other than English (Kim, Lambert, & Burts, 2013). Their exposure to English for these emergent language learners varies as well, impacting learning. Finally, different ethnic groups represent differences in ancestry, culture, and language and can impact the way a student learns (Heritage et al., 2015). Each of these factors must be considered by the classroom teacher and, based on this range of differences, individual learning needs may be present as well (Kim et al., 2013). Thus, ELLs are defined as students requiring special attention (Samson & Collins, 2012).

Growing numbers and low-performance relative to their non-EL peers and cultural backgrounds increases the urgency of response to language interventions. According to the National Center for Education Statistics (2018), the number of children entering school who speak a language other than English has increased over the last decade. In the United States, 10% of the total student population are second language learners and make up its most rapidly growing sector (National Center for Education Statistics, 2018). California reported the highest percentage of ELLs among its public

school students, at 21% (California Department of Education, 2016a).

Achievement Gap

Achievement gaps happen when one group of students (race/ethnicity, gender) consistently outperforms another group and the difference in scores between the two groups is statistically significant (National Center for Education Statistics, 2018). To address educational disparities, it is important to understand what conditions prevent ELLs from accessing and benefitting from educational opportunities. Typically, ELLs are enrolled in English-only schools and teachers accommodate all students. Compounding the problem of overall achievement for ELLs are the state assessments, which are usually given in English, resulting in most ELLs underperforming on federal and state standards (Frymark, 2017).

The achievement gap that exists between White and minority students has been a problem that persists in education (Williams, 2011). Researchers have noted that low socioeconomic status populations are those with the highest numbers of ELLs (Garcia et al., 2015). More than a decade after the implementation of the NCLB Act and the new ESSA initiative, concerns continue that academic needs of socioeconomic status/ELL students are still not being met (Kraehe & Acuff, 2013; Ludwig, Boyle, & Lindsay, 2017). Socioeconomic status and ELL data are significant because many minority students at the study site are in this category, and these groups demonstrate similar literacy issues in standardized testing results.

As schools make efforts to narrow the achievement gap, integrating and strengthening arts instruction can contribute to students' achievement in language arts

(Walker, Finkelstein, et al., 2011; Walker, Tabone, et al., 2011). Students who have such a program available experience a higher performance on achievement tests than students who do not have a similar exposure (Cirillo, DeMuro, & Young, 2008; Miller & Hopper, 2010). However, not all districts and schools are equal in providing art opportunities to students. Students living in rural areas are provided with lower levels of arts education than urban school districts, contributing to the gaps in achievement (Cirillo et al., 2008). Though research has documented the positive impact of arts integration on academic achievement, connecting benefits of arts learning and other subjects (Burnaford et al., 2013), bridging the achievement gap could be difficult for some schools that have limited access to additional resources (Huang & Sebastian, 2015).

Arts and Academics

Current research articulates several benefits of arts integration. Lilliedahl (2018) noted the importance of a multi-modal approach to teaching and included the integration of arts as crucial. Interestingly, Lilliedahl referred to the arts as a ‘second language’ in that it may increase communication and interactions within the classroom (2018). Data from previous studies provide a compelling reason to integrate art into core curriculum by providing evidence-based practice and frameworks to support inclusion of learning strategies (More, Spies, Morgan, and Baker, 2016). An arts curriculum implementation may strengthen academic achievement (Scott, Harper, & Baggan, 2012). Amorino (2008) and Brouillette (2012) further supported the idea that arts integrated activities can help students fully understand academics when traditional education practices used in classrooms are not effective.

How well an arts-integrated curriculum can boost the literacy skills of students is open for discussion, but there are studies that show the promise of support for these young learners (Brouillette, Childress-Evans et al., 2014; Dixon, 2017). Results from tests consistently demonstrate that English learners do not have the skills to receive knowledge without intervention (Roeger & Kim, 2013; Snyder, Klos, & Grey-Hawkins, 2014). In separate small group studies, Catterall, Dumais, and Hampden-Thompson (2012) noted that children who participated in AI programs demonstrated higher levels of academic outcomes when compared to students who did not participate in those programs. These longitudinal studies of over 12 years focused on groups of students with low and high arts exposure. Positive and significant differences favoring the group with higher arts involvement were observed, while the same was not noted or observed for the lower arts involved students.

Art activities in the elementary grades have shown to be connected to greater school readiness and its implementation may strengthen academic achievement (Scott et al., 2012). Additionally, there are indications that some students' overall academic performance has benefited in classrooms where arts integration is in use (Nevanen, Juvonen, & Ruismäki, 2014). Incorporating arts into the curriculum can increase critical thinking and comprehension across the curriculum, strengthening reading, writing, and verbal skills (Amorino, 2008; Brouillette, 2012; Scott et al., 2012). Students who participate in arts integration are inclined to experience greater overall academic achievement (Beatty, 2013; Garcia et al., 2015; Nevanen et al., 2014). These results are particularly noteworthy as they relate to ELL's and the level of curricular support

available in schools.

ELL students are more likely to have difficulty meeting literacy standards. Using the arts may provide the assistance ELL students need to develop the skills necessary for learning readiness (Nevanen et al., 2014). The positive effects of arts integration on literacy, language development and reading comprehension of underserved students have been supported in studies (Brouillette, 2012; Kraehe & Acuff, 2013; Scripp & Paradis, 2014). Researchers have indicated that there is a positive relationship between art and expressive language and that ELLs may benefit the most from an arts-integrated curriculum (Brouillette, 2012). Research revealed that arts education can have a positive relationship with writing and reading proficiency test scores when the racial composition of the student population is significant (Cirillo et al., 2008).

Standardized Test Scores and Literacy

The addition of the arts into core curricula can benefit literacy. Researchers' findings suggested there are benefits offering visual arts in schools that provide opportunities for more verbal interactions between teachers and pupils (Brouillette, Childress-Evans et al., 2014; Roege & Kim, 2013)). Along with common core standards, structured curricula may not provide enough activities, which use verbal and nonverbal interaction between students and teachers. Brouillette (2012) suggested that the arts support ELLs' access to academic content in a meaningful way and increases literacy. Brouillette (2012) compared second graders' scores for students participating in the arts and control schools on the California ELD Test in ELA. No significant effects on scores were found; however, it was noted that ELL students with 2 years of exposure to the

Teaching Artist Project demonstrated greater gains than did the control group (Greenfader, VanAmburg, & Brouillette, 2017). Researchers in additional studies indicated students with the highest levels of AI curriculum showed greater gains on the California ELD Test than did ELL students of teachers who were less committed to the implementation of AI in their classrooms (Brouillette, Grove et al., 2014; Robinson, 2013).

Garcia et al. (2015) had the goal of reviewing a visual arts program and its impact on the reading achievement of third through eighth-grade students as measured by standardized test scores. Results of this study indicated an increase in literacy for these students ($N=633$) who experienced the integration of a visual arts program. The analysis of variance (ANOVA) yielded a statistically significant difference in reading scores, $p=.023$, rejecting the null hypothesis (Garcia et al., 2015). This linking of visual arts to academic success supports learning for the students who need it most.

There are common core state standards for visual and performing arts. Although the former NCLB Act (2001) included the arts as a core subject, focus remained on language arts and mathematics, which caused administrators to reduce arts education opportunities. The current ESSA (2015) focuses on the core subjects of language arts and math as well. Including the arts as a core subject would provide the opportunity for targeted populations to receive instruction in the arts (Garcia et al., 2015).

Key findings in their longitudinal study, Catterall et al. (2012) indicated that average writing test scores of students were higher among those students who experienced consistent AI at school in grades K through 8. Results of these studies

provided additional evidence and support for integrating the arts to increase the literacy of ELLs (Catterall et al., 2012). Findings from another study also suggested that the achievement gap for ELLs in ELA had decreased a year later due in part to the implementation of a visual arts program (Cunnington et al., 2014). Today, students are the focus of studies that combine literacy, the arts, and achievement.

Access to the Arts

Not all districts and schools are equal in providing art opportunities to students. For example, Cirillo et al. (2008) noted students living in rural areas are typically provided with lower levels of arts education than urban school districts, contributing to the gaps in achievement. Research has documented the positive impact of arts integration on academic achievement, connecting benefits of arts learning and other subjects (Burnaford et al., 2013; Lackey & Huxhold, 2016). However, Huang and Sebastian (2015) noted that bridging the achievement gap could be difficult for some schools that have limited ability to additional resources. Increased awareness regarding inequities in education raises pressing questions of access and quality for lower performing ELLs. High-quality arts programs may have a positive relationship with writing and reading test scores and that the K-12 curriculum would benefit from and should include dedicated time for arts instruction (Brouillette, Grove et al., 2014; Catterall, 2009; Rinne, Gregory, Yarmolinskaya, & Hardiman, 2011).

The influence of an arts program can have prolonged effects on student literacy. A study released by the Solomon R. Guggenheim Museum (Korn & Associates, 2006) found that LTA (Learning Through the Arts) was instrumental in students becoming

better learners. Findings in this study also indicated that those who participated in the program had stronger performances in literacy and critical-thinking skills. Greenfader and Brouillette (2017), supporters of the use of the arts in the classroom, suggested another way to promote language and support language development may be for teachers to include creativity in lesson plans to enhance oral language skills for ELLs.

Researchers indicated that ELLs benefit specifically from arts education (Samson & Collins, 2012; Vicars & Senior, 2013). In ELL classrooms, a standards-based arts integrated instruction could increase students' literacy rates and arts enrichment may positively influence educational outcomes for children at risk (Brown & Sax, 2013). In a small-scale action research project, Vicars and Senior (2013) reported ELLs who demonstrated limited self-esteem in the ability to speak English, lack of involvement in their learning, lower confidence levels, or interest in reading and writing, began to show higher levels of literacy with arts-based learning. Reluctant readers struggling with print literacy began to show a difference in how the students navigated texts in a way that was meaningful to them. They had begun to use language with a purpose, demonstrating a clearer knowledge of ELA basics of grammar, spelling, and punctuation (Vicars & Senior, 2013).

Results supporting the positive effects arts integration can have on learning are documented. Research on the visual arts indicated that ELLs respond positively to academic content when provided with the opportunity to learn through the arts (Brouillette, Grove et al., 2014; Saraniero et al., 2014). These results are encouraging as

the district and school of the proposed study continue to seek support systems for literacy.

Visual Arts and Literacy

Exploring the connections between the arts, ELA, and literacy is a primary focus for developing authentic connections between art and literacy. Eisner, one of the foremost researchers of arts education (1998) believed that art encourages both verbal and visual literacy. Art education literacy involves reading and writing to obtain knowledge (Stokrocki, 2012). The arts have become increasingly important as educators bridge the gap in literacy and achievement. Art education can engage students to connect, comprehend, and understand the academic content (Newland, 2013). This connection becomes increasingly important as we consider the emphasis of 21st century goals for learning: collaboration, communication, creativity, and critical thinking. The benefit and impact of AI on student learning and subsequent retention of academic content was demonstrated in a previous study by Rinne et al. (2011). They concluded that arts integration may offer an effective way to enhance retention of content (Rinne et al., 2011). Burnaford et al. (2013) further supported the infusion of artistic activities into instruction in non-arts subjects to enhance content learning. This information may encourage and motivate administrators and teachers in the use of the arts in schools that have second language learners.

Common Core State Standards

The arts have held periodic interest for educators in supporting language arts and literacy. Robinson (2013) expressed definitive arguments for administrators, common

core state standards, and the arts. With the current emphasis on students mastering the common core state standards, integrating arts with literacy standards, educational leaders should view this as the optimal time to support and implement arts integration as a targeted effort to close the achievement gap and increase literacy.

Another benefit to AI is in the area of creativity and problem solving, both of which are focuses of common core state standards. Gullatt (2007) believed in the necessity of the arts in education and are responsible for helping to create strong thinkers. Catterall et al. (2012) supported this belief and in his study stated, “arts integration is a means by which students are empowered to construct and enables students to become actively involved in their learning” (p.12).

AI may also allow students to make natural connections with core subject areas that support literacy and language skills. Common Core arts integration creates pathways for students to use newly acquired learning skills for success in achieving the goals of common core state standards (Robinson, 2013). Researchers acknowledged a positive relationship between visual arts, music, dance, and theater, and their inclusion across the curriculum (Sharp, Coneway, Hindman, Garcia, & Bingham, 2016). It also supports connections for students in learning core content material and in their ability to demonstrate that knowledge verbally (Doyle, Huie Hofstetter, Kendig, & Strick, 2014).

For Ells, the common core state standards could be a turning point in which teachers’ approach to instruction expands on the multilingual needs of ELLs. Rymes, Flores, and Pomerantz (2016) caution that when these standards were rolled out, teachers were not given the support they needed to build on communication for ELLs. However,

the silver lining in common core state standards, is the new Arts Standards have been aligned with them to promote more robust opportunities for literacy.

Opposing Views of Arts Integration and Literacy

Despite reassuring literature on positive outcomes, it is not a foregone conclusion that the arts can support literacy. Advocates of arts integration in schools claim that there are numerous benefits to this method of teaching and learning (Peppler, Powell, Thompson, & Catterall, 2014). However, some remain skeptical and see it as a frivolous, non-academic approach to core subjects (Nevanen et al., 2014). It may be difficult to distinguish between what is beneficial and what may just fill time. There may not be a direct result in improved achievement in school but participation in the arts may benefit students in other ways, such as self-confidence, mental health, and life skills (Roeger and Kim, 2013). Additionally, Robinson's (2013) experimental study did not establish a significant link between AI and academic outcomes for the 30,000 elementary students that were the subjects of the study. In their research, Winner and Cooper (2000) cautioned to "mute those claims" (p.11) to all schools considering arts integration as a causal link between the arts and academic achievement. Several reasons are offered. First, schools that provide arts as a primary role alongside academics may also make other curricular and instructional reforms, so it would be difficult to isolate if the arts were the reason for success. Next, schools that place value on the arts may also promote inquiry-oriented and project-based academic opportunities; programs that are known to support academic success in students (Winner & Cooper, 2000). Finally, schools that value the arts may attract better teachers as well as students (Wilson, 2018). Combined,

these factors would make it difficult to determine the cause of achievement. Nevanen et al. (2014) cautioned to not “draw hasty conclusions” regarding the positive effects of AI. There is agreement among researchers that the arts support literacy. Some researchers have addressed it from the teachers’ perspective, others from parents’ perspective, and still others from students’ perspective (Brouillette, Childress-Evans et al., 2014; Greenfader et al., 2017; Pepler et al., 2014). Approaching the question of Arts Integration through the administrative lens is not as well researched. Considering that administrators are stakeholders who are well connected with other school leaders, elected representatives, and school board members and necessary funding, this may be a crucial and relatively untapped source to pursue support.

However, educational disparities continue in schools and arts education, especially for disadvantaged and minority students have decreased (Chmielewski & Reardon, 2016; Robinson, 2013). School leaders can begin to address the literacy needs of underserved student populations, through AI, using an informed approach, toward this addition to the curriculum.

Implications

The United States has focused on educational reforms that have not had a significant effect on student achievement. Federal and local, there is a need for our educational leaders to continue seeking support systems for teachers that will provide additional learning opportunities that effectively support literacy of ELLs. Building literacy through the integration of the arts addresses the common core state standards that are currently in use throughout the country.

Findings from this study could support positive social and educational change for this local school and all schools within the district. Knowledge of administrators' perceptions of arts integration guided the outcome. Results may encourage schools and the district to open discourse with staff on the addition of any program that may provide additional support for second language students as they strive for literacy and the rigors of college and career.

Implications going forward based on findings could tentatively include a curriculum plan for teachers and support staff. Outcomes for positive social change as a result of this study could include the potential impact on the literacy of ELLs and how such a program can create a supportive learning environment in meeting the needs of these students. Finally, it may be instrumental in driving policy changes regarding literacy, instructional practices, and professional requirements.

Summary

In California, ELLs comprise the fastest growing segment of the population in elementary schools. This diverse group of learners is not attaining acceptable levels in literacy. Following district and state accountability guidelines, educators and administrators at the local school continue to strive to meet the needs of these learners.

For ELLs, creating pathways to support literacy is critical to their success in school. Evidence in the literature regarding the success of arts integration in public schools has often been supportive, but inconclusive regarding actual literacy achievement for ELLs. What literature does show is that while many schools are receptive to offering arts integration programs, findings from studies have not yet demonstrated definitively

how arts integration can be considered an essential role in both arts and academic learning outcomes for ELLs. This qualitative study may help in understanding administrative perceptions of an arts integration program and its potential to have a positive change on the literacy of ELLs. Through the collection of qualitative data, stakeholders will be able to discuss, recommend, and possibly move forward with a curriculum plan to support ELL literacy.

Section 2: The Methodology

The strong presence of ELLs in California's public school system has prompted educators to rethink the processes for educating these students relative to their needs as language learners. If schools in California are expected to meet these needs, several elements need to be discussed: leadership, curriculum, best practice instruction, and collaboration between teachers, administration, and families. The purpose of this study was to examine administrators' perceptions on implementing AI as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of AI. Due to declining literacy scores on state and district assessments, there was a need for educators and administrators to look at a supplemental program that may be implemented in addition to common core curriculum that would support literacy. Provided in this section is the methodology utilized in this study, the purpose of a qualitative study, and a review of other research methods and why they were not selected. Included in the final part of this section are discussions regarding findings, outcomes, and the project deliverable (Appendix A).

Research Design and Approach

The study focused on an elementary school, Grade 3-6, in a suburban northern California school district. At the elementary site, standardized testing begins in third grade and ends in sixth. Test scores from these grade levels indicated that elementary ELLs not achieving the literacy skills necessary for success in school. This basic qualitative design was used to gather data that is rich, thick, and descriptive through face-to-face interviews to answer the research questions and support the purpose of this study:

to examine of administrators' perceptions on implementing arts integration, the potential challenges, and strategies to better support elementary ELL student literacy. Qualitative methods can be used to answer questions about perspective (Hammarberg, Kirkman, & de Lacey, 2016). Using a basic qualitative study method allowed me to purposefully sample the population and identify recurring patterns or themes from the findings supported by one source of data collection (Merriam, 2009). Additionally, a central characteristic in qualitative research is to construct reality in interaction within the setting (Merriam, 2009). This basic qualitative method allowed me to dig into administrators' perceptions of their professional settings as the interviews progressed. Revealing perceptions of district and site administrators may help to understand current thought on literacy, support, and arts integration. A basic qualitative method is also ideal when a broader range of data is desired (Percy, Kostere, & Kostere, 2015). For the purposes of this study, a broad range of perceptions was sought and was the focus of inquiry.

In order to better understand administrative perceptions, face-to-face interviews with open-ended questions were used to elicit the information needed from the participants (Creswell, 2012). Qualitative research questions are open-ended and broad, encouraging thick and rich descriptions, and were used to address the purpose of the study and answer the research questions. Answers to interview questions supported understanding and interpretation of participants' background knowledge of topics and perceptions. The interviews also provided insight that helped to inform and support administrative perceptions. Themes emerged as data were collected and analyzed.

Rationale for Not Choosing Other Methodologies

A basic qualitative study was used to examine perceptions of participants regarding the local problem. A basic study is distinguished from other qualitative methods because it uses only one method of data collection (Moser & Korstjens, 2018; Sutton & Austin, 2015). Further, ethnography involves using direct observation of participants, sometimes over long periods of time, with a focus on the interactions of individuals or small groups in their native setting (Sutton & Austin, 2015). Stories about the lives of participants were not the focus or goal of the study. Grounded theory also was not an option for this study. Like a basic study, it uses face-to-face interviews, but it also includes interactions like focus groups to examine a specific research phenomenon to help clarify a less understood situation or problem (Sutton & Austin, 2015). Sharing several features with grounded theory, phenomenology also explores participants' behavior and similar techniques in collecting data. However, it focuses on how people experience their world and researchers have the opportunity to immerse themselves in that world. Case studies focus on a "single unit" or a bounded system and also use several methods and sources of data (Percy et al., 2015). Additionally, action research was not selected because it typically involves educators that are reflecting on their own practice and are therefore both researcher and practitioner. This study sought administrator's perceptions rather than a reflection of current practice.

Quantitative methods were not selected because its inquiry approach is useful if the goal is to describe trends and explain relationships between variables in the literature. Research questions in a quantitative study are specific and narrow and are analyzed using

statistics. The intent of this research was not to quantitatively gather information regarding the efficacy of using arts integration in developing the literacy of elementary ELLs. The goal was to qualitatively understand the problem being investigated: Elementary ELLs are not achieving the literacy skills necessary for success in ELA courses in school. Data from this study may be shared with other elementary school teachers and leaders within the district in continuing efforts to support literacy.

Participants

The setting for this study was an elementary school, kindergarten through sixth grade, in a suburban school district located in northern California. This study only focused on Grades 3-6. Grades K-2 do not take the tests used to determine if students are or are not meeting academic goals. According to the school's accountability report card, the local site has 823 students enrolled and 37% of these students are ELLs. The district has 18 schools ranging from preschool to high school. In this northern California school district, the student population for grades K-12 exceeds 10,600 with an annual growth rate of .5%. Forty-six percent of the total district enrollment are ELLs. The local school district spans 305 square miles and is considered a suburban district with several rural communities within the district boundaries and has a diverse ethnic and culturally enriched population. According to the U.S. Department of Education (2016a), the national student population for ELLs in Grades K-12 is 9.6%, or 4.9 million students. In California, ELLs represent 21% of students in public schools K-12, or 1.3 million students. The participants were elementary school site and district-level administrators.

Criteria for Selecting Participants

All prospective participants were administrators within the district. They currently work or have worked with ELL students at school or district-levels and are involved to varying degrees with the curriculum. For the purposes of this study, participants had to have had experience with ELL elementary age students either at an elementary school site or district office experience and knowledge of the state and district ELA/ELD curriculum and standards. Some participants have had experience with arts integration through outside venues over the years but do not incorporate AI at the site. All administrators have had classroom and district office experience. A few are new to the district but not new to administrative responsibilities, others have over 15 years in elementary education, one is a retired school administrator. The years of experience varied depending on each prospective participant and were articulated as the selection process was completed. Occasionally, a small, non-representative, but highly informed sample can provide rich information about the subject under study and can further enhance saturation (Bernard, 2012). District administrators fulfilled this sample role.

Purposive sampling of participants was used to gather individuals for this study as participants. Purposive sampling allows the focus to be on characteristics of the population of interest to answer the research questions. The purposive sampling technique used in this study is homogeneous. This technique, also known as judgment sampling, occurs when the participant selection is deliberate because of the specific qualities of the participants (Etikan, Musa, & Alkassim, 2016). Initially, 20 invitations to participate were e-mailed to elementary site and district office administration. Seven were

ultimately selected for participation in the study. In this purposeful technique, there is not a required or set number of participants since qualitative studies only need to use enough participants to get the necessary amount of information for saturation (Creswell, 2016). The researcher decides what needs to be known and then finds people who are willing and able to provide information based on their knowledge and experience (Etikan et al., 2016).

Table 2 notes participants' characteristics, including administrative and educational experience, college or university level of education, and experience in the arts. Participants' college or university level was indicated as Masters, Masters plus 15 hours above, and PhD. Experience in the arts did not reflect their interest level in the arts but the extent of art exposure of any kind they may have had in an elementary school setting.

Table 2

Participant Characteristics (N = 7)

| <i>N</i> | Years in K-6 Administration | Years in Education | Education Level | Arts Experience |
|----------|-----------------------------|--------------------|-----------------|-----------------|
| 1 | 12 | 25 | MA | med |
| 2 | 7 | 20 | MA | high |
| 3 | 20 | 26 | MA | med |
| 4 | 10 | 15 | EdD | high |
| 5 | 15 | 20 | MA | low |
| 6 | 18 | 35 | MA+ | low |
| 7 | 2 | 10 | MA+ | high |

Note. Data were obtained during the interview process. MA = Masters, MA+ = MA plus 15 hours and above

Justification for Number

There are 14 elementary site administrators within the district and six district

office administrators for a total of 20 possible participants. Each was invited to participate in the study. Researchers have suggested up to 12 participants for saturation (Fusch & Ness, 2015); however, others have suggested saturation can be reached by using as little as six participants (Guest, Bunce, & Johnson, 2006). Saturation was reached when review of data and literature revealed no new information and information began to repeat. Seven participants were selected to participate in the study, and this is within the acceptable range of participants. A small sample size is considered a strength, as it elicits rich and descriptive details (Creswell, 2016). There are also no specific guidelines that indicate data saturation, and researchers should have rich and thick data as the goal rather than number (Fusch & Ness, 2015). I accepted all possible candidates to provide the widest range of perceptions related to administrators. The focus remained on school site and district-level administrators with elementary experience within this northern California school district.

Access to Participants

Upon approval from Walden University's Institutional Review Board Office (approval #08-29-19-0376309) to conduct the research, permission was sought and gained from a gatekeeper who granted permission for access to the site and participants. According to Creswell (2016) the gatekeeper must be provided with information such as:

- What are reasons for selecting the study?
- What is the focus of the study?
- How will results be used and reported?
- What will stakeholders gain from participating?

As suggested by the Board of Education Policy, permission was gained from the district superintendent. Once access was given, 20 prospective participants received a cover letter describing the study and its intent along with a letter of consent. Communication was handled via district e-mail accounts, which are publicly accessible. In the cover letter, participants were informed that participation in the study was voluntary. Consent forms were passed out, and this was used as another opportunity to clearly state the purpose of the study, my role as researcher, and for participants to ask additional questions before the study began. As necessary, participants were provided an opportunity to meet individually in a convenient and private location to address concerns or answer additional questions they had.

Researcher–Participant Relationship

As colleagues within the same northern California school district, the participants and I know each other. We had varying professional administrative duties and responsibilities throughout the district. All participants are or had been administrators at either an elementary school or district office within this district. As a vice principal at an elementary school, none of the participants were my direct supervisor, and I was not in a supervisory role over them. I was not responsible for evaluations, the hiring, or removal of personnel within the district. I did not serve in a supervisory or evaluative capacity for any of the participants. We knew each other as peers and participate at district meetings 1-2 times a month. We do not have a relationship outside of our workplace but share a friendly and respectful working relationship. I freely gave a full disclosure of my qualifications, credentials, and personal interest of the study.

Prior to beginning the interview, we began with an informal discussion. This step provided an opportunity to discuss the intent of the study, and participants were encouraged to express concerns or ask clarifying questions. They were informed of the steps I would take to maintain confidentiality in the writing of the study. These steps included assigning numbers rather than names to the transcripts and not disclosing names and number alignment, not sharing of data obtained with other participants, and no disclosure of interview dates, times, and location. The comfort of the participants was foremost in mind as dates and times were decided on for the formal interview. They selected a meeting venue away from their workplace on a day and time they were comfortable with. Each interview lasted approximately 1 hour. I maintained a professional demeanor with participants. A safe environment was created ensuring participants the interview process was as presented, and the only motive was to thoroughly understand perceptions of the study topic.

Ethical Protection of Participants

Ethical practice should be of primary consideration throughout the research process (Creswell, 2012). Ethical issues to be considered during the collection and analysis include respect of the site in which the research takes place and confidentiality of participants. Participants were identified by Numbers 1-7, which were written on their corresponding transcript. The participants do not know the number assigned to them, as all numbers were given randomly to further protect anonymity. Only I know the participants' numbers. Interview transcripts were checked for accuracy and placed in a secure cabinet. At no time were the identities of participants shared. Other than

professional data, they were not asked to provide personal data that would breach their confidentiality. During the data collection phase, participants were reminded of their right to withdraw from the study at any time. I was bound to ethical rules that guide all research. Participant rights and confidentiality are to be protected and intentions of the research and researcher must always be transparent.

Data Collection

I used a basic qualitative method to gain thick descriptions from the one-on-one interviews. Although time consuming, this type of interview is considered ideal “when participants are articulate and are not hesitant to share ideas” (Creswell, 2012, p. 218). A basic characteristic of qualitative research is to construct reality. As the researcher, I was interested in understanding how participants interpret their experiences and construct their world; the purpose of a basic study is to understand how people make sense of their experiences (Merriam, 2009). Additionally, Vygotsky’s theory of creativity was used as the conceptual framework for this study, which supported the importance and influence of art education and its connection with reading comprehension and literacy (Vygotsky, 1962, 1978).

I created an interview protocol (Appendix C) that was approved during the Institutional Review Board process. The protocol had two interview questions per research question. Prior to the interview process, I called on two trusted colleagues in administration and not involved with the study for assistance. To validate the instrument, I asked the first colleague to provide critical feedback. A pilot study was conducted with the second colleague (Lodico et al., 2010). I found it useful for the following reasons.

This was my first attempt at formal interviewing and the pilot revealed that I needed to become more confident with the interview process and protocol so interviews flowed smoothly. The pilot also allowed me to review and rephrase the interview questions for clarification, ease of understanding, and purpose. Input from both professionals helped strengthen the interview protocol and validate the research, in preparation for the larger study. Timing for the interview was under the 1-hour time frame, important to know for scheduling.

Interviews

In this qualitative study, the primary and preferred means of data collection were face-to-face interviews to gain thick, rich descriptions using guided, open-ended questions. Interviews were conducted at sites requested by the participants. Permission to record the interviews was received before proceeding each interview session. Interviews were recorded and transcribed. There were seven participants, each are administrators within the district who have worked or are currently working with ELLs.

These administrators were purposely selected for several reasons. First, they all have administrative experience at the elementary level. Second, they have had direct experience working with staff that work directly with ELLs. Last, as administrators they are responsible for knowledge and understanding the ELA and ELD standards, the dissemination of data, and the initiation of professional development opportunities for staff. Personal identities were not revealed. Each participant was given a number (N 1-7) for identity. At the conclusion of each interview, the recording was listened to and notes were made. Recordings were then transcribed identifying key words and phrases made by

the participants. All interviews were recorded on a separate drive, labeled with the appropriate identity code and stored in a personal cabinet for 5 years.

During the semi-structured interviews, each participant was asked questions created by the researcher (Appendix C). The research and interview questions provided administrators an opportunity to think about and consider their perceptions and beliefs as it related to the problem and purpose of the study. The problem addressed by this study was elementary ELLs are not achieving the literacy skills necessary for success in ELA courses in school. The purpose of this study was to examine administrators' perceptions on implementing AI as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of AI. Interview questions aligned directly with the research questions and were asked of all participants. Research Question 1 dealt with arts integration and ELA literacy support for elementary ELLs. Interview Questions 1 and 4 specifically ask about supportive learning opportunities in ELA courses for ELLs and student needs for literacy support in ELA courses. Research Question 2 looked at challenges teachers and students faced for successful arts integration. Interview Questions 2 and 3 helped to answer this question by asking about perceived challenges administrators face regarding the professional needs of teachers and art instructional materials necessary for successful integration. Research Question 3 examined the perceptions of the administrative role in the successful integration for the arts. Interview Questions 5 and 6 asked specifically about the roles of site administration and district administration.

Data collection during the interviews included a self-developed protocol narrative

that provided the questions and guided the interviews. To structure the interview and support accurate recording of data during interviews, an interview protocol form was allowed for brief notetaking and kept information organized. The use of two audio recorders ensured accuracy in responses. Throughout the interview, flexibility was important. However, Creswell (2012) cautioned to have a plan but to also be flexible and listen for unexpected information. The use of probes during the interviews were used to expand or clarify participant responses providing rich and thick data. I was careful to take notes during the interviews. These notes were reflective and allowed for extra awareness of personal feelings, biases, or thoughts that arose during the interviews (Creswell, 2016). Note taking also allowed me to make quick notes and then return to active listening, and did not distract me from my role as interviewer and researcher.

To support coding and saturation I used the saturation grid offered by Saldana (2016) for organizations. Guest et al., (2006) also suggested the use of a codebook, and a saturation grid was suggested by Brod, Tesler, and Christiansen (2009) during the collection phase. Fusch and Ness (2015) stated that levels of saturation would vary from study to study. Saldana (2016) asserted that saturation occurs when no new information “seems to emerge during coding” (p. 222). In this small scale, basic study, data collection and analysis was to continue until it became clear that no new information about the research topic emerged. Fusch and Ness (2015) also pointed out that data saturation varies from study to study. I continued to review participants’ responses and literature until information became repetitive. At this time, saturation was established because no new information was revealed in the literature or responses. Further clarification on data

gathered between me and the participants was exchanged in several ways: emails, memos, phone calls, or other means to communicate quickly and directly (Guyadeen & Seasons, 2018; Lodico et al., 2010). This communication also supported the ability of the data collection to reach saturation. Member checking occurred when each participant was presented with a hard copy of the data analysis to check for accuracy in interpretation of their interview. During this time, the participants had the opportunity to clarify any misunderstandings or misleading interpretations. Participants did not note any discrepancies or need for changes in the document.

With no new information emerging about the research topic, saturation was established only when the same information continued to repeat itself and no new information developed (Lodico et al., 2010). Morse, Lowery, and Steury (2014) argued that the idea of data saturation means different things to every researcher. In their review of dissertations, it was further noted by Morse et al. (2014) that sample size was not the main reason for data saturation.

Denzin and Lincoln (2008) equated the qualitative researcher as *bricoleur*, “a maker of quilts” (p.5). This is an appropriate comparison. As data is gathered during the study, feedback can be used to identify issues that need change or improvement.

Role of the Researcher

Upon approval from Walden University’s Institutional Review Board to conduct the research, permission was sought and gained from a gatekeeper who granted permission for access to the site and participants. As suggested by the Board of Education Policy, permission was gained from the district superintendent.

As an administrator and primary evaluator, I was accessible to the other administrators who will be participants. The participants and I are administrative colleagues throughout the district. I was bound to all ethical rules that pertain to qualitative research. I consistently maintained a professional manner with participants. To protect the integrity of the research, the researcher must always maintain a high standard of ethics (Merriam, 2009). The administrators and I have separate professional duties at our individual sites and at the district office. This is noteworthy because these duties remain separate and specific to our site and participation in this study did not impact their role as administrator. In the role of researcher, I maintained a high standard of ethics to protect the integrity of the research.

Accepting the role of researcher required being aware of my personal lens and potential biases that may present themselves. Because I have an undergraduate degree in Art History this was a potential source of bias. I understand first-hand how having the arts in my college curriculum made me want to attend classes, put my best efforts into each of my required courses as well as those within the fine arts college. Having the arts kept my interest high as I earned my degree. LeCompte and Preissle (1993) admitted that qualitative researchers are concerned that their own subjectivity can influence data collected. Methods used by researchers can omit or reduce biases and data must support any interpretation. Bogdan and Biklen (2007) stated all researchers are affected by biases, and the goal is to limit, not eliminate them. By remaining reflective and cognizant of potential biases, internal validity was maintained.

I completed my undergraduate, master's, teaching and administrative credential

programs in suburban regions in northern California. All my teaching and administrative experiences have been in similar regions. The most recent administrative experience has been in an area that has a high socioeconomically disadvantaged population and ELLs. Teachers have asked for PD strategies to help engage students. In my years of working in the area, I have experienced no professional development (PD) in understanding connections or attributes of arts integration, and the literacy support of ELLs. In this study, I sought to understand the perceptions of administrators in the area of need to add programming and PD in the field of arts integration and literacy.

I guarded against my stated biases by maintaining a professional relationship. Following the American Psychological Association (APA) guidelines for conflict of interest, or biases, I was objective in the collection of data and interpretations of that data (2012). As advised, I used terms that are accurate, clear, and bias-free (Creswell, 2012).

Data Analysis

A basic qualitative strategy using in-depth interviews and inductive content examined administrators' perceptions on implementing AI, the potential challenges, and strategies to better support elementary ELL student literacy. In a basic qualitative study, development of the research questions is critical. Open-ended questions were phrased to elicit rich, detailed material to be used in the final analysis (Lofland & Lofland, 1995). The process of data analysis was meticulous and involved organizing data, coding, determining themes, interpreting findings, and concluding with validation of data. Themes were aligned to the research questions and guided the discussion of results (Appendices D, E, and F). Transcribing took place after each interview. As a qualitative

researcher, I first collected data then prepared it for analysis. Data analysis began immediately after the first interview.

For this study, data analysis began with pre-coding, coding, and organizing data to examine perceptions of the administrator participants about AI and ELL literacy. Initially, data were organized by transcribing the actual interviews into word documents per participant. Next, a MS Word document was created for each question and participants' responses were categorized by research questions. Creating the documents in this way followed the advice of Creswell (2016) who supported making the reading of data easier based on common statements and words. As suggested by Saldana (2016) as a first time researcher of a small scale study, I pre-coded and coded by hand on large poster sheets on the wall. During pre-coding, I circled, highlighted, and used sticky notes and took advantage of "codable moments" (Saldana, p. 19, 2016). Coding began as soon as I collected data. I also began with writing down preliminary words or phrases in my journal or directly on the word documents. Saldana (2016) reminded us that coding is not precise but interpretive and occurs in cycles. In coding for patterns, several of the same codes were used repeatedly throughout. Saldana (2016) confirmed that this is natural and deliberate (p.5). Repetitive patterns did occur in the responses gathered from each participant and a primary goal of coding is to locate the repetitive patterns or themes in the data. Sometimes two or more codes appeared within a single datum. For example, similar perceptions were shared but attitudes and beliefs for that perception varied. Saldana identified this as simultaneous coding (2016).

Organization of qualitative data allows the researcher to seek relationships, make predictions, interpret, and present findings through careful documentation of data (Saldana, 2016). It is critical to organize data because of the amount of information that can be gathered during the study (Creswell, 2012). Data analysis began quickly following each interview. Creswell (2012) also tells us that one 30-minute interview can yield about 20 pages of transcription, so it was crucial to be organized and consistent throughout the collection process.

Miles, Huberman, and Saldana (1994) described analysis as having three main components: data reduction, data display, and drawing and verifying conclusions. Data reduction occurred continually throughout the analysis phase. The qualitative data were organized into codes. In the analysis, themes and codes showed support of patterns that emerged. In the reduction of data, I was careful to be aware of not losing information and maintain the integrity of the data in their context (Miles et al., 1994.). Data displays are regarded as essential in all stages of analysis (Miles et al., 1994). Using my large, working wall chart as a display allowed me to move data around as necessary and kept me aware of what stage in data analysis I was in and how much more analysis was necessary before drawing conclusions.

Drawing and verifying conclusions occurred throughout the analysis process. Conclusions were drawn at the end of each interview and again in the early stages of analysis. However, Miles et al., (1994) stated that conclusions logically follows data reduction and data display, but conclusions drawn at this time are typically vague and unformed. The reduction of data along the way proved successful in getting to the heart

of this study.

Good analysis depends on understanding data (Taylor-Powell & Renner, 2003) and transcripts were reviewed several times to be sure of fidelity. Accuracy was provided through the use of an audio recorder and these recordings supported the validity of the transcripts. Data in qualitative research are analyzed through the reading of notes, interview transcripts, or documents accumulated during the process. Merriam (2009) stated that a challenge in analysis is to construct categories or themes that reveal recurring patterns. Merriam (2009) advised that in the beginning, there would be many tentative categories. In the early stages of data analysis, larger categories did emerge, and several of these began to diminish as more data was analyzed. Remaining categories did reveal recurring patterns.

Coding Data

Coding is the initial activity in the analysis of qualitative data and the foundation for what follows (Miles et al., 1994). Simultaneous coding was utilized in this basic study. Saldana (2016) defines this method as “the application of two or more different codes to a single qualitative datum: (p. 80). It is an appropriate choice because in this study, data suggested multiple meanings and there were overlaps in the data. As I started to code, themes and categories emerged that answered the research questions. In the more intensive phase of data analysis, I gained additional clarification and understanding as to how participants made sense of their perceptions of AI and literacy. Information gathered from responses generated major codes such as professional development, literacy support, and planning. A simultaneous code of challenges emerged in the discussion of

each question posed to participants. Challenges were articulated in each of the main codes. All information was brought together through the merging of interview logs in which I noted thoughts and observations during interviews and notes in my journal, as I reflected after each interview.

First, the major themes of literacy support, PD, and planning were identified. Other codes, for example, budget and overall challenges, were mentioned in discussing each interview question. These were absorbed into the major themes because they were clearly on the minds of the interviewees. Miles et al. (1994) referred to these codes as *descriptive*, often being just the data itself. A simultaneous code for challenges emerged and was perceived by all participants and noted in my notes during the interviews. As Saldana (2016) reminded us, coding is not precise, it is primarily interpretive (p.4). The interview questions did not ask about perceived challenges, yet participants discussed this during the interview process. I did not use predetermined codes, as the process of coding will be emergent in nature (Bogdan & Biklen, 2007). As Saldana (2016) suggested, I made three columns to help sort data: raw data, preliminary codes, and final code. Using Saldana's (2016) process, the research questions lead to codes, suggesting themes. As the broader concept of themes were identified, coding at this stage became more interpretive and focused on pattern codes. During this second level of coding, the material began to form smaller and more meaningful units (Miles et al., 1994). Responses from participants were compared to focus on any commonalities of perceptions. I remained open to all responses and was conscious of biases in order to identify themes as they emerged without interpretation.

Evidence of Quality

The strategy of member checking was used to ensure credibility. Carlson (2010) advised that for accuracy of interpretation, data should be continually revisited. By soliciting regular feedback from some participants as findings emerged, I was able to catch any misinterpretation of meaning that may have occurred as I interpreted their words. Communication with participants occurred throughout the study and clarifications were made at that point. As the researcher, I was mindful of traps in member checking. I was cautious regarding 'self-laid' traps (Carlson, 2010) that can occur in member-checking by stating clear intentions and expectations regarding data collection and review, and above all, protecting the integrity of the evaluation process.

To further ensure for consistency and dependability or reliability, I used an audit trail. Dependability was established using an audit that provided a clear description of my research path for this study, from articulating the design to the reporting of data. In a qualitative study, an audit trail describes how data were collected, categories emerged, and decisions were made throughout the process (Merriam, 2009). An audit trail refers to the documentation of each component of the study and involves scrutiny of the inquiry process that will validate the data (Anney, 2014). For further dependability, I maintained a reflective journal. As part of the audit trail, a journal with collected data can include anything that ensures accurate information of critical issues that arise, such as memos, insight gained, transcripts, and additional information that could include participants, expressions or body language during the interviews. Date, time, and location provide accurate data collection. Ideally, these should be kept 3-5 years (Carlson, 2010).

Clear expectations and interpretations were protected and maintained when participants read or heard their transcripts or participated in individual discussions with me. As researcher, I was aware of personal biases I brought to the study. Disclosing biases or aspects that could influence the outcome will offer transparency. Carlson (2010) referred to this as reflexivity, where the researcher acknowledges they have influence on the outcome of the research and a “duty to be transparent about that influence” (p. 1104).

Tools for reflection on biases or assumptions are necessary. Opportunities to discuss and reflect on biases and assumptions with peers support the credibility of data. The use of a peer-debriefer supported dependability and helped identify potential biases within data collected. A peer-debriefer was described by Creswell as a colleague who reviews the research and provides an impartial lens to the study (2016). The colleague who assumed this role did not participate in the study. She is at the local site as a classroom instructor and lead teacher and is interested in the arts. I provided her a copy of the project study to review and she expressed interest in taking part in the study as a peer-debriefer. Time was set aside for questions or concerns before we moved forward with their responsibility. To remain completely transparent before proceeding, we reviewed our roles of researcher and peer-debriefer. Together with my peer-debriefer, data was reviewed regularly. Through discussion and asking questions, the de-briefer provided an opportunity for me to consider alternative ways of looking at data and consider assumptions I may have made. Additionally, I continued to monitor personal biases and subjective perspectives by maintaining my reflective journal and writing down my thoughts, questions, and observations.

Any contradicting information was presented with the study to increase the credibility of the findings (Creswell, 2016). Information that did not align with common themes was also documented. Codes that did not fit into a category were not forced into one but were documented along with contradicting information and are presented within the study (Creswell, 2016). Participants' responses had similarities, and no discrepant cases were found in the final data analysis. Few additional questions were necessary after the process was completed and these questions were asked to achieve clarity on a few responses, not to gather more data.

As data were reviewed and collected, initially some nonconforming and discrepant data surfaced. The strategy of purposive sampling itself can be used to confirm or disconfirm findings collected throughout the study (Creswell, 2012). Because the study dealt with perceptions, data collected that are different or contradictory did not impact the findings or focus of the study. It is possible that even discrepant data can reveal other areas of study regarding ELLs and art integration. Discrepant cases can also occur when a case is deliberately chosen that may help modify an emerging theory and the goal is to elaborate, modify or refine the theory of study (Hackett, 2015; LeCompte & Preissle, 1993). My goal in this research was to be aware of emerging theories or codes, and maintain scholarly objectivity, be systematic in my inquiry, and remain open to all possible conclusions.

Data Analysis Results

The purpose of this study was to examine administrators' perceptions on implementing AI, the potential challenges, and strategies to better support elementary

ELL student literacy. Data was gathered from in-depth interviews, allowing the development of a rich and detailed understanding of administrators' perceptions as to literacy support in elementary ELA courses among ELLs, as well as perceived challenges and their role in successful AI.

The conceptual framework guiding this study was Vygotsky's theory of creativity. Central to his theory of language development, Vygotsky argued that art education can influence language acquisition and increased reading comprehension (Vygotsky, 1962; Vygotsky, 1978). It is in examining Vygotsky's social nature of learning and construction of knowledge that literacy for ELLs can be advanced through an arts-based education.

As suggested by Yin (2014), the first step to organizing data was to develop a plan and strategy. Data were collected and analyzed using the appropriate methods for a qualitative study. Creswell (2012) and Merriam (2009) provided specific steps for this process: a) prepare and organize the data, b) review and code the data, c) look for themes, d) record and report findings, e) interpret findings, and f) validate the findings. The analysis of data involved identifying themes and codes that characterized the data. Findings are the recurring patterns or themes supported by data and the "overall interpretation is the researcher's understanding of the participants understanding" of the study interest Merriam, 2009, p. 24).

Organization began with transcription of data. After each interview, I listened to the audio recording and transcribed each interview. After transcribing the data, each interview was read several times to be sure my transcriptions were precise. Adjustments

were made when necessary. A portable storage drive was used to save each interview. To organize the data, seven large manilla envelopes were used. In each one I placed the consent form, interview protocol, storage drive, and transcript. The participant's number (*n1-7*) was written on the outside of the corresponding envelope and sealed. They are stored in a file cabinet in my home.

Saldana (2016) stated that there are five stages of coding: preparation, coding, member checking, interpreting results, and presenting data. After organizing the data into columns and using colored highlighters, I began to underline, circle and mark words and phrases. Using a Word document, colors were grouped together. Codes were then again organized into columns. Sets of codes were reviewed for repetition or synonymy. These codes were deleted resulting in 10 preliminary themes and ended with four final themes.

The themes were derived from one main source of data, face-to-face individual interviews, and my personal notes taken during interviews and my reflective journal. During data analysis, transcriptions were scrutinized to seek understanding of the perceived needs. Findings were compared with data gathered and presented in the literature review on arts integration and best practice instruction for literacy. Data analysis continued until the collection of data confirmed the research questions had been answered.

Responses to the research questions support Vygotsky's theory of creativity that this study was based on. Vygotsky (1962) considered art as an alternative means for exploring language and this is essential for bilingual and non-English students as it can provide the necessary structure for these verbal opportunities.

Findings

This section is a summary of findings for the three research questions. Themes were reduced to six major themes and four minor themes for the project study. Themes that emerged from the findings for each of the research questions are noted in Tables 3, 4, and 5 followed by a discussion on each theme. Detailed data and information on all themes, including minor themes for the research questions is provided in Appendices D, E, and F. Table 3 lists the major and minor themes which appeared in responses to Research Question 1.

Table 3

Data Summary: Major and Minor Themes for Research Question 1

| RQ1 | Theme |
|---|------------------------------------|
| What are administrators' perception of how arts integration may support the literacy of elementary ELLs in ELA courses? | Literacy Support (major theme) |
| | Engagement/Inclusion (major theme) |
| | Customized Learning (minor theme) |

Research Question 1. Research Question 1 was designed to understand administrators' perceptions of ELLs, literacy support, and arts integration. The question posed was, "What are administrators' perceptions of how arts integration may support the literacy of elementary ELLs in ELA courses?" The following Interview Questions helped to answer RQ1:

1. What is your perception of art integration providing supportive learning opportunities for ELLs in the area of literacy?

4. What should be considered regarding student needs necessary for successful art integration to support literacy?

Responses were collected, transcribed and coded. Codes were then organized under headings such as learning opportunities for ELLs and student needs. Data revealed two major theme and two minor themes. Dominating participants' responses were the possibilities that AI can (1) increase opportunities for verbal support, (2) provide student inclusion and engagement, and (3) promote the ability to customize learning in creating connections to the standards.

Theme: Literacy support. Interview Questions 1 and 4 asked participants about their perceptions of art supporting literacy and needs for successful integration of the arts for literacy. For Interview Question 1, the need for literacy support dominated responses. Participants discussed AI providing the needed increase in verbal support in the daily classroom for ELLs. Also cited was the need for teacher to provide more opportunities to talk in the classroom and creating art experiences to support their talk. Participant 5 agreed that art encourages and increases verbal sharing between students because “it gets kids away from textbooks and that makes them more inclined to talk”. Several participants believed that art can provide visual engagement pieces to prompt more speaking and help students express their understanding of subject matter. Participant 3 offered, “Art enriches vocabulary for use in writing and during class discussion and can create a pathway to in introduce academic vocabulary and Participant 6 stated that, “the arts encourages learning and the use of new vocabulary and verbal and written expression across the curriculum.” Two other participants were in accord that the arts may invite

students to share verbally and increase written expression across the curriculum. Other responses included the advantages of art in enriching academic vocabulary for use in writing. Participants' responses indicated a clear perspective that the arts may provide necessary opportunities for increased verbal and written expression, core content understanding, use of academic vocabulary, particularly for English learners. In view of Vygotsky's (1962) idea of art bringing together feelings and imagination, many art activities are specifically aimed to develop literacy skills, knowledge and encourage a more organic use of vocabulary (Skorc, 2019).

Theme: Student inclusion and engagement. Participants offered their perceptions of AI and learning opportunities for literacy. Overall, participants were in accord that art sparks interest and can result in student inclusion and engagement. Three of the participants' statements were in accord that students needed to feel included in their learning process. Participants also agreed that teachers should consider what make students want to learn, be present, and be included. Participant 6 believed art could promote active engagement and inclusion in the more difficult subjects "particularly if they see themselves represented in art." The engagement piece was stated as a benefit to the arts. Participant 1 said, "Students talking demonstrates high interest, and that interest creates engagement." It is when teachers talk too much that students' interest wanes and then the engagement piece is gone. Art incorporates engagement pieces to spark learning and prompts verbal contributions. Participant 4 offered, "the arts can build the foundation for literacy by engaging student and bringing learning to life for them through art." Overall, participants believed that art increases interest and student participation follows.

Responses from participants supported that art is culturally relevant to students, supporting inclusion and engagement. According to Vicars and Senior (2013) teachers need to acknowledge students' life-world and inform instruction to bring that relevancy to the classroom. Participant 5 said they have observed classrooms where art is used and noted a higher incidence of talking student to student and student to teacher. "There just seems to be an engagement component in place that encourages language." On the subject of inclusion, Hadjioannou, Hutchinson, and Hockman (2016) opined that an effective learning environment for students is built when teachers share an understanding of the culture in a classroom and then connect that understanding to art. Literature on the subject of inclusion confirmed comments by participants that art supports and connects students to their learning and creates a higher incidence of engagement (Brouillette, Childress-Evans et al., 2014; Koch & Thompson, 2017; Ludwig et al., 2017). Art can be what makes students want to learn and be present mentally in the classroom.

Theme: Customized learning. Participants articulated that customizing the learning process for students was directly related to a students' inability to make connections to curriculum without some interceptive piece drawing them in. Several participants believed that art could promote active engagement in the more difficult subjects and make students feel included in the classroom. Providing a logical connection to subject matter that speaks to the student alters the historically subject-centered curriculum that confines topics to a single course (Hadjioannou et al., 2016). Vygotsky's (1978) broad approach to learning aims to customize learning by bringing together all subjects with art, providing those important connections for each student. Five

participants expressed similar perceptions: Art can serve as a prompt to help students link subject matter to their own experiences and act as an assist in supporting student expression of understanding the core subjects. For ELLs, art can also serve as a bridge for learning core curriculum that is separate from the need to learn English. Another participant illustrated the arts as a scaffold to bridge core subjects helping with that connection. Bringing learning to life through art allows students to make connections to core curriculum. Participant 3 used the image of a pathway to convey the connection between “VAPA, AI, whatever it is, to provide opportunities for integration of subject matter and creates a pathway to help with the connection piece.” The over-arching perceptions of participants was that art can be a bridge for learning core curriculum for ELLs. Art Integration woven into ELA courses may help students connect for example, their real-world experiences to what literature is being read in class or connect to the topic the teacher has provided the class to write about. For this reason, art can be considered as the bridge that connects students to core subjects. Art customizes the learning process that supports all learning opportunities, regardless of students’ specific language needs (Brouillette, Grove et al., 2014; Burnaford et al., 2013; Newland, 2013). One participant stated, “Each child experiences art differently and will get out of the lesson what they need to learn.” This perception is in alignment with Vygotsky’s belief in the connection between students’ learning and their real world experiences (Vygotsky, 1986).

Table 4 lists the major themes which appeared in responses to Research Question 2.

Table 4

Data Summary: Major and Minor Themes for Research Question 2

| RQ2 | Theme |
|--|--|
| What do administrators perceive as challenges for arts integration in the local elementary school? | Professional Development (major theme) Funding/Budget (major theme) |

Research Question 2. RQ 2 asked, “What do administrators perceive as challenges for arts integration in the local elementary school?” Interview Questions 2 and 3 were posed to define and understand the perceptions of needs schools would face in implementing AI.

Responses to the question of AI and its needs yielded an overarching theme of possible challenges schools would be faced with in AI. Budget concerns were included as challenges as were teacher and student needs. Responses indicated that administrators were aware of needs and challenges for implementing the arts within the district. Challenges was the word used in the RQ; however, the IQ’s referenced the word ‘need’ as opposed to ‘challenges’. Each of these words became almost interchangeable during some of the interviews. Qualitative data collection and analysis are interpretive. Responses from semi-structured interviews elicited discussions in which challenges were interpreted as needs by the participants. Probes to gain further understanding of interpretive perceptions were used. Bogdan and Biklen (2007) assert in qualitative interviews there is latitude for participants to “pursue a range of topics” and interviewers need to allow the participant “to shape the content of the interview” (p. 104).

Theme: Professional development. This theme was mentioned by 6 of the 7 participants. Current literature supported responses and suggested that when considering PD for a new initiative, a clear understanding is necessary in addressing needs or challenges in the knowledge gap (Lin, Cheng, & Wu, 2015; Perry & Bevins, 2018; Pokhrel & Behera, 2016.) Responses included acknowledgments that there are teachers who do not understand ELA/ELD standards or art standards adopted by the state of California. Teachers need to be taught and PD would have to be the first item on the menu. Two participants believed PD from professionals who are already incorporating AI would be effective and that teachers will need PD to inform instruction and make the art connection effective in ELA courses. PD may also eliminate fears some teachers have about doing art. Participant 2 said, “Teachers and administrators may have a lack of understanding of AI and expressed low comfort levels as a challenge. A key element in understanding administrative perceptions of arts integration lies in their understanding arts in the classroom and that teachers could have a difficult time integrating arts if they Participant 3 stated, “Teachers’ professional needs will be at the top of the list and the challenge will be buy-in and hiring an art professional to show teachers how to incorporate art into core curriculum. A huge challenge is creating more opportunities in a schedule that is already tight. In a stressful time, such as major budget cuts, presenting more PD could present a difficult buy-in process. Participant 6 said, “PD may be necessary, but the challenge will be getting teachers, schools, and the district to commit.” In a stressful time, such as major budget cuts, presenting more PD could present a difficult buy-in process.

Theme: Funding and budget. We are in a time where budget cuts are real. The site and district under study is experiencing severe cuts. Six participants indicated that funding and school budgets presented great challenges. Participant 6 said, “At each site we are being asked to streamline an already streamlined school budget.” Other participants expressed similar concerns as to how the schools could add AI and not take away from something else. A need to prioritize and consider what is best for students right now was perceived by several participants. Two participants had comments about budget and similarly stated “Severe cutbacks right now dictate what we can realistically implement and we must be creative with our funding.” Participant 4 and 5 concurred that it is “a crucial time in our budget right now.” Participant 6 expressed, “the district has it as a goal, the superintendent stated in a letter to site administrators that art is a focus. That said, the budget is what it is right now.” Several participants believed that creativity with the school budget and thinking outside the box for funding sources should be considered. “There is always a way to get what we need for students” was how one participant put it.

Theme: Instructional materials. Interview Question 3 asked administrators for their perceptions regarding determining what art instructional materials would be necessary to create successful literacy building opportunities, and again needs and challenges were recorded. Heitin (2016) noted the importance of instructional materials and that they are notably scarce for ELLs. Participant 1 said, “We have to look at what is realistic. We can use things we already have or look for a higher level of art supplies. It is a complicated dance.” Participant 2 said, “Funding is tricky right now, we need to be

clear on expectations and outcomes when we spend on additional curriculum materials.”

Several participants iterated that teachers would need not just art materials, but instructional materials that go along with literacy goals to create two strands of support with the focus of literacy. Perceptions from participants also revealed that for successful literacy building, specificity was necessary in creating a strong foundation to not do art for art’s sake but with a purpose. Participant 5 questioned, “How do we at the sites decide? Is it a site thing or district?” Participant 6 admitted budgets will determine what can be done. However, the need for materials that allow teachers to incorporate art with into the ELA curriculum, not just a stand-alone art class, was expressed by several participants. Participant 7 said, “If the goal is literacy through art, then staff needs not just materials to support art but instructional materials to blend and support ELD and AI.”

Sites may already have some of these materials and it not unexpected that teachers and administrators will have to be creative in seeing AI come to fruition regarding reasonable art materials to support literacy and ELA instruction. DeNisco (2015), May and Robinson (2016), and Charles and Anderson-Nathe (2020) mirrored the above responses from participants with regard to maintaining a realistic mentality given the times we are in and keep our eye of literacy on the ball. Table 5 lists the major and minor themes which appeared in responses to Research Question 3.

Table 5

Data Summary: Major and Minor Themes for Research Question 3

| RQ3 | Theme |
|---|---|
| What are administrators’ perceptions of their role regarding the successful integration of the arts | Administrative support (major theme) Planning (major theme) Involvement (minor theme) |

| | |
|--|--------------------------|
| in the classroom to support the literacy of elementary ELLs? | Commitment (minor theme) |
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Research Question 3. This final research question was designed to clarify perceived roles regarding successful arts integration. RQ3: What are administrators' perceptions of their role regarding the successful integration of the arts in the classroom to support the literacy of elementary ELLs?

The themes revealed perceptions of their roles in support of literacy, ELLs and AI. Emerging themes were involvement and commitment. Interview Question 5 asked, "What is the role of site administration in support of successful arts integration?" Site support and planning were of equal importance to the respondents. Interview Question 6 asked, "What is the role of district administration in support of arts integration?"

Theme: Administrative support. The literature supports the importance of consistent site support in undertaking of change. Sun and Leithwood (2015) emphasized the importance of direction-setting leadership. Menken and Solorza (2015) asserted that prepared schools leaders are supportive leaders. Participant 1 stated, "Principals can kill it or make it happen. Support with PD needs to begin at the site and continue at the site." Participant 3 said, "Be supportive, encourage creativity, don't worry about core every day." "Be a proponent" suggested one of the participants. Participant 4 said, "Principals take on a major role in any implementation." Providing release time for your staff to encourage PLC collaboration was stated as necessary in demonstrating commitment. Participants believed that district office support was just as important as site support. Participant 4 stated, "The DO has said that the arts are a focus going forward and the

more support the DO offers, the better.” To achieve buy-in from teachers, some participants were in accord that the DO will need to engage in PD alongside site administrators and teachers. Finally, one participant was clear in the message of support, stating, “District office support will send the message of interest and importance to our community.” School and district leaders’ commitment can directly influence teachers’ ability to effectively instruct and indirectly influence a students’ ability to learn.

Theme: Planning. All seven participants emphasized planning as an important role and component for success. Administrators as linchpins in the planning and preparing school leaders was supported by Menken and Solorza (2015). Participant 1 said, “A good plan is a must. Work with staff, leadership, Site Council; site administration to communicate with district office administration.” Participant 3 advised to include all stakeholders in the planning for it to be successful. Participants 4 and 5 similarly said, “Make time for planning in the master schedule so it isn’t pushed to the side, create and plan with your team.” Participants 6 said to “Plan, plan, and plan some more.” Participant 7 thoughts were to plan but suggested to not initially take on the whole school. “Think big and take small steps.” Sun and Leithwood (2015) who purported that leadership is crucial to the success of ELLs and that specialized preparation and planning was necessary for principals to successfully educate ELLs.

Theme: Involvement and commitment. Responses to the following two minor themes, involvement and commitment, yielded similar responses between participants and demonstrated the importance placed on these two qualities. Participant 1 said, “Be involved in every aspect at your site. To ensure involvement of staff, provide time for

staff to talk about it.” Participant 2 said, “Beyond planning, find where you as a principal can be effectively involved.” Participant 4 suggested that administrators “Initially spearhead the effort for AI and be present.” Work consistently with site leadership, stay on track, secure funding.” Participant 5 believed that as administrators, going through the motions of involvement was not enough, commit and engage with staff.” Participant 7 echoed these comments stating, “Show involvement by listening to ideas and being available and present in discussions.” Darling-Hammond, Hylar, and Gardner (2017) and Covay Minor et al. (2016) are in accordance with the collective responses from participants that involvement and commitment are at the core of effective leadership and shaping learning policy for teachers. Participants stressed the importance of DO commitment. Questions were posed by several participants as to how to enthusiasm, can be generated and facilitated, by the DO and whether all elementary schools should initially be involved, or offer it as a pilot at some schools before proceeding. Overall thoughts were that if AI is deemed a good idea, commit to several years to get some data on students and see if literacy scores improve, then move forward adding schools and building momentum. Participant 1 said, “The district needs to get fired up about innovation and innovative practices that will support our students.” Participant 2 said, “Their role, like the site administrator’s is, if implemented, commit and stay involved.” Participant 5 simply said, Fidelity, commitment, and consistent support.” Participant 6 said, “If it is important to the district, they will need to commit and stay supportive.” Participants responses during the interview resonated with Kutsyuruba and Walker’s (2015) statements in their article that established the need for teachers to feel the strength

and dynamics of administrative support and commitment before going forward with any new implementation. Schools have seen programs come and go. As teachers, we have watched what seemed to be an exciting adoption become dropped because of waning district commitment. Several participants expressed concerns that teachers would be wary of AI simply because of past experiences regarding program implementation. Consistent collaborative dialogue and a steady focus on what is best for students can go toward alleviating those concerns.

Vygotsky's theory of creativity was used as the conceptual framework for this study. His theory further supported the importance and influence of art education and its connection with increased reading comprehension (Vygotsky, 1962; Vygotsky, 1978). Central to this theory of development, Vygotsky (1978) made an argument that art education can have an important role during the formative years of childhood based on his theories of child development and imagination.

Data results from this study revealed the need for teacher professional development to effectively implement AI. Data also demonstrated a need for more research determine how trainings on integrating art into the ELA curriculum should proceed. Professional development on language acquisition and understanding AI were also deemed as necessary to thoroughly understand and support ELLs. Participants acknowledged that administrators as well as teachers would benefit from the same training. Using two audio recorders during the interview process alleviated the concern of accurately transcribing data. Using a journal enriched the data gathering process as it enabled me to remain aware of biases and synthesize my thoughts. Data collected from

this study will be used to articulate and implement a training plan for teachers' and administrators' PD sessions.

Summary of Outcomes

The purpose of this study was to examine administrators' perceptions on implementing AI, the potential challenges, and strategies to better support elementary ELL student literacy. The conceptual framework of Vygotsky's creative theory guided this qualitative study. His theory supported the importance and influence of art education and its connection with increased reading comprehension (Vygotsky, 1962; Vygotsky, 1978).

Seven administrators, each having experience with elementary age students, were participants in this study. Each was interviewed to examine their perceptions of AI and ELLs' literacy support. After every interview, data were analyzed to determine what administrators' perceptions were regarding AI implementation in support of literacy, challenges of AI at the local site, and their role regarding successful implementation of AI. Within the data, suggestions, recommendations, and concerns emerged, addressing the need for PD to allow for a successful implementation that would support increased literacy for ELLs resulting in higher district and state ELA test scores. In the following section, the study project is described and professional development is explored that would assist teachers and other stakeholders in the planning for AI. Following identification of the local problem and purpose of the study, the goal of this basic qualitative study was to understand administrative perceptions on the impact art may have on ELLs and literacy and using that information, formulate a plan for success going

forward.

The research revealed needed PD training in areas of literacy, language acquisition, and AI. Interview data clearly demonstrated that the majority of participants in this suburban district believed teachers were struggling with meeting the literacy needs of ELLs. Additionally, transcripts revealed that administrators perceived that teachers were earnest in providing research-based instruction for ELLs in ELA/ELD classrooms.

Findings from this study indicated that participants perceived the strongest needs were for PD throughout the district. This major theme was mentioned throughout the interviews pertaining to each of the Research Questions. Professional Development opportunities extracted from the data were teachers' understanding of AI, language acquisition, and literacy. Based on these results, a PD plan was constructed that addressed the training needs, concerns, and requests of administration in this district. A commitment from administrators regarding AI could create an impactful change in addressing the literacy needs of ELLs.

Project Deliverable

The results of this study indicated a need and desire to address the literacy of ELLs. As an outcome of the study, I created a 3-day PD program as my project study (Appendix A). The project emerged as a result of the data gathered. This PD will be interactive, with attendees involved in hands-on activities as much as possible and ending with an opportunity to work in grade level teams to create lessons plans as a result of information gleaned for the PD. This PD could generate interest and encourage all schools within the district to implement AI at their site to enhance the success of all

students. It is not implied that arts adoption is a foregone conclusion, however the acceptance of an Arts Integration at school sites was perceived as a positive direction for the district to head in. The identified needs of ELLs provided PD as the deliverable project. If implemented, I would suggest a follow up quantitative study within the district to provide stakeholders additional data to determine the impact on literacy for ELLs.

Section 3: The Project

Introduction

The research conducted in this basic qualitative case study provided a means to understand perceptions of AI, ELLs, and literacy through the lens of the administrative participants. The problem of elementary ELLs not achieving the literacy skills necessary for success in ELA courses in school was addressed through the possibility of viewing the arts as beneficial to the local site and extending to the district as well. The results of this study indicated a need and desire to address the literacy of ELLs. At the selected district and school, analysis of responses resulted in elements and themes that aligned with the arts for the purpose of literacy. Professional development, increased verbal support, and budgets were of most concern. Participants articulated that the need for increased verbal support, professional development, and planning time were tangibles they had control over. However, budget or funding and dedicated site and district support were acknowledged as more difficult to control.

Selection of Genre of Project

The goals of the project were to address two of the main themes acknowledged by participants: literacy of ELLs and Arts Integration. Two genres, a curriculum plan and professional development, were considered for the project to address the two areas of need. A curriculum plan, lasting a minimum of 9 weeks for teachers in AI, would support efforts to incorporate art throughout the curriculum. However, it would not reduce the knowledge gap that exists in understanding language acquisition that participants also voiced as a need. Professional development was described as necessary in two areas: (a)

to inform teachers about language acquisition and enhancing verbal support and (b) a plan to implement AI with structured guidelines and lesson planning. Therefore, the PD option was chosen for its ability to address both areas of concern over a 3-day period. Three consecutive days of PD (Appendix A) would accomplish this. Day 1 will focus on language acquisition to create a foundational level of understanding. Day 2 will begin with a review and reflection of Day 1 before moving forward with a focus on AI. This session will describe the process of AI: what it is and how it supports the needs of ELLs. Day 3 will focus on how to address students' literacy needs while incorporating the arts throughout ELA and how to extend it to math, social studies, and science. This final day will end with an opportunity for teachers to meet in their grade levels to create a learning plan going forward, including outlines of lesson plans. A final group reflection will end the 3-day training (Appendix B).

Rationale

Results from this project study showed that there was interest in such a program, as AI and responses were founded on their experiences in education as administrators and teachers. Results also identified their beliefs that an art program can improve the quality of ELA instruction to benefit literacy. However, the process of introducing such a program and its success is dependent on budgets, site and district commitment, and professional development for proper implementation and success. The participants also acknowledged a gap in knowledge of language acquisition. This research offers a way to fill a need in professional development for each of these areas, providing training for administrators and teachers who work predominantly with an ELL population. The PD

was developed so teachers would understand the nature of language acquisition and the need for verbal support while learning how incorporating AI may help realize the goal of literacy. Critical reflection as part of PD allows participants to engage with deeper critical thinking and application of knowledge, possibly reducing the knowledge gap connecting second language learning, literacy, and the arts (Moloney & Oguro, 2015).

Review of the Literature

A range of literature search strategies was used to concentrate on areas that emerged as significant to participants of the study. Walden University Library searches in the education databases included, but were not limited to, Sage, Taylor, & Francis, Google scholar, EBSCOhost, ProQuest, and Google Scholar. Most of the articles are current, within a 5-year period. Additionally, books on second language acquisition, the learning needs of ELLs, the history of art in schools, STEM, STEAM, VAPA, curriculum development, and professional development models were reviewed and added to the literature review. Key search words included *visual and performing arts, literacy, verbal skills, collaboration, effective instruction, reflective practice, language acquisition, second language learners, and professional development.*

The purpose of this study was to examine administrators' perceptions on implementing AI as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of AI. The findings suggested the need for more knowledge of language acquisition and understanding AI in implementation and how it can benefit literacy. The two main areas of need that emerged from the study are increased verbal opportunities to

build literacy in the classroom and reduce the knowledge gap for teachers regarding language acquisition. The administrators in this project study indicated that teachers would benefit from additional knowledge as it relates to the immediate needs addressing AI, ELLs and literacy. As suggested by Vygotsky (1978) and Gardner (2006), the need to provide a self-reflective and collaborative learning opportunity that combines AI and language acquisition will increase teachers' capacity in support of students. Therefore, it is the administrators' perceptions of these needs that guided the selection of PD.

The following project supports the need for PD of classroom teachers that addresses the findings of the study. Included in this literature review are implications for the teacher as learners and the students who will be impacted by the teachers' increased awareness and knowledge following PD. Building on the identified problem of literacy from the data collection in Section 2, the literature review presents the following areas regarding PD: (a) the definition, (b) effectiveness, and (c) building teacher capacity.

Vygotsky's Theory of Learning

Vygotsky's (1978) theories and models of PD place an emphasis on creativity, development, and social action. In utilizing Vygotsky's contention that human thinking is social in origin, it can be argued that individually guided activities result in personal reflection and self-analysis, thus strengthening the purpose and outcome of PD (Shabani, 2016). From the Vygotskian perspective, teachers taking part in PD collectively provide the scaffolding for each other to improve instructional practices while engaging in collaborative discussions. Further research demonstrates the importance for collaboration during PD. Involving teachers who are at different stages in their career emphasizes the

collaborative process, where teachers actively participate and contribute to skill building (Avidov-Ungar & Herscu, 2019). Teaching English to ELLs is challenging, but Vygotsky's theory of creativity clarifies how and why instruction pushes development (Clara, 2017). Creativity is essential, and when teachers mediate the learning process, it makes a difference in student learning (Piske et al., 2017). As Vygotsky explained, it is through mediation in learning that it becomes possible to develop students' creative potential. Knowledgeable instruction occurs when teachers are frontloaded with information that can address gaps they may have in academic knowledge, so students are ready to learn (Buehl, 2017). This PD aims to provide teachers the scaffolding skills necessary for them to support elementary ELLs in their language acquisition via teachers who themselves have been collaborating and training to advance literacy.

Definition of Professional Development

In 2015, the House of Representatives passed the ESSA. What this meant to all educators was the concentrated efforts placed on professional development. The ESSA (2015) stated a specific definition of PD that align with the Standards for Professional Learning and applies to all aspect of PD: Professional development includes activities that are an integral part of school strategies to provide educators and all stakeholders with the knowledge and skills necessary to support student success in the core academic subjects. These activities are not stand alone, 1-day or short-term workshops but are job-embedded, data-driven, and student-focused (ESSA, 2015). PD can also be defined as opportunities for educators' professional growth and learning (McChesney & Aldrige, 2019), which enhances an educator's capacity to improve on instructional practice and

student learning (Evans, 2019). Simply put, professional development is a series of interactions with colleagues, and activities with the intended purpose to increase teachers' knowledge and skills.

The National Education Association (2020) stated that PD should be required throughout an educator's career and should provide opportunities for educators to improve the knowledge and skills important to the positions and job performance. Effective PD should also assure that educators have a voice at each stage of planning, implementation, and evaluation (National Education Association, 2020). To hold high standards for students, there must be equally high standards for teachers who work with them. PD is necessary to improve practice and contribute to teachers' professional growth, combining research with best practice (Covay Minor, Desimone, Caines Lee, & Hochberg, 2016). Further, PD is the single most influential factor contributing to learner outcomes (King, 2019). Participation in PD can look different at each site and can include formal, structured settings which would include conferences and workshops, or more informal PD: a book club, Webinars, working in a collaborative group with colleagues. Length, format, and duration of PD is dependent on purpose, content covered, and learning goals (Keleher, 2017). Adding student learning goals as an outcome would clarify and define the PD purpose.

Effective Professional Development

Professional development has the potential to increase educators' knowledge and skills. Effective PD extends this to include a change in attitudes and beliefs, ultimately leading to new and deeper knowledge and augmenting skills, attitudes, and beliefs to

improve instruction (Desimone, as cited in Keleher, 2017). Professional development that connects to classroom practice, engages in concrete tasks provides goal setting, and has a reflective component are considered highly effective (Baker, Chaseling, Boyd, & Shipway, 2018). In contrast, ineffective PD are activities like 1-day trainings not aligned with the curriculum (Ball & Cohen, as cited in Shaha, Glassett, & Ellsworth, 2015, p. 29). Districts whose teachers were active in long-term participation of PD demonstrated greater gains for their students as well as for themselves (Shaha et al., 2015). Effective PD moves away from the isolated workshops and 1-day learning sessions (Margolis, Durbin, & Doring, 2017). Embedding teacher learning into authentic environments that recreate classroom settings is now seen as key to improving instruction and building teacher capacity and will be applied during the 3-day PD (Margolis et al., 2017; Perry & Bevins, 2018).

Considered as part of the PD, an assessment system that measures student progress, evaluates the impact of school programs in use, and the approaches used on students will provide evidence of effectiveness of the PD and can be utilized in follow-up meetings to complete the cycle of continuous improvement. The National Education Association (2020) acknowledged that there are shortcomings for schools in these areas and this process can minimize the shortcomings. But involvement in the PD process provides teachers with a chance to gain new knowledge and share expertise. It also supplies opportunities to deal with educational issues by collaborating with peers, engaging in meaningful discussions. The school setting as a learning community brings teachers and learners together, strengthening the learning process. The model of

involvement suggests that participants “acquire different skills and knowledge through collaboration with peers” (Shabani, 2016, p. 5). From a Vygotskian perspective, participants collectively provide scaffolding for each other to fill in the instructional gaps.

Professional Development and Teacher Quality

Schools serving ELLs need access to teachers who understand the process of language acquisition, have materials and tools appropriate for learning, and sense the urgency in addressing issues of literacy within their classroom. The previously mentioned themes for the project study are in line with what National Education Association and ESSA comprise as PD. The best outcomes of PD are found when teachers are included in the PD designing process (Svendsen, 2016). Passive teacher involvement does not foster positive PD results. In other words, it is the ownership of the teachers that creates a successful platform for PD and inspires teachers. In-service training and continuous professional development within school settings best prepare teachers for their role in the classroom (Pokhrel & Behera, 2016).

The current body of research challenges previous assumptions that teachers continue growing in their ability to support student learning within their early years of teaching (Stosich & Bristol, 2018). Quality of teaching is dependent on different personal and contextual factors that face teachers every day. Teaching quality is influenced by the understanding of learners and their development (Goethe & Colina, 2018; Schlaman, 2019; Swart, Onstenk, Knezic, & de Graaff, 2018), teachers’ preparation (Stosich & Bristol, 2018), cultural competence (Goethe & Colina, 2018; Shockley & Krakaur, 2020); access to and knowledge of using necessary curricular materials (Donohoo, 2017; Heitin,

2016; Menken & Solorza, 2015; Sun & Leithwood, 2015), and opportunities for collaborating with colleagues and learning on the job (Koch & Thompson, 2017; Ronfeldt, Farmer, McQueen, & Grissom, 2015).

Project Description

In California, ELLs are expected to learn the same content area curriculum as required by their English-speaking counterparts. Requirements for ELLs in the state have mandated accountability in education for several decades. Therefore, exposing educators to PD that demonstrates how to implement strategies that best support the literacy of ELLs while combining knowledge of language acquisition, language development, and assessments were designed for this project. Teacher PD involves focusing on students' individual strengths and areas for growth that is meaningful, connected, and engaging (King, 2019). Evidence in research illustrated the positive impact effective PD can have on teacher quality and student outcomes. (Darling-Hammond et al., 2017).

The intended project is a PD activity that will take place over 3 days. It was designed to support knowledge the teachers have of ELA and ELD standards, augmenting that knowledge with PD that informs teachers about language acquisition, AI, and how the two work together to support literacy. The PD activities will be a combination of seminars for information gathering, workshops, collaboration, and time for self-reflection. Each participant in the PD will be given a journal to record questions, thoughts, reactions, self-reflections, ideas, goals, and anything else they deem as noteworthy. These journals are for their eyes only although there will be questions posed by the facilitator throughout the 3 days that they may be asked to share responses in their

groups. Four quizzes that will be introduced to the group prior to each session to set the tone and understanding of information to come. On Day 1, participants will introduce themselves, stating grade level, years in education, and school site if the PD is extended to multiple sites. After the introductions, the first quiz will be given, titled “Professional Development” followed by group discussions. This will gauge the level of understanding, purpose and responsibilities of PD held by attendees and set the purpose of the day. Moving forward, the two primary learning blocks on Language Acquisition will be morning and afternoon (see Appendix A). To open the first block of time, a second quiz titled “Child Language Acquisition” will be given. Rather than conducted individually, there will be cards with questions and answers at each table so groups will test their knowledge collectively. Whole group discussion will follow, then move on to dissemination of seminar information. The afternoon session will continue the theme of language acquisition and end with a self-reflection of the day.

Day 2 will be split into three different sessions. Session 1 will focus on Child and Adolescent Development. The opening activity will begin with journal writing from a prompt. The purpose is to elicit thoughts teachers had from Day 1 and prepare for the second day of PD. The first learning block will begin with a third quiz titled “Child and Adolescent Development”. The intent for this session is to continue frontloading teachers and create a bridge of learning from Day 1 Language Acquisition, to Day 2 Child Adolescent Development phases of elementary-aged students and follow through to the final phase of learning; Arts Integration and literacy of ELLs. The second learning block will open with a whole group quiz on rethinking assumptions about English-Language

Learners and will follow with key points and strategies for teachers to use in the classroom. The final learning block of the day will introduce Arts Integration and its practices. Teachers will be frontloaded with the pedagogy of AI, the teaching and learning practices associated with it. This will set up the mindset for the final day of PD.

Day 3 will begin with a reflection entry into their journal. The previous 2 days of PD will be open for a final discussion before moving on to the core learning for the day. The first session will begin with a quiz, “The Basics of Arts Integration” to set the tone for the day followed up with a whole group discussion. Throughout the day, participants will continue to be involved with the pedagogy of AI. In the last 2 sessions, teachers will be actively involved in using the fundamental knowledge gained extend this knowledge into creating lessons plans that incorporate the arts. These sessions will also include diversity within the school settings, use of various assessment practices, and teachers’ reflections on practice incorporating the use of AI. The continuous reflections and collaboration will support and synthesize individual learning and ownership. The 3-day training will also focus on the development of lessons plans for all grade levels for immediate use in the classroom along with tools to monitor and assess student learning.

Needed Resources

The proposed project may be implemented in the next school year. There will be a need for mentor teachers or facilitators who specialize in AI and can assist colleagues in capacity building within themselves and their ELLs. The proposed venue potentially would need to comfortably hold staff from several different schools. The space should be large enough to hold the number of tables and chairs necessary and encourage and allow

movement of facilitators and participants. Several district elementary schools have multipurpose rooms that would serve the purpose. Equipment needed would include teacher laptops, projector for facilitator, and a projection screen. Materials relevant to the PD training include journals, note pads, pencils, pens, highlighters, markers, post-its of different sizes, poster sized paper pads, and tape. Other necessary resources would include welcome snacks such as coffee, fruit, and appropriate early morning foods. For breaks throughout the days, water, fruit, and lunch with beverages. School administration will supply the necessary materials and equipment. Initial funding to support the project will come from VAPA monies that are written into the school site fund, totaling approximately \$10,000. Although it could be considerably less if funds need to be reallocated due to COVID-19. If additional funding is necessary, there are other areas that can be considered; Community stakeholders and partners; federal programs Title I and II; and possibly Title III monies held by the district and used to pay for site ELLs.

Existing Supports

The district sets aside 3-5 days per year for professional development. Site and district administration acknowledge the need for more teacher training to provide informed best practices that will support the literacy of ELLs throughout the district. With many schools beginning the year with distance learning, curriculum development will need to look different and this is a natural segue for implementation of new practices and introducing arts integration.

Potential Barriers

There are several anticipated barriers. One would be awaiting approval for initial implementation by the district office. A second consideration would be scheduling when to begin and complete the PD. During school hours is not realistic, although in this time of COVID 19 uncertainty it may be possible depending on how the days and hours are structured. Under regular circumstances, day and time restraints for PD could make implementation difficult as there are already site and district after school commitments for teachers. Another barrier based on data results from Section 2 are budget and funding concerns. Currently, budget cuts are severe, and this PD plan may not be realized for the upcoming school year. To meet the needs of these students, California provides additional Title III funding dedicated to help ELLs with language acquisition and with meeting content standards. However, these extra programs require additional funding above the average per-student amount (DeNisco, 2015). As districts move ahead with DL (distance learning) teachers may feel overwhelmed with adding one more new responsibility to an already full plate.

Potential Solution to Barriers

A potential solution to the budget and funding issue would be to talk to all stakeholders, teachers, the parent community, site and district administration, to determine who may have the expertise to lead one of the sessions. Financial compensation could be given in continuing education units for teachers or school executive management institute credits for administrators. Regarding issues of time, this

PD project may need to be stretched out over time rather than over consecutive days. It is also conceivable that PD is put off until the next school year amid these uncertain times.

Should PD move ahead during the current pandemic, the challenges presented are related to on-line learning, social distancing guidelines, and a shift to virtual meetings, virtual desks, and e-learning. Teachers will be asked to do what we are asking our students to do, engage with e-learning and online activities to stay connected. This new reality shifts the norm, whether we are ready or not. Choudhury, Larson and Foroughi (2019) stated that now is the right time to introduce strategic remote work policies. The use of a Powerpoint presentation can still be in place for the bulk of the learning. Teachers can break into small groups using Google classroom or Zoom for collaboration. Wearing appropriate personal protective equipment, and managing one school at a time, there is room practice social distancing if we continue with in-person learning.

Proposal for Implementation and Timetable

There are several options for scheduling the project. One option would be the the final trimester, April-June 2021. A summer 2021 or the first trimester of 2021- 2022 school year may be . Each of these options would allow time for facilitators and school sites to prepare and effectively implement the project.

Each of the 3 days of training will consist of 4 sessions, 2 mornings and 2 afternoons. Each day will include PowerPoint presentations, whole and small group activities, cooperative learning, and time for reflection. The afternoon on the third day will be set aside for grade levels to meet and create lesson plans that will enable them to ease into AI. Below is a proposed 3-day schedule:

- Day 1 will concentrate on two topics. Language Acquisition for ELLs will be covered in sessions 1 and 2. The second session will focus on child and adolescent development. Each topic will be presented beginning with the need, evidence of research, and scholarly learning. Each session will begin with a quiz relevant to the topic to gauge prior knowledge and segue into the topic. There will be opportunities for small and whole group discussions at the close of each session.
- Day 2 will begin with an introduction to AI. Research will be presented to drive instruction and appropriate assessments. Differentiated instructional strategies for ELLs will be presented and discussed that incorporate the knowledge gained from Days 1 and 2. The considerable bank of knowledge from the participants will be addressed and included.
- Day 3 will continue with Art Integration and ELA in the classroom. After a review of Day 2 and discussion utilizing current research and AI trends for ELLs, this will be the most hands-on day. Teachers will be provided time to work and collaborate with grade-level colleagues, producing lesson materials ready to go for classroom implementation.

Roles and Responsibilities for Students and Others

I designed the 3-day professional development plan and will present the project and seek permission from site and district office administration. The 3-day plan was designed based on data that emerged during the project study and stated in Section 2. In each PD session, the timeline presented will be followed.

In-person professional development is the most effective means of presentation for staff (Lin., et al 2015). As we prepare for the upcoming school year, face-to-face PD may not be a reality. In these rapidly changing times, the reality is that remote workspaces for teachers and students will be shifting and PD will as well. Li, Ghosh, and Nachmias (2020) stated the current pandemic will increase the speed of change, how we do our work, the tools we use, and even the meaning of our work. We need to prepare for challenges ahead.

I will seek permission to proceed with the principal at the local site, who will make the decision to involve all staff or select grade level leaders, as determined by site need. Other site administrators can be extended the PD opportunity for their staff as well. Adaptations to the proposed PD can be made to create an on-line PD format due to the current difficult times we are experiencing. Leadership during this time will influence not only teacher learning but student learning and will impact all of us for years to come (Charles & Anderson-Nathe, 2020; Li et al., 2020; Sun & Leithwood, 2015).

Commitments from the principal will require fidelity to the execution and evaluation of the PD for the 3-days and include a follow-up evaluation of needs and outcomes for teachers and students. Teachers at the site will commit to their participation during the PD and the follow-up activities.

Project Evaluation Plan

The project will be evaluated by all participants (Appendix B) at the end of each day using formative and summative assessments. Formative and summative assessments will be used for immediate feedback in guiding learning and instruction and provide ideas

for further PD.

Formative assessments provide information and enable judgments to be made about learning (Houston & Thompson, 2017). Summative assessments produce representations of information and judgments using marks that communicate with stakeholders outside the PD circle (Houston & Thompson, 2017). In this project, each of these communication processes will be used. The formative assessment will contribute to making sense of the PD, while the summative assessment will contribute to claims made about the PD. Lau (2016) explained, “formative and summative become interdependent; formative assessment feeds into summative and enhances the quality of information on which final judgments are made and communicated,” (p. 509-525).

Project Implications

The implication for social change and the goal of this project is to affect a difference in the literacy of ELLs at the local site and ultimately for all ELLs within the district. It is through enhancing administrator and teacher knowledge through PD, using structured learning, collaboration, and self-reflection and changes in practice that more effective opportunities for learning are manifested. Locally, the PD plan presented in this project will hopefully encourage teachers to hone their instructional practice, continue with collaboration, and impact learning for ELLs. The professional development outlined in the project was developed using the results of the study and will contribute to raising the literacy level of students who are ELLs. Site administration can follow up with check-ins, future topics that may arise as a result of the PD, and perhaps gather qualitative data that may support progress toward gains in literacy for ELLs.

Project outcomes are directed toward improving teacher instruction practices for literacy. Increased knowledge of language acquisition and arts integration for literacy will give students accessible learning opportunities that have been absent in the past. There are two gaps in practice that this project addresses. The first is the gap in teacher knowledge and practice as related to instruction and ELLs. The second gap is the effect AI may have on literacy and closing the achievement gap between ELLs and their English-speaking peers.

Teachers as stakeholders in the project benefit along with their students. Benefits of AI for students as well documented but research on the benefits of arts integration for teaching and learning for educators is limited (Koch & Thompson, 2017). Aligning the teaching standards, arts integration creates environments in the classroom that are engaging. Higher levels of thinking occur for the teacher as well as the students (Appel, 2006, as cited in Koch & Thompson, 2017).

Conclusion

The purpose of this study was to examine administrators' perceptions on implementing arts integration, the potential challenges, and strategies to better support elementary ELL student literacy. The problem addressed by this study was elementary ELLs in this northern California elementary school are not achieving the literacy skills necessary for success in ELA courses in school. The study can support further teacher training and understanding for ELL improvement throughout the district where ELL literacy and achievement are of concern to all stakeholders. The teaching strategies and resources presented can conceivably improve teacher performance and begin to bridge

the gap between ELLs and their English-speaking peers. Results from this study can provide additional support for administrators as they facilitate and navigate instructional, collaborative teams at their sites that support best practice, with one goal in mind, that of increasing the literacy of ELLs.

Section 4: Reflections and Conclusions

In this final section, I discuss project strengths and limitations and recommended alternative approaches. Scholarship, project development, and project evaluation are also discussed. I also elaborate on the importance of the work and implications of the study. I explain directions for future research and the need for PD to enhance teacher instruction, growth, and collaboration among teachers that would lead to a solid knowledge base about AI, literacy, and ELLs. Finally, I express my experiences and reflections in growth as a researcher and an educational professional.

Project Strengths and Limitations

The purpose of this study was to examine administrators' perceptions on implementing AI as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of AI. The proposed and outlined project is a 3-day PD activity designed to equip teachers and administrators in AI for literacy. The local problem was that ELLs are not achieving the literacy skills necessary for success in school. Data were gathered from local administrators who had the opportunity to express their perceptions about implementing AI in support of the literacy of ELLs. I interpreted the data from interviews and was able to design a 3-day PD based on the findings. Utilizing a basic qualitative method was a strength for this study, as I used it to examine participants' responses regarding opinions, attitudes, beliefs, perceptions, or reflections (Percy et al., 2015). The subjective perceptions of district and site administrators helped to understand current thought on literacy support and arts integration.

The issue of relevancy is another strength of the study. This project was designed for this district with its specific climate, culture, demographics, and strategic instructional needs. In analyzing the data, I noted that the PD should have sessions that allow for collaborative groups, reflection, frontloading of topics, and end with time to work in grade levels to create lesson plans. Site and district administration are invited to attend the proposed PD, allowing them the opportunity to continue and expand their role as instructional leaders. ELD teachers could also be brought in so stakeholders are on the same page, receiving the same training. All teachers of kindergarten through sixth grade would be invited to provide continuity. A final strength is that the PD initially is for ELA instruction. This opens the door to extending AI into other curricular areas such math and science. Forming PLCs as one outcome of this PD to continue the track of AI is a possible and logical step.

Despite its strengths, there were several limitations to this project study. The problem of ELLs achieving literacy skills will be addressed using instructional strategies and training methods that are researched-based to meet the needs of ELLs. But this study was limited to a small sampling of administrators' perceptions and did not seek out teachers' perceptions. Administrative buy-in for the PD was shown by data; however, it is the willingness of teachers to be involved that hopefully will be embraced during the PD and beyond.

Additionally, arts integration will be a new strategy at the study site, and it is best to have a high-quality, knowledgeable instructors to impart new information, provide ongoing feedback, support, and reflection. Another limitation is the participants and the

duration of the PD. Only transitional kindergarten/K-6 teachers will be participating because they are responsible for ELA/ELD instruction. Additionally, the integration of art will not be extended into other core curricular areas such as math, science, or social studies at this time. This speaks to the next limitations of the project, those of time, funding and budget. A final limitation is large group learning. During this time of COVID-19, districts will continue to struggle not only with money but also large group meetings. It may not be feasible to host PD at this time.

Recommendations for Alternative Approaches

The problem of ELLs and literacy was addressed by conducting a basic qualitative study. Using the findings, I created a PD activity to address the main themes in response to research questions posed during interviews. Although a 3-day PD would address the resulting perceived needs, there are other ways the local problem can be addressed. Hiring a dedicated art professional at the site to work with students and gradually instruct teachers is one idea. Teachers and students would benefit from the immersion experience led by an art professional. Under the guidance of the site administrator, a team representing each grade level could be another option. These would be teachers who have volunteered to commit to AI in their classrooms for a specified length of time. They would be required to document their journey as a professional and track their students' progress toward literacy. This information would be shared at grade level meetings and monthly staff meetings. This information could reveal areas needing refinement, such as understanding the California Arts Standards for VAPA and arts understanding so teachers can conceptualize using it in their daily practice. A collective

effort from one site could create excitement in the professional learning community that would encourage teachers to embrace AI, and then they could become the district mentor, training, supporting and collaborating with colleagues. It is significant that time be provided by site administration for common grade level planning time for teacher collaboration.

Scholarship, Project Development and Evaluation, and Leadership and Change

This project study was a continuous learning journey. Throughout the process, I learned about research design, the intricacies of education administration and leadership, social justice, and equality. Upon reflection, I see that I struggled with defining my research method, going from quantitative to mixed methods and ending with qualitative. In deciding on the study focus I thought back on recurring discussions with teachers and parents. Concerns that were brought up revolved around literacy, particularly for ELLs. Quantitative data continue to show that concerns about literacy are real. I needed to think about not only what teachers need to be effective but what frontloading should occur before beginning to look at possible solutions. Data led to developing the current PD training program, as the need to address literacy is district-wide and was reflected in the data. In the interest of time, I had to initially focus on a single elementary school.

The need for increased understanding and improvement of instructional practices for literacy among teachers was further emphasized as I conducted research at the local site. In writing the literature review my knowledge was enriched and expanded. My understanding of social justice and comprehension of a widespread problem was developed and defined with each term I researched and each peer reviewed article I read.

Together, reading the literature and analyzing data informed and supported the need for additional training of teachers to support literacy. The literature review revealed how much there was to know about arts integration as I sought more knowledge and information to share within this project and with colleagues. Research skills were enhanced as I read. I learned what true scholarship means as I continued my research. Old and new knowledge and data began to synthesize with each search. The use of the search engines for peer-review articles exposed me to a high level of scholarly literature and research and influenced my ability to read and write with a scholarly mindset.

This entire process also taught me about myself. There were times when I felt overwhelmed by the enormity of the project and had to reach deep inside for the stamina to continue. Relying on those who were my support system enabled me to see the light at the end of the tunnel even when it was tiny. To stay on track, I focused on the checklist and maintained contact with my committee. I look forward to sharing the results of the study and seeing the PD to fruition. This sharing of information assured me that the literacy of ELLs was the correct scholarly path to follow. It is my hope that this study will provide positive social change where it is needed, with our students. As a scholar practitioner in this qualitative research, I believe my study will provide information necessary to encourage the sharing of programs that result in the promotion of 21st century educational practices so that all students flourish. The results of this research can be a baseline for further study in middle and high schools, where the achievement gap continues for our ELLs. Sharing this research may promote positive social change in schools for all students.

Reflection on Importance of the Work

This work was driven by my desire to support ELLs and have them experience success in the classroom. I also wanted to support teachers in a way that would be meaningful to them and their students while providing a new approach to ELA and ELD practices. I believe that teachers needed to expand their knowledge base of how ELLs learn before being able to fully understand their students and help them make connections to their learning.

At the local site of the study, there is no program with AI as a supplemental or core component. It is my understanding that the district does not offer professional development opportunities in arts integration. I believe, and literature supports arts integration as an effective means to support the literacy of ELLs. Looking back at my career as a classroom teacher and administrator, I see how I would reach out to colleagues to see how I could support them with the arts. It was always refreshing to see teachers who wanted to try something else to infuse a different component to the regular course of study. Having no expectations, while conducting the study, I was pleasantly surprised that the participants were in favor of arts integration. However, toward the end of the study, I became aware of misconceptions that were held by the participants about it. It was not unanimously understood that true arts integration is the merging of core subjects and fine arts, with each being taught with equal importance. Creatively using the arts in the curriculum can be beneficial to both students and teachers.

As a lifelong educator, advocating for young students has become an important personal goal. I would like to see schools take interest in those students who have no

voice and create and collaborate together to make learning meaningful. Our ELLs entering the school systems come to us with varying levels of literacy, sometimes even in their home language. It is up to us as educators to take advantage of the short period of time we have with them to build literacy skills and provide as many opportunities for success as we can.

Implications, Applications, and Directions for Future Research

The possibilities for arts integration in elementary schools present exciting teaching and learning possibilities for our students and teachers. It also presents its own set of challenges. It will require a change in mindset that has been programmed to continue a learning system that places emphasis on test scores over creativity. When the arts are integrated throughout core curriculum, current research has shown that all students benefit. Data also shows that ELLs, in particular, demonstrate improvement in not only literacy skills but across the curriculum. This study has shown that when creativity through the arts is placed at the core of learning, children are able to make connections that increase learning opportunities leading to a more successful educational experience. Although findings show that arts integration can support student learning, how schools prepare their teachers will require great planning and commitment.

The literature review identified that teachers need to understand how language is acquired is an important factor in supporting ELLs with their learning. When teachers understand the acquisition needs of students and their families, they are better prepared to provide appropriate supports for learning. The review also showed that school personnel who commit to AI demonstrated an increase in testing scores for all students, particularly

for ELLs.

The PD described in this project will equip teachers with instructional strategies necessary to increase the literacy of ELLs and ideally, begin to close the achievement gap. Providing teachers with research-based instructional practices will allow teachers to incorporate arts integration into their daily schedules with intent and purpose. Trained teachers will be able to extend their knowledge to colleagues and collaborate together within and across grade levels at other school sites. Peripheral benefits could include increased student connectivity and attendance put administrators in a stronger position supporting teachers, students, and families.

This project study can be extended to other schools within the district. By adapting the project to the needs of the school, middle and high schools can benefit as well. The planning and implementation of this project study require a small budget. Space and materials needed are readily available in most school settings. Other districts that actively participate in arts integration may be willing to share their expertise as mentors. At the local site, expanding arts integration into all core areas would be a logical and natural progression. A conceivable outcome to this project would be to share the newfound expertise and extend the learning to other local districts.

A recommendation for future research would be to conduct a quantitative study of the ELLs in the classrooms. After determining the duration of the study, existing student quantitative data would be used as a baseline. After implementing the program, pre and post achievement data would emerge and used for comparison. Conducting a Likert-type study could inform site administrators regarding areas of need and concerns put forth by

teachers during this same time frame.

Conclusion

Arts integration is more than an art project done in classrooms on a Friday after lunch to get through the afternoon when teachers and students are done with the week. It requires teachers to put the same conscious thought and effort into art as is placed in core curricular areas. When art and ELA become intertwined, the benefits can be powerful for teachers and students. Students become more enthusiastic and motivated and begin to make personal connections to the curriculum. Teachers experience opportunities to engage and support their students in developing literacy skills through the use of blending ELA and art.

The problem addressed by this study was elementary ELLs are not achieving the literacy skills necessary for success in ELA courses in school. The purpose of this study was to examine administrators' perceptions on implementing AI as a strategy to support the literacy of ELLs in ELA courses, the potential challenges associated with this strategy, and their role in a successful implementation of arts integration. In-depth, face-to-face interviews were conducted, and data were collected and analyzed. Themes emerged, indicating a consensus among administrators of a shared concern for the literacy of ELLs and the existing achievement gap. Overall, the themes centered on literacy and PD. The goals and objectives of this project were structured to address the perceived needs of both teachers and students. We have an opportunity for educators and administrators to create learning environments that understand and support the intricacies of ELLs and literacy.

In the local context, it remains to be seen if this PD can be a catalyst for change. This is a small-scale study but should not be underestimated in terms of impact. What the study demonstrated and what we do know is ELLs need literacy support and teachers need PD in the area linking literacy and the arts. The findings of this study can inform the entire district on the significance of AI and its implementation to create positive and effective pathways of learning.

The process of completing this entire project helped me develop as a scholar and practitioner. I appreciate and respect the research process. My skills as a critical thinking continue to be honed and developed as a result of this process and experience. As a result, my admiration for researchers and program developers has grown. On a final note, I want to give credence to personal reflections. It was incorporated into the PD for teachers as a tool for personal and professional growth. I kept a reflective journal throughout the course of the research and valued the significance it presented.

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Appendix A: The Project

Language Acquisition and Arts Integration Professional Development Training Plan

| | |
|--------------|---|
| Project Name | Meeting the needs of English Language Learners in California Through Professional Development |
| Session Date | 2020/21 School Year |

- 1. Purpose:** Findings from the study guided the project and determined the areas to be addressed within the PD training. The research revealed that training in language acquisition and AI (Arts Integration) to promote literacy for ELLs for necessary for closing the achievement gap that exists between them and English-speaking peers.
- 2. Goals:**
 - a. The main goal of the project is to provide PD for teachers and administrators in the areas of language acquisition and AI to support the literacy of ELLs.
 - b. Provide training to identify, develop, and incorporate AI in the classroom for teachers and administrators.
 - c. Provide teachers with necessary information and data to inform AI instructional practices and support grade level collaboration in creating lesson plans.
- 3. Learning Outcomes:** After completion of this 3-day professional development participants will demonstrate use of AI strategies and resources presented throughout the training. Teachers will be able to appropriately design, construct, and implement lessons using AI to develop the literacy proficiency levels of ELLs and demonstrate an understanding of language acquisition of ELLs.

Roles and Responsibilities

| | Researcher | Teachers and Administrators |
|------------------|--|---|
| Roles | <ul style="list-style-type: none"> • Develop and facilitate the 3-day training. | <ul style="list-style-type: none"> • Be a positive participant and keep an open mindset |
| Responsibilities | <ul style="list-style-type: none"> • Secure venue • Coordinate guest speakers • Contact district ELL specialist for most current data on ELLs • Contact site administration regarding final funding • Secure additional funding for PD for ELL specialists and Teacher's stipend if necessary • Contact IT if additional tech support is needed • Prepare and copy all needed materials and handouts for the 3-day PD • Arrange for snacks and beverages for the 3-day PD • Conduct all quizzes and facilitate discussions • Distribute evaluations for each session and answer question, listen to concerns | <ul style="list-style-type: none"> • Be present • Collaborate with colleagues and speakers • Be active in discussions and group activities • Be a team member and actively contribute |

Target Audience: All TK- 6 grade teachers and ELL specialists. Site and district administration.

PD Schedule

| Session | Agenda | |
|--|--------------|--|
| Day 1 | Morning | |
| | 7:30-8:00. | Welcome Coffee |
| | 8:10-8:45 | Introduction, Objectives and Goals |
| How is Language Acquired? | 8:45-10:15. | Session 1 |
| | 10:15-10:30 | Break |
| | 10:30-11:45. | Session 2 |
| | 11:45-12:45 | Lunch |
| | Afternoon | |
| | 12:45-2:00 | Session 3 |
| | 2:00-2:15 | Chocolate Break |
| Child and Adolescent Development | 2:15-3:00 | Session 4 |
| | 3:00-3:15 | Evaluation |
| Day 2 | Morning | |
| | 7:30-8:00. | Coffee |
| | 8:10-8:45 | Introduction and Review |
| | 8:45-10:15. | Session 1 |
| | 10:15-10:30 | Break |
| Introduce Arts Integration | 10:30-11:45. | Session 2 |
| | 11:45-12:45 | Lunch |
| Arts Integration and ELA in the classroom. How and Why it Works | Afternoon | |
| | 12:45-2:00 | Session 3 |
| | 2:00-2:15 | Chocolate Break |
| Differentiated Instructional Strategies | 2:15-3:00 | Session 4 |
| | 3:00-3:15 | Evaluation |
| Day 3 | Morning | |
| | 7:30-8:00. | Coffee |
| | 8:10-8:45 | Introduction and Review |
| | 8:45-10:15. | Session 1 |
| | 10:15-10:30 | Break |
| What Lesson Planning Looks Like in Real Time | 10:30-11:45. | Session 2 |
| | 11:45-12:45 | Lunch |
| | Afternoon | |
| | 12:45-2:00 | Session 3 |
| | 2:00-2:15 | Chocolate Break |
| | 2:15-3:00 | Session 4 |
| Planning with Grade Level Teams | 3:00-3:15 | Wrap-Up, Evaluation |

Materials for PD

1. Coffee, juice, water, light breakfast, mid-morning and mid-afternoon
2. Snacks for each day.
3. Note pads, pens, pencils, markers, post-its, poster pads
4. Laptop, projector, white board
5. Handouts for each session (data, research, quizzes)
6. Evaluation forms and exit slips
7. Teachers' editions of ELA/ELD curriculum
8. AI lessons plan templates and examples

Link to Google Slide Deck Presentation:

https://docs.google.com/presentation/d/19f7sxnjLhusfkKUq6fk0PoPIAgzvFFtch6kE-SrObQ/edit#slide=id.g946628860f_0_6

Appendix B: PD Project Evaluation

Day 1: Language Acquisition and Child and Adolescent Development

Name two take-aways from today's sessions:

- 1.
- 2.

What I want to know or a question I have:

| | | | | | |
|---|---|---|---|---|---|
| Session 1 (Language Acquisition) was informative and interesting? | 1 | 2 | 3 | 4 | 5 |
| Session 2 (Child and Adolescent Development) was informative and interesting? | 1 | 2 | 3 | 4 | 5 |
| Today's sessions have added to my knowledge base regarding ELLs and I feel better able to support them effectively going forward. | 1 | 2 | 3 | 4 | 5 |
| Today's quizzes were an effective way to impart information. | 1 | 2 | 3 | 4 | 5 |

Day 2: Arts Integration

Name two take-aways from today's sessions:

- 1.
- 2.

What I want to know or a question I have:

| | | | | | |
|--|---|---|---|---|---|
| Session 1 (Intro to AI) was informative and interesting? | 1 | 2 | 3 | 4 | 5 |
| Session 2 (AI/ELA strategies) was informative and interesting? | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| Today's sessions have added to my knowledge base regarding ELLs and I feel better able to support them effectively going forward. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| | | | | | |
|--|---|---|---|---|---|
| Today's quizzes were an effective way to impart information. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Day 3: Arts Integration and ELA/ELD Lesson Planning

Name two take-aways from today's sessions:

1.

2.

What I want to know or a question I have:

| | | | | | |
|--|---|---|---|---|---|
| Session 1 (Creating lesson plans) was informative and interesting? | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

| | | | | | |
|--|---|---|---|---|---|
| Session 2 (Team planning) was informative and interesting? | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Today's sessions have added to my knowledge base regarding ELLs and I feel better able to support them effectively going forward. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Today was a balanced and effective use of time. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| I would like additional AI opportunities. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Appendix C: Research and Interview Questions

RQ1: What are administrators' perceptions of how arts integration may support the literacy of elementary ELLs in ELA courses?

RQ2: What do administrators perceive as challenges for arts integration in the local elementary school?

RQ3: What are administrators' perceptions of their role regarding the successful integration of the arts in the classroom to support the literacy of elementary ELLs?

Interview Questions

1. What is your perception of art integration providing supportive learning opportunities for elementary ELLs in the area of literacy?
2. What are your perceptions of potential challenges regarding the professional needs of teachers for the integration of the arts in the classroom?
3. What are your perceptions of potential challenges regarding determining what art instructional materials would be necessary to create successful literacy building opportunities?
4. What should be considered regarding student needs necessary for successful art integration to support literacy?
5. What is the role of site administration in support of successful arts integration?
6. What is the role of district administration in support of arts integration?

Appendix D: Themes for Research Question 1

| Questions | Themes |
|---|---|
| RQ1: What are administrators' perceptions of how arts integration may support the literacy of elementary ELLs in ELA courses? | <p>Verbal support Engagement and Inclusivity Connecting to core curriculum Customized Learning</p> <p>Minor Themes: Innovation and Imagination Visual and Listening Skills Teacher Knowledge of Standards</p> |
| Interview question 1: What is your perception of art integration providing supportive learning opportunities for ELLs in the area of literacy? | <p>N 1: high interest, engagement in verbal contributions, more opportunities for students to talk, art creates experiences to support their talk, art offers different opportunities for learning, art incorporates engagement pieces to spark learning, artwork as prompts for verbal and written contributions</p> <p>N 2: art as an assist to support student expression of understanding, art helps students to connect the piece of their learning (i.e. academic vocabulary), art helps students to express their understanding of subject matter</p> <p>N 3: art projects support goals of literacy, art provides visuals for students, listening is hard, provides for integration of subject matter, each child experiences art differently, creativity component inspires imagination, enriches vocabulary for use in writing and during class discussion, creates a pathway to introduce academic vocabulary</p> <p>N 4: art supports literacy if it is intentional and specifically geared toward literacy, all the arts (VAPA) can build the foundation for literacy by bringing learning to life through art, the arts support innovation,</p> <p>N 5: art gets students away from textbooks, art encourages and increases verbal sharing between students, indirectly supports literacy because of attendance improvement, less pull-outs for RTI (response to intervention) due to increased engagement and interest</p> <p>N 6: encourages learning and use of new vocabulary, encourages verbal and written expression across the curriculum, art can customize learning supports for students, art is individual, students get out of it what they need, art can support specific learning goal in any curricular area</p> <p>N 7: increased visual learning opportunities invites students to share verbally, art can bring learning to life, helps students make connections to core curriculum, learning with art as the piece that ties subjects together individualizes the learning experience, more art means more literacy opportunities for students, beginning with art in Kindergarten can be foundational for literacy, art can be a bridge for learning core curriculum for ELLs that need additional supports (RTI, SPED)</p> |

(table continues)

| Questions | Themes |
|---|---|
| Interview question 4: What should be considered regarding student needs necessary for successful art integration to support literacy? | <p data-bbox="673 279 1421 468">N 1: Art consistently in the curriculum may keep kiddos in the classroom more (less time in intervention groups, less requests to the nurse's office), Teachers consider what makes students want to learn and be present, Whatever is selected as a program, students need it to be consistent, With any new idea, begin with a simple standard to address</p> <p data-bbox="673 499 1421 646">N 3: Ells need basic vocabulary instruction, Arts integration can support literacy by helping students make connections to core subjects, Art may help students lose their fear of making mistakes and be more willing to learn and take risks,</p> <p data-bbox="673 678 1421 888">N 4: students will benefit art with a focus on the VAPA and core standards, teachers should take the time to use art to build a strong foundation of literacy before leaping to the end product, art increases interest and students' participation, art is culturally relevant to students, students need the scholarly component in art for the best support</p> <p data-bbox="673 919 1421 1108">N 5: art can be what makes students want to learn and be present mentally in the classroom, building literacy through art may decrease the need for students being pulled out of the classroom for intervention in math and ELD support, the arts can be a scaffold and bridge core subjects, Integrating the arts can make learning more accessible to ELL,</p> <p data-bbox="673 1140 1421 1314">N 6: take all week to create the project using that time to solidify basic skills of the lesson, art adds incentive to learn and stay in class, art could promote more active engagement in the difficult subjects, art can make students feel inclusive and provide a logical connection to subject matter.</p> |

Appendix E: Themes for Research Question 2

| Questions | Themes |
|---|---|
| RQ2: What do administrators perceive as challenges for arts integration in the local elementary school? | <p>Need for: Professional Development Funding/Budget Instructional Materials Art Materials</p> <p>Minor Themes: Teacher Attitude Teacher Knowledge of Language acquisition</p> |
| Interview question 2: What are your perceptions of potential challenges regarding the professional needs of teachers for the integration of the arts in the elementary classroom? | <p>N 1: PD for teachers for unpacking and understanding ELA/ELD standards, PD for VAPA standards, connecting and aligning the two sets of standards, funding,</p> <p>N 2: Lack of understanding of AI, innovative practice, teachers comfort level, move forward in small steps, funding</p> <p>N 3: Teachers need to be taught, hire someone to show teachers how to do it, professional development, teacher partnerships, lack of understanding of language acquisition, funding sources</p> <p>N 4: Creating more opportunities for the arts, American education system focuses on achievement and testing, teachers will need a tool kit, professional development, coaching and support, site council support, independent grant funding, securing funding, arts are encouraged (LCAP) but aren't supported, creating more time for the arts</p> <p>N 5: Professional development, administrative support, understanding AI, teachers who teach traditionally, commitment, fidelity, budget, fear of art</p> <p>N 6: Professional development, teacher desire and commitment, teacher stress, budget, time, teacher's need to know what AI is and what it looks like, funding sources</p> <p>N 7: Funding for materials that allow teachers to incorporate art into the curriculum, reluctant teachers,</p> |
| Interview question 3: What are your perceptions of potential challenges regarding determining what art instructional materials would be necessary to create successful literacy building opportunities? | <p>N 1: Budget issues, determining what is realistic, higher level of supplies, complicated dance</p> <p>N 2: Budget issues, reps to advise on instructional materials.</p> <p>N 3: Art materials specific to lesson planning, instructional materials, understand the process of AI</p> <p>N 4: Instructional materials for successful literacy building, look beyond the art materials</p> <p>N 5: Budget will determine most of this, two different kinds of materials: those that support instruction and those that support the art project</p> <p>N 6: Looking outside the box for art and instructional materials, seek out reps from companies or other districts to get information</p> <p>N 7: Combine core and art materials, blend for literacy, be creative in all areas</p> |

Appendix F: Themes for Research Question 3

| Question | Theme |
|---|---|
| RQ3: What are administrators' perceptions of their role regarding the successful integration of the arts in the classroom to support the literacy of elementary ELLs? | Planning Involvement Site Support Commitment |
| Interview Question 5: What is the role of site administrators in support of arts integration? | N 1: Can kill it or make it happen, PD starts and ends at site, time to talk and plan N 2: Free resource, share, planning N 3: Support, encourage, planning N 4: Major role, spear head, planning, be a proponent, leadership, funding, release time, collaboration N 5: Commit, engage, show support, be realistic N 6: Planning, site and DO communication N 7: Think big, start small, communication between staff, site and DO administration |
| Interview Question 6: What is the role of district administration in support of arts integration? | N 1: Get fired up about innovation, equality and equity N 2: Commit, arts are first to go, stay involved N 3: Commit to providing materials, view art as valuable as ELA or math N 4: DO focus, provide site admin training, marry literacy and art, be inclusive culturally. District is not PLC focused N 5: Fidelity, Commitment, support, history of withdrawing support N 6: commit and support, communicate with community of AI support and interest N 7: Make VAPA a district focus |

Appendix G: Quizzes

Quiz 1: Professional Development

1. Which step is *not* part of organizing professional development?
 - a. planning
 - b. getting started
 - c. research
 - d. evaluation

2. Who has a responsibility to help drive getting professional development started?
 - a. district office.
 - b. principal
 - c. leadership team.
 - d. parents

3. When collecting data, do not limit your collection to...
 - a. a certain subgroup
 - b. standardized test
 - c. last year's data.
 - d. one type of data

4. Professional Development is *not* planned to...
 - a. meet the needs of the state
 - b. help teachers and students grow
 - c. meet the needs of individual schools.
 - d. reflect best available practices

5. Teachers must ____ in order for the PD to be successful.
 - a. know the content prior to training.
 - b. have a partner

- c. have time.
 - d. see the need
-
1. Which is *not* a role of the principal when creating PD?
 - a. participation
 - b. plan it all
 - c. focus on the school needs.
 - d. create a culture of improved practice

 2. What are two forms of implementation?
 - a. show model and job-embedded.
 - b. job-embedded and observations
 - c. show model and job security
 - d. podcast and Teachers Pay Teachers

 8. Which is not a critical component to PD?
 - a. feedback.
 - b. time
 - c. group work.
 - d. expectations

 9. Which is *not* part of the evaluation process?
 - a. evaluation at the end of the year-long training
 - b. observation implementation of new skills
 - c. measurement of student growth
 - d. measurement of organization

Quiz taken from:

<https://quizizz.com/admin/quiz/59ec6ee985dcc100049df3d/professional-development>

Quiz 2: Child Language Acquisition

1. What is the first language level children learn?
 - a. Lexis
 - b. Phonology
 - c. Grammar
 - d. Syntax
2. At what age do children typically enter the one word stage?
 - a. 6 months
 - b. 18 months
 - c. 12 months
 - d. 24 months
3. What is it called when a child makes a mistake that makes grammatical sense but isn't correct due to an irregular rule?
 - a. Honest mistake
 - b. Virtuous error
 - c. Virtuous mistake
 - d. A boo boo
4. Who suggests children learn by imitating adults?
 - a. Chomsky
 - b. Piaget
 - c. Skinner
 - d. Nelson
5. Who suggests children learn by interacting with the world around them?
 - a. Chomsky
 - b. Piaget
 - c. Skinner
 - d. Clark

6. Why do children learn nouns first and quickest?
 - a. They hear them lots
 - b. They are easy to say
 - c. You can see them- they're real things
 - d. Children are clever

7. When do children enter the two word stage?
 - a. 6 months
 - b. 12 months
 - c. 18 months
 - d. 24 months

8. Which language level can we start studying at the two word stage?
 - a. Lexis
 - b. Grammar
 - c. Phonology
 - d. Semantics

9. What is the first pronoun children learn?
 - a. I
 - b. me
 - c. my
 - d. mine

10. At what stage do children start to learn about plurals and past tense?
 - a. One word
 - b. Two word
 - c. Telegraphic
 - d. Post telegraphic

Quiz taken from:

<https://quizizz.com/admin/quiz/5ce11f5f7aac32001ab9908d/child-language-acquisition>

Stages of language acquisition in children

In nearly all cases, children's language development follows a predictable sequence. However, there is a great deal of variation in the age at which children reach a given milestone. Furthermore, each child's development is usually characterized by gradual acquisition of particular abilities: thus “correct” use of English verbal inflection will emerge over a period of a year or more, starting from a stage where verbal inflections are always left out, and ending in a stage where they are nearly always used correctly.

There are also many different ways to characterize the developmental sequence. On the production side, one way to name the stages is as follows, focusing primarily on the unfolding of lexical and syntactic knowledge:

| Stage | Typical age | Description |
|---|--------------------|---|
| Babbling | 6-8 months | Repetitive CV patterns |
| One-word stage (better <i>one-morpheme</i> or <i>one-unit</i>) or holophrastic stage | 9-18 months | Single open-class words or word stems |
| Two-word stage | 18-24 months | “mini-sentences” with simple semantic relations |
| Telegraphic stage or early multiword stage (better <i>multi-morpheme</i>) | 24-30 months | “Telegraphic” sentence structures of <i>lexical</i> rather than <i>functional</i> or <i>grammatical</i> morphemes |
| Later multiword stage | 30+ months | <i>Grammatical</i> or <i>functional</i> structures emerge |

Quiz taken from:

https://www.ling.upenn.edu/courses/Fall_2003/ling001/acquisition.html

Quiz 3: Child and Adolescent Development

1. Regardless of culture, children begin to learn language around the same time all over the world. At about what age is this?
 - a. Between 6 and 8 months
 - b. Between 8 and 28 months
 - c. Between 2 and 4 years
 - d. Between 5 and 7 years
2. Which theorist places the most importance on social interaction in the development of language?
 - a. Chomsky
 - b. Piaget
 - c. Skinner
 - d. Vygotsky
3. Children's first words most commonly refer to what?
 - a. Concrete objects
 - b. Abstract ideas
 - c. Time
 - d. Colors
4. The recognition that children who pretend they are reading or writing understand a great deal about literacy is characteristic of what approach to literacy?
 - a. Emergent literacy
 - b. Reading readiness
 - c. Phonemic readiness
 - d. Writing readiness
5. The literacy approach that emphasizes a set of skills children needed to master before formal reading instruction is known as what?
 - a. Emergent literacy

- b. Reading readiness
 - c. Writing readiness
 - d. Whole language
6. Which of the following does *not* play a significant role in the child's learning of language?
- a. Imitation of adult speech
 - b. Learning rules for sound combinations
 - c. Learning rules for sentence structure
 - d. Learning rules for interaction patterns
7. Which of the following has research *not* shown to be beneficial to a child's second language acquisition?
- a. Youth-the younger the child, the easier for him to learn a second language
 - b. Mastery of grammar of the child's first language
 - c. Continued development of the child's first language
 - d. Being surrounded by native speakers of the second language
8. Metalinguistic awareness is _____.
- a. The ability to think and talk about language
 - b. The ability to connect the distinctive sounds in words to letters
 - c. Understanding of the mapping principles between sounds and meaning
 - d. The ability to recognize writing from other visual marks
9. Which of the following would *not* help create phonemic awareness during preschool?
- a. Re-reading the same book over and over again
 - b. Using songs, finger plays, and stories with rhyming words
 - c. Isolating the beginning sound of words by asking children to say the sounds they hear
 - d. Showing children how print is read on a page
10. Which of the following is *not* true about comprehension?
- a. Comprehension depends only on the reader's decoding knowledge and skill
 - b. Comprehension is an active process in which the reader works to construct a meaningful message from the text
 - c. Comprehension depends on the reader's ability to use syntactic, semantic, and

- pragmatic information to understand the text
- d. Comprehension is gained through prior knowledge of a subject, and attitudes or feelings towards characters
11. Invented spelling...
- a. Increases children's fluency
 - b. Interferes with reading development and the development of conventional spelling
 - c. Should be treated as erroneous spelling to be corrected with beginning readers
 - d. Should not be supported by parents
12. The teaching method in which at least two languages are used in basic subject areas is...
- a. ESL
 - b. Bilingual education
 - c. Structured immersion
 - d. Submersion

Quiz taken from:

http://novella.mhhe.com/sites/0073525766/student_view0/chapter5/multiple_choice_quiz.html

Quiz 4 – The Basics of Arts Integration

1. If you already teach an art form, you can't really write or implement an arts-integrated lesson plan.
True False

2. The following are great reasons to use arts integration. Select one or more:
 - a. It takes up extra time in the day
 - b. It could give me a chance to collaborate with other teachers
 - c. It motivates students
 - d. It motivates teachers
 - e. It could play to students' talents and interests
 - f. It helps students develop a deeper understanding of the content you are teaching

3. Assessments should mirror the content and art standard you have.
True False

4. It is important to assess the art form standard as well as any other content area standards.
True False

5. The following are great ideas for assessment. Select one or more:
 - a. Checklist
 - b. Exit ticket
 - c. Observations/anecdotal notes
 - d. 3-2-1
 - e. Rubric

6. Collaboration is a MUST when it comes to arts integration.

True

False

7. These are ways I can work towards collaboration. Select one or more:

- a. I can collaborate with another arts teacher at my site
- b. I can collaborate with someone outside of education
- c. I can collaborate with a like-minded teacher from another school
- d. I can collaborate with another non-arts teacher in my building
- e. I can collaborate with ELA/ELD specialists
- f. I can collaborate with local artists

Quiz taken from:

<https://theinspiredclassroom.com/2017/03/do-you-know-the-basics-of-arts-integration-a-quiz/>