2015

Instructional Practices of English as Second Language Teachers

Karen Ann Wallis
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Karen Wallis

has been found to be complete and satisfactory in all respects,

and that any and all revisions required by

the review committee have been made.

Review Committee

Dr. Marvin (Lewis) Putnam, Committee Chairperson, Education Faculty

Dr. Michelle McCraney, Committee Member, Education Faculty

Dr. Michelle Brown, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2015

Abstract

Instructional Practices of English as Second Language Teachers

by

Karen A. Wallis

MA, College of New Rochelle, 1983

BS, Mount Saint Mary College, 1977

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2015

Abstract

The past decade has seen a significant increase in the emergence of English Language Learners (ELLs) in the United States. Nationally, a disparity in achievement exists between ELLs and non-ELLs. Relatedly, this problem was evident in a northeastern school district, where ELLs had not made Adequate Yearly Progress 2 years in a row. The purpose of this study was to examine how much time English as Second Language (ESL) teachers spend on a variety of best instructional practices. Constructivism, Vygotsky's zone of proximal development, and Tomilinson's differentiated instruction were the frameworks used to guide this research. A within-group design was utilized to identify how much time 25 ESL educators spent on 5 types of instructional practices. The *Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12* was used to collect data. A 1-way analysis of variance revealed statistically significant differences between the amounts of time ESL teachers spent on the 5 instructional practices. The greatest time was spent on individualized instructional activities and a variety of educational tasks. Less time was spent on small group activities, and the least amount of time was spent on inquiry-based activities and technology activities. Findings supported the creation of a professional development for ESL teachers at the local site focusing on (a) best instructional practices for teaching ESL students, (b) professional learning community network of support, and (c) resources to support educators in their lesson planning of instructional activities. The study findings and culminating project may positively affect social change by improving ESL instruction at the local site and ultimately decreasing the disparity in achievement between ELL and non-ELL students.

Instructional Practices of English as Second Language Teachers

by

Karen A. Wallis

MS, College of New Rochelle, 1983

BA, Mount Saint Mary College, 1977

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2015

Dedication

This research is dedicated to the immigrant students of my community. They come, with their families, to our bucolic river city in hopes of gaining an education that will pilot them toward a life of hopes and dreams fulfilled.

Acknowledgments

I would like to acknowledge the strong scholarly support that I have received from my doctoral committee: Michelle Brown, Ph.D., Michelle McCraney, Ed.D., and especially my chairperson, M. Lewis Putnam, Ph.D. Through the rigor of their academic counsel, I have been able to evaluate my work through a critical lens that might otherwise have been nonexistent.

I wish to thank John L. Smithson, Ph.D., the Director of Measures of the Enacted Curriculum Wisconsin Center for Education Research University of Wisconsin-Madison, for his availability to answer my questions and his interest in my research. He has made a very formidable process much less frightening.

Next, I would like to recognize the many colleagues and supervisors that I have at work who have supported me in the many projects, interviews, presentations, and surveys that I have asked them to be a part of throughout the process of working towards attaining this doctoral degree. Without their support and actions of being my critical friends, I would have had a very difficult time achieving my goal.

In addition, I am very grateful to my family and friends for their understanding of how much time I have had to allocate to my studies and writings. They sacrificed personal time with me and accommodated their schedules to meet my needs. Without their support and encouragement, I would not have accomplished completing my degree.

Lastly, I would be remiss in not thanking a special friend that I made through sharing many courses at Walden University, Margaret Williams. She has always had a listening ear, a critical eye, an encouraging word, and a praying spirit that has lifted me over rough terrain along the journey.

Table of Contents

List of Tables v

List of Figures vi

Section 1: The Problem 1

Introduction 1

Definition of the Problem 3

Rationale 4

Evidence of the Problem at the Local Level 5

Evidence of the Problem From the Professional Literature 8

Definitions 17

Significance 19

Guiding/Research Question 19

Review of the Literature 21

Implications 30

Summary 30

Section 2: The Methodology 32

Introduction 32

Research Design and Approach 32

Justification for Using Design and Approach 34

How Design Derives Logically From Data 35

Setting and Sample 35

Instrumentation and Materials 39

Data Collection 46

Data Analysis 47
Results 49
Assumptions, Limitations, Scope, and Delimtations 56
Protection of Participants' Rights 58
Conclusion 59
Section 3: The Project 61
Introduction 61
Description of Project 61
Purpose of Project 63
Goals for the Professional Development 63
Rationale 65
Rationale of How Project Addressed the Problem 68
Review of the Literature 70
Analysis of How Theory and Research Support Project Content 71
Discussion of Findings From Section 2 74
Discussion of the Project 79
Potential Resources and Existing Supports 80
Potential Barriers 81
Proposal for Implementation and Timetable 81
Roles and Responsibilities of Student and Others 82
Project Evaluation 83
Reporting Out to Stakeholders 84
Project Implications 86

Local Community 86
Far-Reaching 87
Importance of Project to Local Stakeholders and Larger Context 88
Conclusion 88
Section 4: Reflections and Conclusions 90
Introduction 90
Project Strengths 90
Recommendations for Remediation of Limitations 91
Scholarship 92
Project Development and Evaluation 93
Leadership and Change 94
Analysis of Self as Scholar 94
Analysis of Self as Practitioner 95
Analysis of Self as Project Developer 96
The Project's Potential Impact on Social Change 97
Implications, Applications, and Directions for Future Research 99
Conclusion 100
References 101
Appendix A: Project 120
Appendix B: Permission for Survey of Enacted Curriculum Survey of Instructional Practices for ESL/ELD Teachers K-12 Item Use 143
Appendix C: Survey of Enacted Curriculum:Survey of Instructional Practices for ESL/ELD Teachers Grades K-12 144

Appendix D: Personal Communication From John Smithson January 23, 2013 152

Appendix E: Table of Summary of Survey Calculations.....154

List of Tables

Table 1. Item Synopsis of Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 44

Table2. Within Subjects Factors 48

Table 3. Maulchy's Test of Sphericity 49

Table 4. Tests Within Subjects Effects 50

Table 5. Descriptive Statistics 51

Table 6. Pairwise Comparison 55

List of Figures

Figure 1. Grade 3 state mathematics LEP performance 7

Figure 2. Grade 3 state ELA performance for LEP students 8

Figure 3. NAEP 2011 reading assessment Grade 4 & Grade 8 performance by ELL status 14

Figure 4. NAEP 2011 mathematics assessment Grade 4 & Grade 8 performance by ELL status 15

Section 1: The Problem

Introduction

As the population of English Language Learners (ELLs) has grown appreciably in the United States in the span of the past 10 years, so has the disparity in achievement amid ELL and non-ELL students (Census.gov, 2012; Hemphill, Vanneman, & Rahman, 2011; National Clearinghouse for English Language Acquistion, 2012; O'Connor, Abedi, & Tung, 2012; Pandya, Batalova, & McHugh, 2011). Researchers have shown that instructional practices that focus on the constructivist approach to learning, such as differentiated instruction (DI; Brooks & Thurston, 2010; Kanevsky, 2011; Reis, McCoach, Little, Muller, & Kaniskan, 2011; Van Tassel-Baska, 2012) and using Vygotsky's zone of proximal development (ZPD; Kanevsky, 2011; Lantolf & Poehner, 2010) can increase student achievement, including ELL students. These approaches include, but are not limited to, activities based on individual student learning needs, small group activities, hands-on and technology activities, and inquiry-based learning (Baecher, Artigliere, Patterson, & Spatzer, 2012; Brooks & Thurston, 2010; Burnett, 2010). Many of the approaches are used in classrooms on a daily basis; however, infusing all of them into daily instruction can be challenging for educators. The necessity of inclusion of these practices can make a difference in how students learn.

There is evidence that differentiation needs to be made in instructional practices for the ELL population. Specifically Baecher, Rorimer, and Smith (2012) documented 10 principles of instructional practices associated with DI that should guide ESL teachers in differentiating instruction. In addition to enforcing those 10 principles, how much time

is actually spent on differentiation is important to note (Azano et al., 2011). It has been documented that teachers who use DI with their ELL population assist students in making educational gains (Brooks & Thurston, 2010; Harris, 2011; Kanevsky, 2011; Lantolf & Poehner, 2010; Okoye-Johnson, 2011; Orosco & O' Connor, 2013). Nevárez-La Torre (2011) proposed using research based instructional practices, such as DI, with all ELLs across all proficiency gradients in acquiring language skills in the areas of "the learning of oracy, literacy, and content knowledge" (p. 19). Through the use of DI, the "educational advancement of transient ELLs" (Nevárez-La Torre, 2011, p. 25) would be facilitated. Therefore, differentiating instruction through a variety of methods would be of particular value, especially to the ELL population. One way of differentiating instruction is through the amount of support a teacher provides a student, otherwise known as ZPD.

Numerous studies have corroborated Vygotsksy's ZPD. Reyes and Kleyn, as cited by Navárez-La Torre (2011), found that teachers can facilitate new learning when it is built upon the prior knowledge of ELL students. Furthermore, Borrero and Yeh (2010) established that an ELL's ecological language is strongly tied to his or her cultural activity and learning linguistic skills in the school environment. Parsons (2012) ascertained that when ESL teachers scaffold student learning through ZPD, which allowed the students to accomplish what they could on their own and provided them assistance with concepts as needed, students were able to successfully bring to fruition assignments that they would not have been able to complete on their own accord. As a result of differentiation in support, students met with success; they made strides towards

achieving their educational goals. Without differentiation, some students lag behind their peers, particularly if their language proficiency skills are still at the beginner or intermediate levels.

Definition of the Problem

There has been a significant increase in ELLs entering public schools over the past 10 years (Census.gov, 2012; NCELA, 2012). Over the last 20 years, between 1990 and 2010, there has been a growth rate of 80% in the ELL population across the United States (Pandya, Batalova, & McHugh, 2011). In their report for the National Center for Education Evaluation and Regional Assistance, researchers O'Connor et al. (2012) noted that there is a national disparity in achievement between ELL and non-ELL students. Across the United States, "the percentage of students who achieve proficiency (as defined by each state) is 20-30 percentage points lower" (O'Connor et al., 2012, p. iv) for ELL students than non-ELL students. Furthermore, educators are being challenged with more ELLs in their classrooms. In addition, instructional practices that have worked in the past do not always work for the growing population of ELLs. As the populace of ELLs continues to soar nationwide, so does concern over the disparity in achievement.

This urban school district has been cited for its subgroup population of Limited English Proficient (LEP; also known as ELL) students not making Annual Yearly Progress (AYP) for 2 consecutive years (XXXXXXX State Education Department, 2011, 2012b). As a result, the district is under mandated restructuring of its ESL program (XXXXXXX State Education Department, 2012a; School Alliance for Continuous Improvement SACI, 2012). In order to improve academic achievement of ELLs,

research is needed to identify the instructional practices that the ESL teachers implement on a daily basis, such as DI and the ZPD. In this study, I focus on current instructional practices of ESL teachers and how much time they spend implementing DI and ZPD. The reporting of this study's findings may assist similar school districts in corrective actions that could take place to improve student achievement of ELLs.

Rationale

Throughout the entire district, approximately 17% of its student population is considered LEP/ELL, with a higher concentration in the elementary schools (XXXXXXX State Education Department, 2012b). As compared with state data from 2009-2010 that indicated 7.3% of the student population had an ELL status (U.S. Department of Education ED Data Express, n.d.), the student population in the district under study is approximately twice as high, requiring more services than the average state school district. The large ELL population of the district necessitates a close look at the success rate of its LEP students. A rigorous examination of instructional practices may give evidence to reasons why this subgroup is not making AYP.

An audit by the state education department indicated there was a problem with instructional practices for ELLs in the district (XXXXXXX State Education Department, 2012a). Another review team, the School Alliance for Continuous Improvement (SACI, 2012), evaluated the ESL program and concluded there was no ESL curriculum, no professional development offerings, and no horizontal or vertical consistency in instructional practices in the ESL program. Through the critical lens of outside evaluators, inconsistencies in the ESL program have been brought to the attention of the

district. Now the school district must acknowledge the responsibility of rectifying the problematic areas.

Evidence of the Problem at the Local Level

In order for ELLs to increase their level of proficiency and score at Levels 3 and 4 and make AYP, research is needed to examine how much time ESL teachers spend on a diversity of teaching practices that fall under the umbrella of scaffolding and DI in the district's ESL classrooms. It needs to be determined if the instructional practices are adjusted for the ELL population (Garcia, Arias, Murri, & Serna, 2010; Short, Echevarria, & Richard-Tutor, 2011). Han and Bridglall, as cited by Niehaus and Adelson (2014), found that in schools that provided support to ELLs such as "Title I services, family outreach services, availability of ESL aides, and teachers in the school who spoke another language in addition to English" (p. 814) increased the academic achievement of ELLs, and the gap was narrowed with their non-ELL peers. Therefore, a well articulated program designed specifically for ELLs made a difference.

As a result of a district review by the state education department, the district chose to have an ESL program review from the SACI evaluators. The SACI report (2012) articulated the need for a "systemic development of district programs PreK-12 to ensure consistency of implementation for all students" (p. 29). The report also indicated a need to develop an articulated curriculum for both "freestanding ESL and Dual Language programs" (SACI, 2012, p. 29). In addition, the SACI evaluators recommended that the low achievement of ELLs in the school district has raised concerns of many stakeholders: the superintendent of schools, the board of education,

administrators, teachers, parents, and even students. State and district report cards provided evidence that ELL students were not making AYP (XXSED 2011; XXSED, 2012b; Okoye-Johnson, 2011). The examination of the school district's report card results for state tests for Grade 3 mathematics and Grade 3 English language arts indicated there has been a drop in the achievement of ELLs as shown in Figures 1 and 2. The low achievement levels of ELLs for the past 2 years indicate that this subgroup of students has not made AYP for 2 years in a row. Nationally, the low achievement of ELLs' performance on standardized state tests has raised a concern (O'Connor et al., 2012; Short et al., 2011) that requirements and accommodations for ELLs be identified and used as in accordance with the State Education Department (XXXXXXX, 2012a). As a result of the reviews, weaknesses and needs of the ESL program have surfaced. The state did provide the school district with suggestions on possible ways to resolve the problem. Subsequently, it was then up to the stakeholders to take the actions necessary in order to deal with the ideas that were offered. As shown previously, the low achievement levels of ELLs, nationally and locally, are of concern to the public. With this in mind, now that the problem has been recognized and understood, it was time for the district to address it.

This subsection discusses what school, district, community, state, nation, and/or international data indicate about this issue.

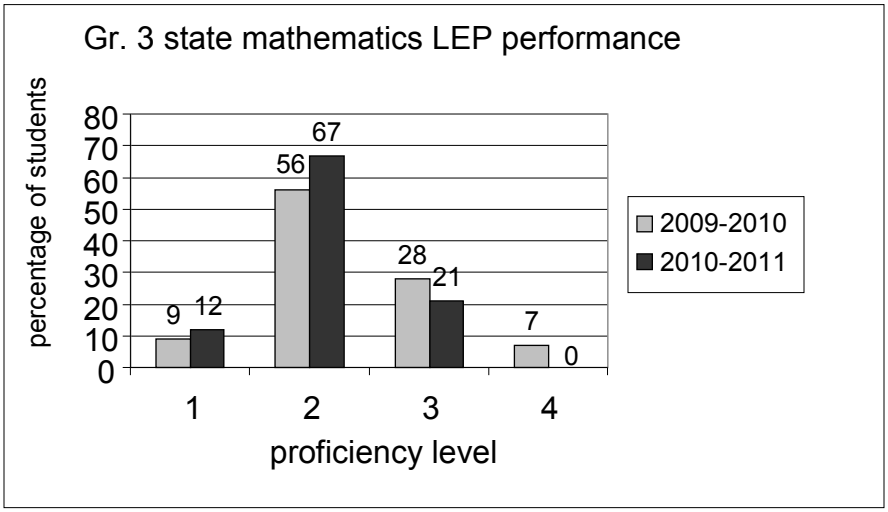

Figure 1. The bar graph displays the performance of LEP students from the urban school district in the area of mathematics for two consecutive years. The graph compares the proficiency levels of two cohorts of Grade 3 students, 2009-2010 and 2010-2011. In 2009-2010, 152 students were identified as LEP; In 2010-2011, 210 students were identified as LEP. The percentage of LEP students reaching proficiency levels of 3 (at or above proficient) and 4 (advanced), showed a decrease the following year indicating an increase in the amount of students not making AYP. In 2009-2010, 28% of ELLs were at proficiency level 3, whereas the following year only 21% of the ELLs achieved that proficiency level. Likewise, in 2009-2010, 7% of the students achieved proficiency level 4 (advanced), whereas the following year 0% of the students achieved proficiency level 4. These data were public domain and taken from "The XXXXXXXX State School Report Card: Accountability and Overview Report 2009-2010, 2010-2011, XXXXXXX School" by XXXXXXXX State Education Department (XXSED), 2011, 2012b.

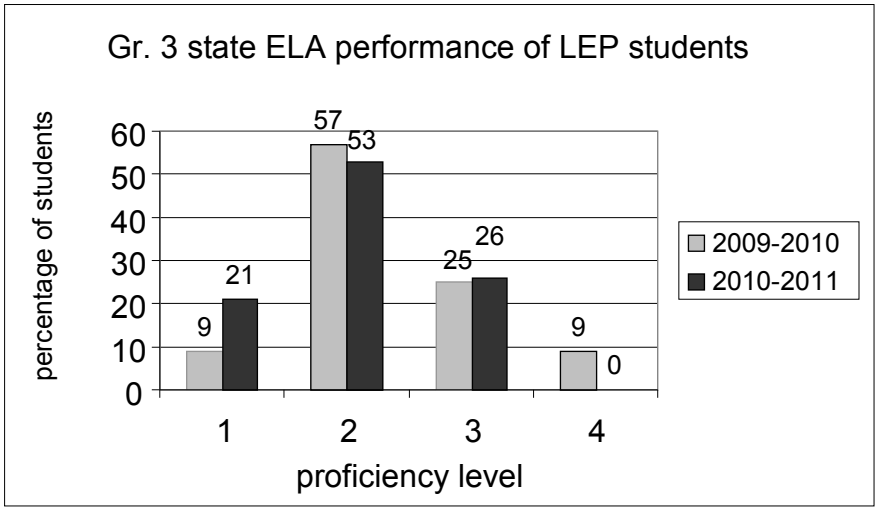

Figure 2. The bar graph displays the performance of LEP students from the urban school district in the area of English language arts for two consecutive years. The graph compares the proficiency levels of two cohorts of Grade 3 students, 2009- 2010 and 2010-2011. In 2009-2010, 152 students were identified as LEP; In 2010-2011, 210 students were identified as LEP. The percentage of LEP students reaching proficiency levels of 3 (at or above proficient) and 4 (advanced), showed a decrease the following year indicating an increase in the amount of students not making AYP. In 2009-2010, 9% of the students achieved a proficiency level of 1 (below basic), whereas the following year 21% performed at proficiency level 1. In 2009-2010, 9% of ELLs achieved a proficiency level of 4 (advanced), whereas the following year 0% of the students achieved that proficiency level. In one school year fewer ELL students performed at the advanced level and more ELL students performed at the below basic level. These data were public domain and taken from "The XXXXXXXX State School Report Card: Accountability and Overview Report 2009-2010, 2010-2011, XXXXXXX School" by XXXXXXXX State Education Department (XXSED), 2011, 2012b.

Evidence of the Problem from the Professional Literature

As a result of the local, national, and international data, there is a need to address the performance gap between non-ELLs and ELLs (Fleischman, Hopstock, Pelczar, & Shelley, 2010). One way to address the gap is through the identification of instructional practices for ELLs. Harris (2011) highlighted the fact that teachers of ELLs are lacking a "definitive strategy to address the learning needs of these students" (p. 877). Vygotsky,

as cited by Brooks and Thurston (2010), emphasized the significance of communication for academic language development. It is through interactions that individuals learn language and develop their "thought processes" (Brooks & Thurston, 2010, p. 46). Research has shown that when teachers restructure their lessons in response to student need through the practice of ZPD and scaffolding, students are more likely to succeed academically (Parsons, 2012). Tomilinson and Jarvis (2014) proposed two paradigms, the "deficit paradigm" (p. 193) and the "discontinuity paradigm" (p. 194). In the deficit paradigm, students embody the low expectations of teachers, substandard curriculum, and poor instruction, all which contribute to a gap in achievement (Tomilinson & Jarvis, 2014). In the discontinuity paradigm, Lewis et al., as cited by Tomilinson and Jarvis (2014), asserted that there are barriers to students' academic achievement as there is an imparity between "the socio-cultural contexts in which they live and the dominant cultural values communicated through mainstream schooling" (p. 194). Additionally, there is a deficit in imparting curriculum and teaching that culturally meets the needs of the students and recognizes that they have disparate standards. Therefore, culturally responsive teaching through DI is essential to the delivery of curriculum and instruction if academic success is to be achieved.

Through the use of the practices of DI and ZPD, students, in particular ELLs, can show academic gains. The understanding of practice implementation and the degree to which it is used in the classroom are important factors to consider when discussing the rate of achievement of ELLs. Instructional practice is influenced by many factors. Fidelity of implementation (FOI) to a program can impact student achievement (Azano et

al., 2011). Azano et al. (2011) found that teachers place themselves upon a perception continuum. Teachers have a judgment about how much time they allocate to interventions that ranges between little to great. The greater a teacher perceives the "available instructional time, the higher the teacher's adherence and quality of delivery tend to be" (Azano et al., 2011, p. 706). Therefore, how much time a teacher has within a class period will influence the quality of their instructional practices.

Another factor affecting instructional practice is the expectancy of teachers in the learning capabilities of their students. When a teacher's expectation of student performance is low, then their "adherence and quality of delivery tend to be" (Azano et al., 2011, p. 706) lower in implementing the curriculum. Teacher belief about their own level of expertise (Azano et al., 2011) can also influence instructional practice. Expertise can be measured through instructional readiness. Instructional readiness is impacted by how many years an educator has been teaching, how much professional development an educator has received, teacher certification, and teacher preparedness. Quality of instruction is not only influenced by teachers' beliefs in their students' ability to learn but also in their beliefs about their own abilities to carry out lessons. Teachers' feelings of inadequacy to perform their job could influence student motivation to learn.

There is evidence that confirms differences amongst students have been found in classes that are considered to be overachieving and underachieving (Damber, Samuelson, & Taube, 2011). Student motivation and how teachers adjust their instructional practices in reaction to the relationships amongst students in their classes affects student achievement (Kanevsky, 2011). Students in underachieving classes display

characteristics being less positive towards their peers and having difficulty with peer interaction. Damber et al. (2011) corroborated the findings of Azano et al. (2011); they found that underperforming classes are found to have teachers with less experience and more negative perceptions about student work. Instructional practices can affect student motivation to learn. The combination of teachers with less experience mixed in with low expectations for student achievement has led to poor student performance. Teachers' skill levels and knowledgebase coupled with students' academic and cultural needs are of vital importance when considering student achievement.

What is more, a factor found by Damber et al. (2011) that influences instructional practices and student achievement is "the necessity to increase efforts to enhance reading both at school and at home," and "sociocultural background factors" (p. 355) that cannot be ignored by teachers. Therefore, it is imperative for teachers to be attentive to students' social culture and linguistic proficiency and to also involve parents in the acquisition of the English language. Moreover, educators need to view the student as a whole because the gestalt of the student encompasses a wide array of factors outside of the brick and mortar school building.

Finally, when looking at the constructivist approach to learning, a variety of student needs are stressed. The educational setting should support learners to become dynamic contributors in their own learning (Thoonen, Sleegers, Oort, Peetsmal, & Geijsel, 2011). Teachers need to acknowledge that there are differences between students and that will affect the format of delivery of instructional practices. Student differences could be due to "social, cultural, and cognitive characteristics such as socioeconomic

background, ethnicity, social and cultural capital, intelligence, and cognitive strategies" (Thoonen et al., 2011, p. 501). Furthermore, "teachers should therefore pay attention to these differences and differentiate in their instruction and tasks, instead of focusing on the classes as a whole" (Thoonen et al., 2011, p. 501). Student differences influence how much scaffolding and what type of differentiation a student requires. Through the use of ZPD, this differentiation can be administered. Then, once that has been determined, students journey towards success.

Now, more than ever, differentiation in instructional practices for ELLs is paramount if they are to eventually compete in our global society. The population of ELLs has been rapidly growing across the United States (Borrero & Yeh, 2010; Brooks & Thurston, 2010; Okoye-Johnson, 2011; Orosco & O'Connor, 2013). According to the U.S. Department of Education ED Data Express (n.d.), between 1998 and 2008, there has been a 51.01% increase in the ELL population across the U.S. In 2000-01, 8% of the population of all students in public schools were ELLs (approximately 3.7 million students); in the next decade, there was a growth of approximately 1 million more students, thereby increasing the total population of ELLs to 10% (Aud et al., 2012).

In 1 decade the ELL population increased over 50%. This increase of approximately 1 million ELL students has had an impact on the public school system. The essential requirements of this population and the resulting ramifications necessitate a focus on instructional practices used with ELLs. With an increase in the ELL population, there is an ever widening achievement gap between non-ELLs and ELLs (Atwill, Blanchard, Christie, Gorin, & Garcia, 2010; Brooks & Thurston, 2010; Lee & Reeves,

2012; Okoye-Johnson, 2011). The results of the comparison between ELL achievement status with non-ELL achievement status has left a somber impression (Aud et al., 2012; Brooks & Thurston, 2010; Lee & Reeves, 2012; O'Connor et al., 2012; Okoye-Johnson, 2011). There is a vast disparity between ELLs and non-ELL students who are at proficiency level on the 2009 National Assessment of Educational Progress (NAEP; U.S. Department of Education, ies NCES, 2010). Consistent disparities between both subgroups of students across grade levels and content areas (reading and mathematics) have been documented (ED Data Express, n.d.). The gap between the two subgroups widens as students advance from fourth grade to 12th grade. Supported by 2010 data from the U.S. Department of Education, on average, the number of non-ELL students reaching proficiency level in both reading and mathematics for Grade 4, was 31 percentage points higher than that of ELLs. In Grade 12, the gap in reading widened to 37 percentage points; however, an improvement in mathematics was noted as the disparity somewhat narrowed to a 23 point gap (U.S. Department of Education ies NCES, 2010). In Grades 4 to 12 a consistent disparity in achievement concerning ELL and non-ELL students has been noted in the subjects of reading and mathematics. The process of learning to speak the English language while also learning curriculum has impacted the depth of core knowledge that students acquire.

In addition to the NAEP 2009 data, the NAEP 2011 data uphold previous findings. Data indicate, nationwide, ELL students consistently perform at lower levels of proficiency than their non-ELL counterparts in the subject areas of reading and

mathematics. In fact, as students progress in grade level, the differences increase. See Figures 3 and 4.

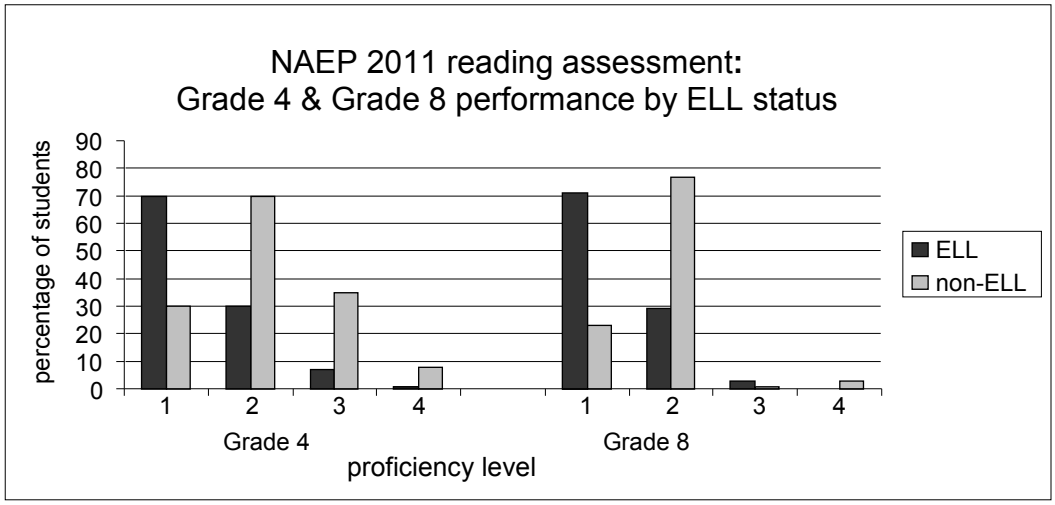

Figure 3. Bar graph comparing proficiency performance for ELLs and non-ELLs in Grade 4 and Grade 8 on the 2011 NAEP reading assessment. These data indicate that ELL students perform at proficiency level 1 (below basic) at a higher percentage rate than non-ELL students. For Grade 4, 70% of ELLs performed at below basic, while 30% of non-ELLs performed below basic. Also in Grade 4, 1% of ELLs are performing at advanced levels while 8 % of non-ELLs are performing at advanced levels. In Grade 8, 71% of ELLs performed at proficiency level 1 (below basic), while non-ELLs performing at proficiency level 1 was at 30%. ELL students performing at proficiency level 4 (advanced) was at 1%, while non-ELL students was at 8%. These data indicate that there was no improvement in ELL students achieving greater proficiency levels in reading as they go up in grade. In fact, fewer students reached the proficiency level 3 (at or above proficient) as they went up in grade. In Grade 4, 7% of ELLs were at level 3 proficiency level (at or above proficient), whereas in Grade 8, only 3% achieved that level of proficiency. These data were public domain and taken from "Reading 2011: National Assessment of Educational Progress at Grades 4 and 8 (NCES 2012-458)," U.S. Department of Education, Institute of Education Sciences (ies), National Center for Education Statistics, NAEP National Assessment of Education Progress, 2012.

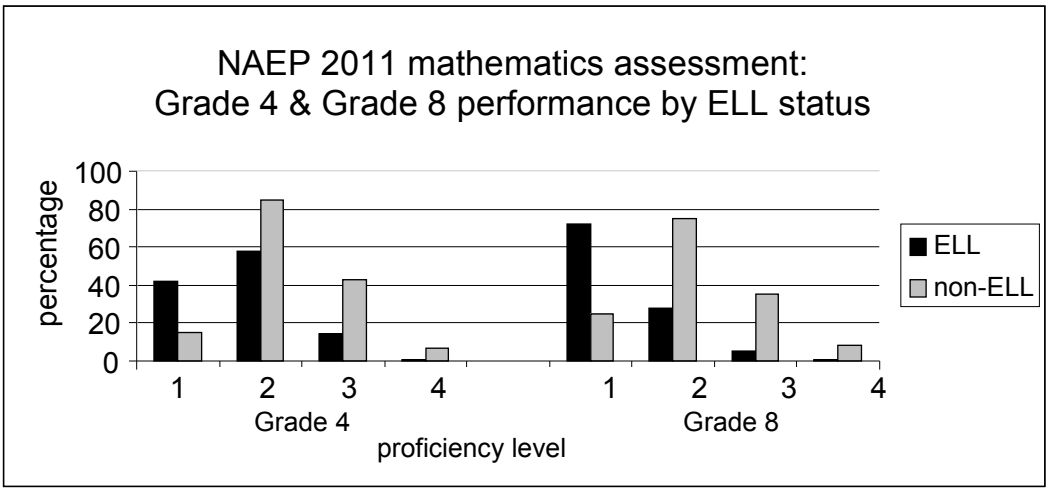

Figure 4. Bar graph comparing proficiency performance for ELLs and non-ELLs in Grade 4 and Grade 8 on the 2011 NAEP mathematics assessment. These data indicate that ELL students performed at proficiency level 1 (below basic) at a higher percentage rate than non-ELL students. For Grade 4, 42% of ELLs performed at below basic, while 15% of non-ELLs performed below basic. Also in Grade 4, 1% of ELLs performed at advanced levels while 7 % of non-ELLs performed at advanced levels. In Grade 8, 72% of ELLs performed at proficiency level 1 (below basic), while non-ELLs performed at proficiency level 1 was at 25%. ELL students performing at proficiency level 4 (advanced) was at 1% while non-ELL students was at 8%. These data indicate that there was no improvement in ELL students achieving greater proficiency levels in mathematics as they go up in grade. In fact, fewer students reached the proficiency level 3 (at or above proficient) as they went up in grade. In Grade 4, 14% of ELLs were at level 3 proficiency level (at or above proficient), whereas in Grade 8, only 5% achieved that level of proficiency. These data were public domain and taken from "Mathematics 2011: National Assessment of Educational Progress at Grades 4 and 8 (NCES 2012-458)," by U.S. Department of Education, Institute of Education Sciences (ies), National Center for Education Statistics, NAEP National Assessment of Education Progress, 2012.

When considering non-ELLs, one must also consider a the difference that exists in academic achievement levels between the ethnic groups of Whites and Hispanics. Hemphill and Vanneman, as cited by Saunders and Marcelletti (2013), analyzed trends in both reading and mathematics scores on the NAEP and reported there are gaps:

> ...between Whites, Hispanic non-ELs, and Hispanic ELs in reading and math for Grades 4 and 8 across several NAEP administrations. Among

> other things, the analysis found narrowing gaps between Hispanic non-ELs and Whites and widening gaps between Hispanic-ELs and both Whites and Hispanic non-ELs. (p. 143)

For some states the gap has widened and for others it has narrowed; however, for all, the gap is significant (Hemphill et al., 2011; Lee & Reeves, 2012). On the 2007 NAEP, the national trend for mathematics showed there was a 30 point difference, in both Grade 4 and Grade 8, when comparing scores of Hispanic and White students (Hemphill et al., 2011). Likewise, in reading, there was an achievement gap of 30 points in Grade 4, and 31 points for Grade 8 (Hemphill et al., 2011; O'Connor et al., 2012). An achievement gap between ethnic groups has long been documented. When considering the disparity in achievement between ELLs and their non-ELL counterparts, taking into account the factor of language acquisition on student achievement levels of ELLs, the comparison of the same ethnic group to itself removes one variable, the role of ethnicity,

For the purposes of this study, viewing Hispanic students with a non-ELL description is important. It is imperative to the study's local problem to consider data that illustrate the achievement gap between Hispanic non-ELL students and Hispanic ELL students. When comparing reading performance of non-ELL White students to non-ELLs with a Hispanic background, there was a disparity between achievement levels but not as great as when comparing non-ELL Hispanics to ELL Hispanics. The difference between the White students' reading achievement and the non-ELL Hispanic student achievement was on average a 15 point discrepancy in Grade 4 and a 15 point discrepancy in Grade 8. Although these scores show there is still a disparity in

achievement involving White and Hispanic students, there is an even greater disparity in achievement among non-ELL Hispanic and ELL Hispanic students (Hemphill et al., 2011). Therefore, even if students are of the same ethnic background (such asHispanic), the achievement gap widens if the student is learning English as a second language.

When comparing learners of similar ethnic background, Hispanic non-ELLs with Hispanic ELLs, there was just as much of a discrepancy between reading achievement scores as the data comparing all ELLs to all non-ELLs' reading achievement. NAEP data on reading achievement between the years 1998 and 2009 illustrate the chasm between Hispanic ELLs and Hispanic non-ELLs. The average difference in scaled scores over a 10-year period for Grade 4 was 29 points, whereas the difference in Grade 8 reading achievement was even higher, an overall average of 39 points (Hemphill et al, 2011). When comparing students of similar ethnic background, students who were considered to be proficient in English with students who are in the stages of acquiring the English language, a significant achievement gap was noted. The factor of language acquisition appears to have a great impact on student achievement.

Definitions

The terms used throughout this study are as follows:

*Adequate Yearly Progress (*AYP): "Progress in student achievement that is measured from year to year; minimum levels of improvement as measured by standardized tests chosen by the state; targets set for overall achievement and for subgroups of students, including major ethnic/racial groups, economically disadvantaged

students, limited English proficient (LEP) students and students with disabilities" (No Child Left Behind [NCLB], 2002, p. 22).

Differentiated instruction (DI): The belief there is a significant difference amongst students in what they gain knowledge of, how they ascertain information, and how they make evident what they have understood; differences should match the students' readiness level to learn, their interest level, and the manner in which they prefer to learn; these distinctions should be replicated in their learning experiences (Kanevsky, 2011).

English Language Learner (ELL): An individual between the ages of 3 and 21 years; born outside of the United States; registered in elementary or secondary school; demonstrating problems in verbal and written communication, reading, or understanding English that may greatly interfere with an individual achieving proficient levels of academic achievement (U.S. Department of Education ED data.gov., n.d.b.)

English as a Second Language (ESL): Phrase interchangeably used by NCLB to define LEP students or bilingual students (NCLB, 2002).

Limited English Proficient (LEP): Students acquiring English for education (NCLB, 2002)

More knowledgeable other (MKO): Generally a person with better understanding or ability level with the task or concept at hand than the learner; can be a teacher, peer, or electronic tutor (Galloway, 2001).

Zone of proximal development (ZPD): A structure to analyze a learner's abilities that then allows the instructor to adjust lessons to sustain student growth; looks at the

progression of growth rather than the still picture that traditional assessments offer (Lantolf & Poehner, 2010).

Significance

The importance given to instructional practices, such as scaffolding learning and differentiated activities, is significant if ELLs are to attain proficiency in English in a timely manner. NCLB (2001) required all school districts to show that every subgroup of their school population is making AYP. The school district in this study has not demonstrated AYP for their LEP population. Therefore, it is important to examine current instructional practices of the ESL department and how much time ESL educators are spending on those practices.

In the larger educational context, across the nation, the ELL population is increasing and there continues to be a disparity in academic performance between the ELL and non-ELL population (O'Connor et al., 2012; OECD, 2011; Short et al. 2011; U.S. Department of Education ED Data Express n.d.a.; U.S. Department of Education ies NCES, 2010). In efforts to close the achievement gap, the findings from this study creates interest for future research on instructional practices for ELLs.

Guiding/Research Question

The questions for this research study examine how much time kindergarten (K) through Grade 12 ESL educators spend on different instructional practices when instructing ELLs. The Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008) was used which specifies five categories of instructional activities.

Guiding Research Question: How much time do K-12 ESL teachers spend on each of the five categories of instructional practices as evident by the Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008)?

The specific research questions for this project study are as follows:

Research Question 1: How much time do K-12 ESL educators report spending on a variety of educational tasks?

Research Question 2: How much time do K-12 ESL educators report spending on individualized instructional activities?

Research Question 3: How much time do K-12 ESL educators report spending on small group activities?

Research Question 4: How much time do K-12 ESL educators report spending on hands-on and technology activities?

Research Question 5: How much time do K-12 ESL educators report spending on inquiry-based activities?

Research Question 6: What is the difference in the amount of time K-12 ESL teachers spend on each of the five categories of instructional practices as evident by the Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008)?

$H_0$1 (Null Hypothesis): There is no statistically significant difference in the amount of time K-12 ESL educators report spending among the five categories of ESL instructional activities.

H_a1 (Alternative Hypothesis): There is a statistically significant difference in the amount of time K-12 ESL educators report spending among the five categories of ESL instructional activities.

Previously, researchers indicated that the type of instruction ELLs receive does make a difference in how fast and how in depth ELLs learn the English language (Nevárez-La Torre, 2011). How quickly ELLs master English and its nuances have a direct effect on achievement in many subject areas. The use of DI and ZPD as instructional methodologies implemented with ELLs has shown promise, but there is not a wealth of research connecting DI and ELL achievement. Thus, there is a need for more research in this area. One way to conduct research into this problem is through the examination of one school district.

Case study research methods were used to identify the instructional practices currently used with ELLs in the urban school district and how much time ESL teachers spend on those practices (Hancock & Algozzine, 2006). As the district has already been cited for not making AYP for 2 consecutive years with their LEP population, a deeper look into current teaching practices illuminated possible factors that inhibit academic growth in ELLs. As a disparity in achievement appeared between the accomplishment of ELL and non-ELL students, it was necessary to examine the need for a different instructional approach when instructing ELLs.

Review of the Literature

An assortment of primary sources was used to extract information. These included peer reviewed journals, policy papers, national centers for statistics, and current

research studies that addressed strategies for language acquisition and ELL instructional practices. The literature contained in this review was obtained through the Walden Online Library service. Searches of multiple databases included National Clearinghouse, EBSCO Host-Education Research Complete, ERIC, Quest Central, Education from Sage, and Google Scholar. Search terms used were, but not limited to *differentiated instruction and English language learner*, *achievement gap and English language learner*, *best practices and ELL instruction, constructivism and English language learners*, *zone of proximal development and English language learners, classroom practices and academic achievement, ESL and instruction, ESL instruction and achievement, ESL and differentiated instruction,* and *instructional practices.*

In the following, information is imparted that elucidates the transformations that cultivated the understanding of language development over the past 100 years. The literature review was designed to give the theoretical framework of constructivist learning theory, the theory where students create new thoughts or perceptions from within (Huang, 2010; Orosco & O'Connor, 2013; Parsons, 2012). This literature review included a literature summary that described the implementation of the ZPD and DI in instructional planning. The ZPD offers teachers and children a framework in which to examine a student's abilities and scaffold them in their activities (Gagné & Parks, 2013; Geoghegan, O'Neill, & Petersen, 2013). Lantolf and Poehner (2010) reasoned that Vygotsky intended for his ZPD to be much more than a "theoretical lens" (p. 15) in which to view development; it should be considered the epicenter of developmental psychology. As all educators know, students enter into school at various points along the

continuum of the acquisition of knowledge. Therefore, through the use of DI, the instructor can adjust lessons to correspond with the range of the students' needs, allowing students to follow an individual growth sequence, providing them with success in learning (Okoye-Jonson, 2011). Harris (2011) explored how placement in different learning groups impacted differences in instruction. Lee and Reeves (2012) noted that lower group size could increase academic achievement. The influence of student learning preferences is another factor to consider in differentiating instruction (Kanevsky, 2011). ZPD and DI are two frameworks that permit the learner to be effectively involved in the acquisition of knowledge, which makes them more available to build wisdom for themselves.

The theoretical base for this research can be found in constructivism. In constructivism, the learner constructs understanding for themselves (Parsons, 2012). Rather than being a passive learner, the student is encouraged to actively participate in his or her own acquisition of knowledge (Huang, 2010). Constructivist theory follows the belief that teachers must present learners with possibilities to relate with their environment and create their own understanding (Parsons, 2012) rather than corralling them into situations that do not allow the learner freedom to engage in discerning their own thought processes. Mvududu and Thiel-Burgess (2012) conjectured that ELLs would strongly benefit from a constructivist approach in their classrooms. Collaborative work and working at their own pace in self-directed learning activities "while building upon their previous knowledge and cultural context" (Mvududu & Thiel-Burgess, 2012, p. 116) would facilitate successful learning opportunities for ELLs. By allowing students

to construct their own knowledge rather than having the teacher construct it for them, they actively participate in their own learning process through the vehicles of many different encounters. The teacher no longer becomes the transmitter of knowledge and the student the receptor; instead, the teacher becomes the motivator that facilitates the student in their acquisition of knowledge.

Theorists such as Vygotsky, Dewey, and Piaget are well known for their constructivist theories. Of the three, the application of Vygotsky's (1978) learning theory of ZPD allows ELLs to be successful in learning, as it is through the act of assessment and diagnosis of learning needs and then the response of the MKO with the type of intervention needed that the instruction for the learner is scaffolded (van Compernolle & Kinginger, 2013).

Vygotsky's three themes of language, culture, and ZPD all have great impact on ELLs. In language development, children first learn the labels of objects because they are explicitly taught them by their parents or relatives. It is through language that a person has "access to basic civil rights in the area of politics, economics, and education" (Okoye-Johnson, 2011, p. 1). As a child grows, he or she forms a liberated curiosity about the environment and desires to know the names of many things. This knowledge increases their vocabulary. It is through the longing to acquire language, then meeting with success through the use of language that then facilitates the cojoining of thought; after that language acquisition ensues.

Vygotsky believed that speech precedes thought (as cited in van Compernolle and Kinginger, 2013) as evidenced by egocentric speech – children speak their thoughts out

loud (social communication) as their thoughts have yet to be internalized. Eventually this language embodies itself "to function 'intrapsychologically'" (van Compernolle & Kinginger, 2013, p. 287). Speech then develops into thought. Key to the development of language and thought is socialization and culture. Speech is used as a tool of communication and begins in a social context. Cultural conditions determine how language is developed. ELLs often have parents who solely speak a native language at home that differs from the language spoken in school (Borrero & Yeh, 2010). As a result, ELLs need instruction that is responsive to their cultural background (Orosco & O'Connor, 2013). Seeing that children learn language in different environments (Borrero & Yeh, 2010), the sociocultural factors that go into the mix of a child's development of receptive language skills (Atwill et al., 2010) need to be considered when examining how ELL students learn language so they can be successful academically (Borrero & Yeh, 2010). A child's first exposure to language and their upbringing in an atmosphere where English is not the prevailing language is a significant factor to consider when attempting to problem solve ELL supports needed in the classroom. Knowledge of the child's language competence in their first language is important information for educators to know. Children who have a solid background in their primary language have an easier time of transitioning to a second language.

That being said, in the educational context of school, there is a mismatch with an ELLs language skills and the language of the classroom instruction (Atwill et al., 2010). A requirement of NCLB is that schools use language instruction curricula that are research-based. Parsons (2012) concluded that when supports were embedded into

teaching, ELLs interacted with their texts more meaningfully (Orosco & O'Connor, 2013). When strategies of differentiated instruction were applied there was potential to improve the vocabulary and comprehension of ELLs (Petr, 2012; Short et al., 2011). Furthermore, when students are grouped by ability level, "horizontal differentiation" (Harris, 2011, p. 849) can occur in both curriculum and the techniques used by the instructor to teach the group. Planning for ZPD and DI ahead of time is not something that can always be done; the MKO must be responsive to the needs of the learner during the learning process and be able to change course as necessary (Lantolf & Poehner, 2010). However, Hall et al., as cited by Lee and Picanco (2013), found that by implementing the principles of universal design for learning (UDL), the diverse needs of learners can be addressed. They explained "three UDL principles: 1. Multiple means of representation, 2. Multiple means of action and expression, and 3. Multiple means of engagement" (Lee & Pacanco, 2013, p. 139). Therefore, lessons can be planned ahead of time; the teacher looks at the curriculum and then retrofits the lesson to meet the needs of the students. When teachers inform themselves of best practices in instructing students, particularly ELLs, and put that knowledge into practice, then student achievement is more probable, and there is more likelihood that teachers will be readily responsive to student needs during a lesson.

Students first begin the process of learning another language through social context with their peers (Borrero & Yeh, 2010). In his theory on social development, Vygotsky, as cited by van Compernolle and Kinginger (2013), contended that social learning came before language development. In addition, Vygotsky, as cited by Learning

Theories Knowledgebase (2012) stated, “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)” (p. 1). The research of Hayes, Blake, Darensbourg, and Castillo (2015) found that for ELLs, “parent and peer influences were significant predictors” (p. 152) on achievement measures. The perceptions of middle school aged Latinos about the importance of items presented in school and the economic advantages of having a solid education were influenced by their friends and family (Hayes et al., 2015). The perceptions of others in the inner social circle of middle school aged Latinos bears weight upon academic achievement; their ELL status does matter. Therefore, it would be of utmost importance for ESL and general education teachers to assist ELLs to overcome social barriers so they can flourish in the mainstream of academic and community situations.

One way to support ELLs in their pursuit to prevail over social barriers is for teachers to support students through the practice of the ZPD, which incorporates social learning (Lantolf & Poehner, 2010). Holzman (2006) explained that Vygotsky’s ZPD rebuffs an individual learning on their own, and instead “suggests that groupings of people engage in the ensemble, dialectical, performatory activity of developing” (p. 115). The MKO (the teacher, peer, expert) assists the child in their endeavors to acquire knowledge (Vygotsky, 1978). It is through the interface with others who are more knowledgeable in a task than the learner, that the learner then gains knowledge of language and acquires skills on how to reflect on ideas (Brooks & Thurston, 2010). In the ZPD, Vygotsky (1978) believed that with the suitable level of support (scaffolding)

from the MKO, the student would be able to accomplish the task at hand. When connecting ZPD with ELLs, Athanases, Luciana, and de Oliverira (2014) reported that it is crucial to consider the following three aspects of scaffolding: (a) to whom shall it be given, (b) the purpose, and (c) how it will be delivered. Scaffolding ELLs in their learning has proven to be a valuable tool in gaining academic achievement (Borrero & Yeh, 2010; Navárez-La Torre, 2011; Theoharris & O'Toole, 2011). The scaffolding of student support goes hand in hand with differentiating their instruction. Differentiating instruction can take the element of, but is not limited to group size (Harris, 2011), teacher knowledge of best practice for cooperative learning groups (Gagné & Parks, 2013), instructional materials and assessment tools (Lee & Picanco, 2013), student preferences (Kanevsky 2011; Van Tassel-Baska, 2012), considerable occasions to participate in controlled "academic talk" (Petr 2012, p. 89), and "tiering lessons based on content, process or product" (Baecher et al. 2012, p. 16). Through survey questions on instructional practices, I discovered how much time ESL teachers spent on different activities that are associated with DI and ZPD. Once needs were assessed, then a plan was put into place for ESL teachers as the LEP population has not met AYP for 2 consecutive years.

Research has shown that when DI was practiced by teachers, the needs of the child were met and academic growth resulted (Atwill et al., 2010; Brooks & Thurston, 2010; Orosco & O'Connor, 2013; Stavroula, Leonidas, & Mary, 2011). Lee and Picano (2013) found that DI gave teachers alternatives to meet the objectives of lesson activities, curriculum demands, assessment mandates, and classroom environments. Before a

teacher can differentiate lessons for their ELLs, teachers must know their students strengths and weaknesses in all areas (reading, writing, oral language, speaking, and listening). The teacher teaches the same content standards but then adjusts the lesson by student need. The teacher does this through subgrouping students (Brooks & Thurston, 2010; Harris, 2011) or working with them individually. Unlike MKO where another student could be a peer's mentor, the teacher is the one in charge of differentiating the instruction in the group. Groupings are flexible and take on the instructional style of the teacher and the students' learning preferences they are working with (Baecher et al., 2012; Kanevsky, 2011; Lantolf & Poehner, 2010). DI is a practice that requires professional development, collaboration with other professionals, additional time for planning, and a desire from the teacher to enlighten them on pedagogy that is ethnically and culturally amenable to the needs of their students.

The research of Tricarico and Yendol-Hoppey (2012) identified that teachers who demonstrated self-regulatory behaviors within themselves were better able to identify the strong points and areas of difficulty within their students. As a result, they were more successful in implementing DI in their classrooms (Orosco & O'Connor, 2013; VanTassel-Baska, 2012). The research of Geoghegan et al. (2013) proposed students have a "heightened engagement and ability to articulate their learning" (p. 128) when the techniques of DI are used. As DI is not an easy methodology to undertake, professional development (PD) in how to plan, implement, and evaluate DI lessons is critical to student success (Tricarico & Yendol-Hoppey, 2012; Van Tassel-Baska, 2012). Logan (2011) supported this finding and called for more teacher education in the area of DI so

students can reap the benefits of teaching that is tailored to their needs. Research has shown that our ELL population continues to grow with each passing year (Borrero & Yeh, 2010; Brooks & Thurston, 2010; Okoye-Johnson, 2011; Orosco & O'Connor, 2013). Hence, it is of paramount importance to equip teachers with the type of PD that would make a difference in closing the achievement gap.

Implications

It was anticipated that the research into this local problem could identify if and how DI and the ZPD are currently being implemented when instructing ELLs. A project resulting from this research was a series of PD workshops for teachers. Based on the constructivist learning approach for ELLs by ESL teachers, the workshops were focused on the instructional practices of DI and ZPD when instructing ELLs (Appendix A).

Summary

NCLB (2001) mandates have put great pressure on school districts to ensure all subgroups of students make AYP by the year 2014. As a result, teachers of ELLs have a noble challenge in showing substantial academic achievement in their students while the students are still learning how to communicate in English in both the verbal and written formats. Research has shown that with evidence-based teaching methodologies, such as DI and ZPD, academic achievement can be increased (Thoonen et al., 2011).

State education reports and test results indicated that the urban school district has not made AYP with their LEP population for 2 consecutive years. As a result, the district was under restructuring. In order to make adjustments to the current teaching program, it was imperative that the ESL program be closely evaluated. One way to evaluate the

instructional practices of the ESL program was through an instrumental case study of the ESL instructors. Through the use of a survey, subject matter surfaced as to how much time was spent on instructional practices and the disparity of practice utilization amongst ESL educators. Findings then allowed changes in instructional practices to be considered so ELLs could begin to make greater academic achievement.

To determine how much time was being spent on a variety of instructional practices, a cross-sectional survey design was used with 25 out of 29 teachers from the ESL department in the urban school district that had been selected. Through the use of Survey Monkey, participants were asked to complete portions of Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008). The dependent variable in this study was time spent on a variety of instructional activities. The independent variable was the activity. The statistical software program, IBM SPSS Statistics version 21.0, was used to analyze these data.

Section 2: The Methodology

Introduction

The guiding question of this research study was the examination of how much time ESL teachers focus on instructional practices that incorporate ZPD and DI. To do this, one must document what is going on in the classroom. This can be achieved if a small group of individuals are selected to report on their experience (Lodico, Spaulding, & Voegtle, 2010). In this section, the following aspects are discussed: the research design, approach, and justification of the aforementioned; description of setting and sample; description of data collection tool; data collection and descriptive analysis used in the study; assumptions, limitations, scope and delimitations; and summary of measures taken for protection of participants' rights.

Research Design and Approach

A cross-sectional survey design was chosen for this project as a survey was used to collect data to identify instructional practices of the ESL teachers. An instrumental case study approach was used as instructional practices for ELLs was the focus of the study, and they were examined in their natural environment within a specific time frame (Hancock & Algozzine, 2006; Merriam, 2009). A cross-sectional survey gives a description of a population at a single point in time. Therefore, it was sound to use the design for this project study as a population of teachers was examined within a short time frame, no variables were manipulated, and I looked at the frequency of certain types of instructional practices that were used by K-12 ESL teachers. The information gathered from the survey gave me information on characteristics of the aforementioned population.

I was able to explain trends in data but was not able to explain any cause or effect for the data collected (Creswell, 2012). The survey data provided me with information that was used to strengthen professional development.

To examine the current instructional practices of ESL educators, a survey was used to collect data. I surveyed ESL educators on how much time they spent on 62 instructional practices by using the survey, Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008).

These data allowed me to distinguish what percentage of teachers were using each of the instructional practices a *considerable* amount of time (>51% of instructional time), a *moderate* amount of time (26-50% of instructional time), *some* of the time (10-25% of instructional time), *little* time (less than 10% of the time of instructional time), and *none* (not used at all). The statistical procedure that was used in this project study was the Repeated-Measures (RM) One-Way Analysis of Variance (ANOVA; IBM Corporation, 2013). The RM One-Way ANOVA test was used as the hypotheses related to the research questions addressed how much time ESL educators spent upon a variety of instructional activities.

The RM One-Way ANOVA test was used to establish whether or not a significant relationship existed between two variables. In this project study, the variables were the activities and time spent on the activities. An alpha/*p*-value was associated with the test statistic for each activity. In order to measure for significance, the *p* value was set at $p = <.05$. The RM One-Way ANOVA measured multiple observations on a scale under different conditions, and in this case, the scale means were evaluated with differences

noted (Green & Salkind, 2011). A standard univariate *F* test was conducted to evaluate an overall hypothesis.

When performing a RM One-Way ANOVA, the condition of sphericity is very important to consider. Lund (2013) stated,

> ANOVAs with repeated measures (within-subject factors) are particularly susceptible to the violation of the assumption of sphericity. Sphericity is the condition where the variances of the differences between all combinations of related groups (levels) are equal. Violation of sphericity is when the variances of the *differences* between all combinations of related groups are not equal. Sphericity can be likened to homogeneity of variances in a between-subjects ANOVA. (p. 1)

When the differences amongst all the amalgamations of the groups are equal, then a violation of the sphericity assumption ensues. If sphericity is violated, then the *F* ratio is inflated. Mauchly's Test of Sphericity uses "alternative univatirate tests (to) take into account violations of the sphericity assumption" (Green & Salkind, 2011, p. 233). In order to evaluate the *F* ratio, then other tests, Greenhouse-Geisser and Huynh-Feldt tests are analyzed and a determination is made (Field, 2013).

Justification for Using the Design and Approach

Other designs that were considered for this project study, but rejected, were mixed methods and between groups designs. In a mixed methods research design, the researcher collects data using both quantitative and qualitative methods in order to examine a research problem. For this project study, I assumed the data collected through

the survey were sufficient to manage the research problem. In between group designs, the researcher evaluates the results of the outcome scores from each group and then compares and contrasts them (Creswell, 2012). For the purposes of this study, the focus was on only one group, ESL educators; they were not compared to regular education teachers. Therefore, the quantitative design was considered the best selection for addressing this local problem.

How the Design Derives Logically From the Data

The survey responses were in a Likert scale. They had a numerical value of 0, 1, 2, 3, or 4. As RM One-Way ANOVA uses a nominal scale, I then assigned each Likert response a value of 0, 1, 2, 3, or 4. For activity, I inputted all participant summed responses for each category. Next I ran a statistical analysis to see if there was a significant difference in participant responses for each activity.

Setting and Sample

Permission for this study was obtained from the assistant superintendent for curriculum and instruction with a formal letter of cooperation. This letter of intent included permission to conduct the study, recruit participants, collect data, work with an auditor, and disseminate results.

The setting for this project study was an urban school district in the northeastern United States. The district follows the Princeton Plan for its elementary schools (PreK, K-1, 2-3, 4-5). There is one middle school and one high school. According to the state report card for the year 2012-2013 (XXXXXXXX State Education Department, 2014), 2,929 students were enrolled that year; 17% (497 students) were LEP. The percentage of

students receiving free lunch was 63% (1,842 students), and an additional 12% of the student population (338 students) received reduced lunch for a total of 75% of the student population on the free/reduced lunch program. The Black or African American student population was 31%, Hispanic or Latino 55%, Asian or Native Hawaiian/Other Pacific Islander 2%, White 11%, and 1% Multiracial. Students with disabilities accounted for 16%, and 56% of the student population were considered economically disadvantaged students.

There were 221 teachers employed, with only 3% having less than 3 years of experience. All teachers were considered to be highly qualified teachers. All the ESL teachers and teaching assistants of the urban school district comprised this study's population. The 29 faculty members were identified by the director of bilingual education; of the 29 who were approached, 25 agreed to participate in the study. A single stage sampling procedure (Creswell, 2009) was employed as "the researcher has access to the names in the population and can sample the people directly" (p. 148).

Convenience sampling was used as it was up to the respondents if they were available and found it opportune to participate in the study. The eligibility requirement for this sample was that the ESL teacher or teaching assistant must teach at least one period of ESL daily. All 29 faculty members were asked to participate in the study. In survey research, if the population is less than 200 persons, then it is suggested that census sampling occur; survey the complete population (Lodico et al., 2010).

In this census sample, there were several characteristics considered. First, there was a disproportionate amount of females to males. There was also a range of teaching

experience that spanned 1 to 15+ years of teaching. The ethnic backgrounds of the teachers were African American, Caucasian, and Hispanic. Moreover, all teachers earned their Master's Degree. Finally, the exposure to professional development in the area of instructing ELLs varied within the group.

Once permission for the study was granted the following steps were taken:

1. All teachers were invited to participate in the survey from the population of 29 teachers who met the criteria of teaching at least one ESL class on a daily basis.
2. Potential participants who met the criteria of teaching at least one ESL class were contacted through an e-mail that introduced the researcher, explained the purpose of the study, explained the process, and described the potential benefits to the district.
3. The consent form was included in the e-mail. The informed consent will be maintained for 5 years and included background information about the study, procedure, voluntary notice, risks and benefits of the study, confidentiality, and researcher contact information.
4. Participants had the opportunity to ask questions of the researcher.

A total of 29 e-mails were sent out to potential participants. Twenty-five out of the 29 possible participants chose to participate in the survey; an 88% rate of return. Using the MaCorr Sample Size Calculator (http://www.macorr.com/sample-size-calculator.htm), with a Confidence Level set at 95% and a Confidence Interval set at 7, using a population of 29, the sample size should be 25. Then using a Confidence Level of 95% with the sample size of 25 from the population of 29, with a percentage of 50%,

the Confidence Interval was 7.4. Therefore, this sample size was adequate to assess the population.

The corresponding grade levels for those who chose to participate were as follows: Kindergarten--6 participants, Grade 1--nine participants, Grade 2--11 participants, Grade 3--two participants, Grade 4--two participants, Grade 5--two participants, Grades 6 to 8 (middle school)--three participants, Grades 9 to 12 (high school)--four participants. Referring to the target class that the educators referred to when answering the survey questions, three educators spend 5 hours per week with their group, one--10 hours per week, two--15 hours per week, one--20 hours per week, two--25 hours per week, and 16--30 hours per week. Five educators reported having 10 or fewer students in their class, three had 11 to 15 students, three had 16 to 20 students, 11 had 21 to 25 students, and three educators taught 26 to 30 students at one time. The proficiency level of students taught were as follows: Emerging students "understands or uses few or no English words" (University of Wisconsin, 2008), beginning students "uses simple phrases and sentences but requires frequent assistance" (University of Wisconsin, 2008), intermediate students "understands or uses simple phrase and sentences as well as complex sentences as appropriate for the social and classroom context, but still requires some assistance" (University of Wisconsin, 2008), and proficient students (same as aforementioned but requires very little assistance). Sixty-four percent of the teachers reported having mixed proficiency levels in their groups. Twenty-eight percent of the teachers reported that most of their students had average achievement levels, 40% reported their students as having low achievement levels, and 32% reported that their

groups were comprised of mixed achievement levels. No teachers reported having students of high achievement level. The program options offered to the ELLs by the ESL educators were nonstructured immersion–"taught in English only and receive language development support, but the support is not structured" (University of Wisconsin, 2008), structured immersion program–support is "simplification and vocabulary building strategies according to ELLs' development" (University of Wisconsin, 2008), paired bilingual–"instruction is in both English and native language (only if Hispanic) at different time periods each day until the ELLs develop their language skills in English" (University of Wisconsin, 2008), bilingual program–"significant amount of instructions in their native language for some years then transitioned into English only classrooms" (University of Wisconsin, 2008), and "two-way bilingual/dual language program – ELLs and English native speakers receive instruction in both English and Spanish" (University of Wisconsin, 2008).

Instrumentation and Materials

Participants were asked to complete the Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008). There was one survey instrument from the Surveys of Enacted Curriculum used to collect data from teachers who teach the following curriculums: English language arts, English as a second language, math, science, and social studies (Council of Chief State School Officials [CCSSO], 2014). The survey used in this study focused on English as a second language. The survey was used for data collection on existing teacher practice in examining how much time is spent on a variety of documented best practices currently being employed in

the classroom (University of Wisconsin, 2008). The outcome data were then presented in an impartial process for educators so their current instructional practices could be analyzed (CCSSO, 2014). Permission from the authors had been obtained for the survey use (Appendix B). Concepts measured by the survey were program description (free standing ESL, bilingual, dual language), class description, instructional activities for ELLs, individual instructional activities, small group activities, hands-on and technology activities, and inquiry-based activities. The amount of instructional time measured for each activity was measured through a Likert scale rating. The choices were as follows:

0-*None*; 1-*Little* (less than 10% of instructional time for the school year); 2-*Some* (10-25% of instructional time for the school year); 3-*Moderate* (26-50% of instructional time for the school year); and 4-*Considerable* (more than 50% of instructional time for the school year; University of Wisconsin, 2008).

In contrast, the non-subjective teacher demographic (class description) information had a check off and some fill in the blank questions. Selecting an established survey instrument bolstered the reliability and validity of the tool being used.

There were six sections to the survey. Section one asked non-subjective questions about the program description. Sections two through six were divided into the following categories: instructional activities for ELLs, individual instructional activities, small group activities, hands-on and technology activities, and inquiry-based activities. Each response that was not a fill-in-the-blank was then given a corresponding nominal scale integer. After that, a mean score was derived for each section of the survey.

Reliability for both the subjective information (how much time is spent) and non-subjective information (teacher demographic class information) from Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008) had been established. Smithson reported, "Studies on the reliability of these types of survey questions tend to show reasonable reliability and validity" (personal communication, January 23, 2013, Appendix D). Studies have shown that subjective survey questions "show reasonable reliability and validity" J. Smithson (Appendix D). The content of Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008) was taken directly from the initial instrument "used in an annual survey to collect information about classroom practice and content coverage" J. Smithson (Appendix D).

The validity and reliability of the survey was published in a technical report on measuring classroom practice (Smithson & Porter, 1994). Smithson stated "some of the best data on validity and reliability for these types of instruments, as it directly addresses the reliability of teacher reports, uses various sources of information with which to triangulate results" J. Smithson (Appendix D). Scale measures were used when analyzing the instructional practice responses. The Kansas State Consortium, as cited by Smithson (Appendix D) reported that although the measures change with samples, the internal reliability of the scales remained stable. Scale measures of instructional practices, which change with every sample that is surveyed, were used for analysis purposes. "The internal reliability of these scales tends to be pretty good" J. Smithson (Appendix D). Therefore, the data collected from participant survey responses yielded

reliable and valid information. These data were used to support me in the assessment of instructional practices used by ESL teachers.

In December 2013, the survey was presented to the participants electronically in the form of Survey Monkey. Participants were supplied with informed consent forms through e-mail along with their letter of invitation. Completion of the survey was considered the participant's consent to take part in this study. Included in the invitation e-mail was an exclusive link for the survey. Once participants decided to take part in the project study, then they clicked on the link. Directions for completing each section of the survey were contained within the survey itself. Participants were able to save their responses and return to the survey if they were unable to complete the survey in one sitting. The program was designed so that the participant could only select one response per question. Since the surveys were completed anonymously, I had no way to identify participants. As the initial administration of the survey merely yielded 15 responses, a second request to participate in the survey was sent in May 2014. As a result, 10 more participants joined the candidate pool for a new total of 25 participants.

In order to make participation in the study less burdensome, with permission from the authors, only 74 questions from the original 196 survey questions were used in the study. Questions one through 11 (program description) and questions 12-74 (focusing on instructional practices) were used from the survey. Data were collected on how much time was spent on instructional practices in the following areas: instructional activities (19 questions), individual instructional activities (10 questions), small group activities/educational tasks (12 questions), hands-on and technology activities (11

questions), and inquiry-based activities (12 questions). Keeping the data collected from Survey Monkey organized and then transferring it into the IBM SPSS Statistics Version 21.0 (IBM Corporation, 2013) was essential to ensuring accuracy with data reporting.

Raw data are presented in the format of a table (see Table 1) and also included in the appendix (Appendix E). Table 1 includes a brief synopsis of the focus/concepts measured for each survey section along with the number of items in each section that the participants were asked to answer, and includes a mean score calculation for each activity area. Survey items were quantitatively analyzed using descriptive statistics. The Likert scale response measured a variable (time spent on an activity). The Likert scale response choice was given a value, zero to four, then all the responses were added per activity and divided by the number of questions in that activity in order to arrive at the summed total for that particular activity area. This was done for each participant. Next, the data were inputted into the IBM SPSS Statistics Version 21 (IBM Corporation, 2013) for analysis.

Table 1

Item synopsis of Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008)

Survey section and no. of items	Focus/Concepts measured	Score calculation
Program description 3	Hours per week involved in development of program, Hours spent supporting ELLs, Type of program	64% support 30 hours per day; 48% teach Structured Immersion Program; 52% teach Two-Way Bilingual Program
Class description 8	Class characteristics, length of class period, how often class meets, grade level, number of students, number of students by ethnic group, proficiency level of student, academic achievement level of students	84% support math, 79% Science, 89% Social Studies, 96% ELA, 64% have different proficiency levels of ELLs in one class; 60% teach 30-50 min. periods, 72% meet with target group 5-10 periods per week 654 students are Hispanic or Latino/a, 7 students are Asian, 32 are Black or African American, 17 are White/European-American, 26 are multhi-ethnic/multi-racial; 26% have average achievement levels, 40% low achievement levels, 32% mixed achievement levels
Instructional activities 19	Teacher demonstration, Guided reading, Guided writing, Using resources, Individual work, Group work, Participation in whole group discussion, Language exercises, Inquiry skills, Manipulatives/realia & Technology, Quizzes/exams, Guest speakers, Academic language, Social language, Comprehension through movement/acting, Comp. through writing, Comp. through oral, Comp. through drawing	**Mean Score** **2.66**

(continued)

Survey section and no. of items	Focus/Concepts measured	Score calculation
Individual instructional activities 9	Written response Analyzing information Responding creatively to text Applying concepts to real world Vocabulary development Designing charts and models – academic Designing charts and models – language Using manipulatives to support academics Using manipulatives to support language	**Mean Score** **2.67**
Small-group activities 12	Practicing presentation Project with peer editing and revision Complete assignment with partner Complete long term assignment with partner Discuss how they read and write Discuss what they read and write Note taking Small group discussion Designing charts and models – academic Designing charts and models – language Presenting content to support academics Presenting content to support language	**Mean Score** **2.38**

(continued)

Survey section and no. of items	Focus/Concepts measured	Score calculation
Hands-on and technology activities 11	Assessment software – assess academic content Display and analyze information Research and collect data Create multi-media presentation Engage in writing process Individual instruction/tutorial software Communicate through e-mail using target language	**Mean Score** **1.23**
Inquiry-based activities 12	Listen and respond to directions Question Skimming, scanning, taking notes Organizing, outlining, summarizing information Developing research questions Conducting research procedures Working with reference sources Evaluating credibility and utility of sources Literate in electronic media Library skills Organizing information for presentation Documenting findings	**Mean Score** **1.65**

Data Collection

The following steps were used to collect the data:

1. Participants were emailed the survey via Survey Monkey and given 5 days to respond.
2. After 2 days, a general reminder e-mail was sent out.
3. After 4 days, a personal e-mail was sent to each participant.

4. Due to the low number of surveys initially received, all potential participants were sent a 2nd participation request. Therefore, it was necessary to provide an extension of time for the survey submission;.
5. A personal thank you was sent to each participant who contacted me and indicated that they had participated in the survey. For those who had wished to remain anonymous, a general e-mail was sent to the entire participant pool so all who participated could be acknowledged.

Data Analysis

In this section an explanation of the descriptive analysis used in the study is provided along with an explanation of the data collection process. Additionally, the scale used for each variable is clarified and the hypotheses are stated once again. Furthermore, the description of the parametric and descriptive statistics used are explained.

After participants completed the survey electronically through Survey Monkey, then data analysis began (Creswell, 2012). In scoring the data, the type of scale used was categorical scales. A codebook was used to record responses from the survey (Creswell, 2012). The independent variable was instructional type with five categories of instructional activities (variety of educational tasks, individual activities, small group activities, hands-on and technology activities, and inquiry based activities). The dependent variable was continuous and represented the summed score for time spent on each of the five categories of instructional activities (see Table 2).

Table 2

Within Subjects Factors

Measure: MEASURE_1

Activity	Dependent variable
1	Variety of educational tasks
2	Individualized instructional activities
3	Small group activities
4	Hands-on and technology activities
5	Inquiry-based activities

Note. Adapted from *IBM SPSS Statistics for Windows, Version 21.0*, by IBM Corporation, 2013, Armonk, NY: IBM Corp.

For the purposes of data analysis it cannot be determined if there was an equal distance between all replies in the traits being measured (Creswell, 2012). Therefore, the nature of the scale of the independent variable was considered as categorical (nominal) scales. The measurement scale for the dependent variable was continuous (interval) scales as there was an equal distance between all replies in the Likert scale used in this survey (Creswell, 2012). For the purposes of this project study, categorical data were taken, scores were summed, and numeric variables were created (Creswell, 2012).

As a result, a parametric statistical test was used to analyze the data. The RM One-Way ANOVA test (IBM Corporation, 2013) was used to examine differences in instructional time spent amongst the five categories of instructional activities. The independent variable measured in the project study was instructional activities. The dependent variable was time spent on instructional activities. An extraneous variable was the grade level of the ESL educator.

Results

Through the IBM SPSS Statistics Version 21 (IBM Corporation, 2013) software application, the data were analyzed through the statistical analysis of the RM One-Way ANOVA. As part of the analysis, Maulchly's Test of Sphericity was run (see Table 3). The assumption of sphericity was not met because the *p*-value was significant, $p = .030$, "indicating a significant difference from the conditions under which the assumption holds true" (ucdenver.edu, n.d.). Therefore, Mauchly's test indicated that the assumption of sphericity had been violated, $x^2(9) = 18.50$, $p = .030$.

Table 3

Maulchly's Test of Sphericity

Measure: Measure 1

Within subjects effect	Mauchly's W	Approx. Chi-Square	*df*	Sig	Epsilon[b]		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Activity	.438	18.498	9	.030	**.771**	.**898**	.250

Note. Adapted from *IBM SPSS Statistics for Windows, Version 21.0*, by IBM Corporation, 2013, Armonk, NY: IBM Corp. Maulchy's Test of Sphericity tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix. *df* = degrees of freedom; Epsilon[b] = statistic that measures the degree to which the sphericity has been violated.

a. Design: Intercept Within Subjects Design: Activity

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

*$p < .05$

Next, I looked at ε in the Greenhouse-Geisser test, ε = .771, and ε in the Huynh-Feldt test, ε = .898. Consequently, because both values were >.75 the Huynh-Feldt estimates of sphericity were used to correct the degrees of freedom values, (see Table 4) (Field, 2013). These results indicated there was a significant main effect for activity, $F(3.59, 86.22) = 24.017$, $p < .001$; there was an effect of the independent variable (activity) on the dependent variable (time).

Table 4

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	*df*	Mean Square	*F*	Sig.	Partial Eta Squared
Activity	Sphericity Assumed	41.859	4	10.465	**51.293**	.000	.681
	Greenhouse-Geisser	41.859	3.085	13.567	51.293	.000	.681
	Huynh-Feldt	41.859	3.592	11.652	51.293	.000	.681
	Lower-bound	41.859	1.000	41.859	51.293	.000	.681
Error Activity	Sphericity Assumed	19.586	96	.204			
	Greenhouse-Geisser	19.586	74.048	.264			
	Huynh-Feldt	19.586	86.217	.227			
	Lower-bound	19.586	**24.000**	.816			

Note. Adapted from *IBM SPSS Statistics for Windows, Version 21.0*, by IBM Corporation, 2013, Armonk, NY: IBM Corp. *df* = degrees of freedom; ε = value of epsilon; *F* = ratio calculated using two sources-treatment group effect+experimenter error, the bigger the *F* the smaller the error; Sig. = significance level; Partial Eta Squared = effect size, the percentage of variance within each interaction. *$p < .05$

After that, I looked at the descriptive statistics (see Table 5) in order to determine the mean score of how much time ESL teachers were spending on each activity. The mean score was then aligned with the Likert scale rating of the survey.

Table 5

Descriptive Statistics

Type of instructional activity	Mean	SD	N
Variety of educational tasks	2.6616	.61778	25
Individualized instructional activities	2.6652	.91388	25
Small group Activities	2.3796	.89940	25
Hands on and technology activities	1.2264	.58844	25
Inquiry-based activities	1.6532	.95917	25

Note. Adapted from *IBM SPSS Statistics for Windows, Version 21.0,* by IBM Corporation, 2013, Armonk, NY: IBM Corp. *SD* = Standard Deviation; N = Number of participants.

The results of the test were as follows for questions 12 to 30, time spent on instructional activities (19 questions) - the mean score was 2.66 (see Table 5) which falls into the "spend some time" on the activity (10-25% of instructional time for the school year). To answer Research Question 1: How much time do K-12 ESL educators report spending on a variety of educational tasks? The response was, K-12 ESL educators reported spending 10-25% of instructional time for the school year on a variety of instructional tasks.

Survey questions 30-31 gathered data on individualized instructional activities (nine questions). The mean score for all participants was 2.67 (see Table 5) which falls into the "spend some time" on the activity (10-25% of instructional time for the school year). To answer Research Question 2*:* How much time do K-12 ESL educators report spending on individualized instructional activities? K-12 ESL educators reported spending 10-25% of instructional time for the school year on individualized instructional activities.

Small group activities, Q40-51, was the next activity measured. The mean score for all participants was 2.38 (see Table 5) which falls into the "spend some time" on the activity (10-25% of instructional time for the school year). To answer Research Question 3: How much time do K-12 ESL educators report spending on small group activities? The answer was that K-12 ESL educators report spending 10-25% of their instructional time for the entire school year on small group activities.

The next section of survey questions that followed asked educators to reflect on hands-on and technology activities (11 questions, Q52-62). The mean score for all participants was 1.23 (see Table 5), "little time" (<10% of instructional time during the school year). In response to Research Question 4: How much time do K-12 ESL educators report spending on hands-on and technology activities? The answer was, K-12 teachers reported spending <10% of their instructional time during the school year on hands-on and technology activities.

Lastly, in section five participants responded to 12 questions (Q63-74) on the topic of inquiry-based activities. The mean score for all participants was 1.65 (see Table

5), putting the category in "little time" (<10% of the instructional time during the school year). To answer Research Question 5: How much time do K-12 ESL educators report spending on inquiry based activities? The answer was K-12 ESL educators reported spending "little time", <10% of instructional time during the school year, on inquiry-based activities.

Research Question 6: What is the difference in the amount of time K-12 ESL teachers spend on each of the five categories of instructional practices as evident by the Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008)?

To answer that question, the statistical significance was considered in comparing the observed values with the theorized values. Based on the observed values (see Table 4), the Null Hypothesis was rejected and the Alternative Hypothesis accepted as in all cases there was a statistically significant difference in the amount of time K-12 ESL educators reported spending among the five categories of ESL instructional activities.

$H_0$1 (Null Hypothesis): There is no statistically significant difference in the amount of time K-12 ESL educators report spending among the five categories of ESL instructional activities.

H_a1 (Alternative Hypothesis): There is a statistically significant difference in the amount of time K-12 ESL educators report spending among the five categories of ESL instructional activities.

Next, examining the Pairwise Comparison (see Table 6), there was no significant mean difference in comparing how much time teachers spend on two activities, variety of

educational tasks and individual instructional activities, however, all the other comparisons did show a statistically significant difference.

The numbers associated with the (I) and (J) activities (as seen in Table 6) are as follows:

1. Variety of educational tasks
2. Individual instructional activities
3. Small group activities
4. Hands-on and technology activities
5. Inquiry-based activities

Table 6

Pairwise Comparisons

Measure: MEASURE 1

	(J) Activity	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
	2	-.004	.099	**.971**	-.208	.201
	3	.282*	.113	.020	.048	.516
1	4	1.435*	.079	.000	1.272	1.599
	5	1.008*	.144	.000	.712	1.305
	1	.004	.099	**.971**	-.201	.208
	3	.286*	.120	.026	.038	.533
2	4	1.439*	.132	.000	1.167	1.711
	5	1.012*	.160	.000	.681	1.343
	1	-.282*	.113	.020	-.516	-.048
	2	-.286*	.120	.026	-.533	-.038
3	4	1.153*	.135	.000	.875	1.431
	5	.726*	.136	.000	.445	1.008
	1	-1.435*	.079	.000	-1.599	-1.272
	2	-1.439*	.132	.000	-1.711	-1.167
4	3	-1.153*	.135	.000	-1.431	-.875
	5	-.427*	.140	.006	-.716	-.138
	1	-1.008*	.144	.000	-1.305	-.712
	2	-1.012*	.160	.000	-1.343	-.681
5	3	-.726*	.136	.000	-1.008	-.445
	4	.427*	.140	.006	.138	.716

Note. Adapted from *IBM SPSS Statistics for Windows, Version 21.0*, by IBM Corporation, 2013, Armonk, NY: IBM Corp. Based on estimated marginal means *. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

For a reliability check, I asked an external auditor to do a peer review of my statistical analysis. This auditor received her Doctorate of Education in 2012. Asking a peer to do an external audit helped to ensure nothing had been missed (Creswell, 2012). The auditor also examined the study for any evidence of researcher bias. The external inspection helped to establish the findings' accuracy and credibility. A letter of confidentiality was signed.

Assumptions, Limitations, Scope and Delimitations

A fact assumed true and verified was that there was no K-12 existing ESL curriculum in the school district. It was assumed that classroom procedures varied widely within grades, schools, and across the district. The assumption was that there had not been PD on best instructional practices for an ESL program.

The benefits of this project study were that areas of best instructional practices that are currently being used were highlighted while areas that could use improvement were brought to attention. This information could assist teachers in focusing on areas that can aid them in helping their students acquire the greatest academic achievement possible.

A limitation of this study was the configuration and size of the population. A census sample was chosen and therefore not randomly chosen. However, the goal of the project study was to assist the school district that was being examined. The size of the candidate pool was small (29) with 25 choosing to participate, therefore although the rate of participation was high, the findings may not be generalizable to other institutions due to the small size of the population. Additionally, I was a colleague of the participants

and may have influenced the candidates' participation in the study. Moreover, there are some shortcomings related to the survey being used. The length of the survey is a possible limitation. Some participants may only partially have filled out the survey as they may felt it was too time consuming. As the data were self-reported, there may have been a "halo effect" as participants may have responded to the survey in a manner in which they thought the district wanted them to answer. Furthermore, the time of the school year when the survey was disbursed could have affected the responses and the willingness of the participants to fill out the survey. Another limitation considered was the setting and socio-economic setting of the school district with its large Hispanic population. The findings may not be applicable to other districts with a smaller ELL population, or an ELL population that is more diverse.

The focus of the study looked at how much time ESL teachers spent on a variety of what are considered to be best instructional practices for ELLs while the scope of the study looked at one entire school district from kindergarten through 12th grade. The ultimate goal of the project was to help one school district that struggled to make AYP with its LEP population. Significant penalties were looming over the district if they were found out of compliance with NCLB mandates.

The delimitations I chose originated with the problem statement. Only one school district was examined as they have had two reviews from the state education department in regard to their ELL population. The population studied was only ESL teachers and teaching assistants, rather than all grade level teachers, as ESL teachers and teaching assistants work with a large number of ESL students throughout the day.

Results from this study could be generalizable to educators who teach in an urban school district servicing predominately Hispanic students or, in a district with a large ELL population.

The amount of time needed to devote to this research was of prime consideration. Additionally, the reporting of findings within one school term was a major consideration. To aid in this matter, rather than using an experimental design, a cross-sectional survey design was chosen in order to gather information quickly. Furthermore, as timeliness was a significant factor being considered, interviews and focus groups were contemplated but decided against due to the vast amount of time needed to transcribe sessions, member check, and code information.

Protection of Participants' Rights

Before beginning the process of gathering data, an IRB approval was received. The IRB approval number I received was 10-30-13-0197964. After receipt of approval I then began to collect data. In order to capture the full complexity of the problem, a close researcher-participant working relationship was established. In order to do that, trust was at the kingpin of the relationship. To establish trust, I assured the participants of their confidentiality. This was done through informed consent. During the consent process it was explained to the participants that if any names were to be used pseudonyms would be employed. Participants were also told that if at any time they wished to remove themselves from the study that was an option. Additionally, they were informed that anything typed on a computer would be saved on a jump drive so no material would be on a computer's hard drive. All materials pertaining to the study were

kept in a locked file cabinet. Protection from harm is an ethical obligation. Although this was a quantitative study there was no treatment or control group, therefore I did not have to be concerned that I was doing something harmful to the participants or putting them in a harmful situation. On the other hand, since I was a colleague of those who were surveyed, I could have potentially influenced behavior, or responses on the survey. I carefully considered my actions when I communicated with the participants so that no unintended harm, such as feeling pressured to answer survey questions in a way favorable to the school district, was conveyed (Lodico, Spaulding, & Voegtle, 2010).

Conclusion

The guiding question of this study focused on the instructional practices used with ELLs in one urban school district. For this research it was appropriate to use a cross-sectional survey design for this case study approach as a bounded system of a small sample of ESL teachers and teaching assistants was used; 25 participants, within two 5 day time frames. Additionally, participants were ethically protected by ensuring their confidentiality, informed consent was received, and they were protected from harm. Furthermore, just one technique was used to collect data, a survey (Lodico et al., 2010).

The goal of this study was to create social change in knowledge that impacts societal change, the lives of ELLs. At the micro-level, the impact on the daily lives for these students would be that they would have greater understanding of their academics and as a result, be more successful in school. On the macro-level, this change impacts society. As ELLs are able to go on to higher education and demonstrate greater success in obtaining employment, they then reap benefits and a greater financial security. These

advantages permit this student population to add their skills to many white collar professions and advance beyond serving as labor-intensive workers, blue-collar workers, and those that take unskilled positions in our culture. As parents in this population subgroup, they will be strong educational role models for their children and begin to break the cycle of low achievement.

In addition to societal change, the data from this study creates social change in the professional setting. Through the examination of current instructional practices of an ESL program and how much time is spent in each area, PD was developed to strengthen those practices (see Appendix A). ELLs can become more proficient in their academic studies and the narrowing of the achievement gap between ELLs and non-ELLs can begin to take place (see Appendix A).

Results from this survey demonstrated that there is a significant difference amongst ESL teachers in the amount of time spent on a variety of instructional practices. Further examination illustrated that some teachers gave little or no time on many of these practices. By addressing each instructional practice, recommendations were made affecting a wider audience of professionals, which then would allow for even greater social change to take place.

The next section of this study delineates the project in detail. A description of the project is given, a review of literature is presented, and a discussion of the project takes place. Moreover, the project evaluation plan is discussed along with project implications.

Section 3: The Project

Introduction

Section 3 is the culminating segment of the study; it brings everything to completeness. In this section, the goals of the proposed project are discussed. A scholarly rationale is given as to why this particular project type was selected. Additionally, reflections of the data analysis in Section 2 are included. Also contained in this section is a review of literature on PD. A thorough description of the project is described along with a project evaluation plan. This section closes with a discourse on the possible future effects for social change. Moreover, the project's importance to both the school and local community and all the affiliated stakeholders are discussed..

Description of Project

The project that I created is one that entailed PD. The PD was not only for the ESL teachers who comprise the entire participant pool but also for the administrators in each building. Amendum and Fitzgerald (2013) have found that when teachers receive high levels of support, PD, coupled with greater concentrations of school productiveness, learners showed the greatest growth academically. Therefore, the school characteristics of "(a) strength of school leadership, (b) degree of focus on improved student learning, (c) extent of staff collaboration, (d) extent of ongoing professional development, and (e) extent of school connections to parents" (Ammendum & Fitzgerald, 2013, p. 477) have shown to make a significant difference in student achievement (Amendum & Fitzgerald, 2013). Admendum and Fitzgerald also suggested that teachers in schools that have greater "effectiveness characteristics" (p. 495) may sense more confidence in their

professional abilities and strong backing by their administrators to employ procedures that have proven to be effective. The purpose of this PD was to support ESL educators in how to plan their instructional time so they spend a significant amount of time during the school year on the five major areas of best practices for ELLs. The PD allowed administrators to know what to expect when they walk into an ESL class session. When administrators understand the process of second language acquisition, they are better able to make decisions that affect ESL programs and curriculum and address any personal biases about the "linguistic and cultural backgrounds" (Baecher, Knoll, & Patti, 2013, p. 283) of ELLs, which will ultimately affect these students' academic achievement. Additionally, for administrators to provide "meaningful and constructive feedback to teachers of ELLs, they must possess some basic familiarity with language development methodologies and be able to support and identify various content sheltering and differentiation techniques to promote their implementation in a building" (Baecher et al., 2013, p. 296)

Although the target audience for this PD was heavily on ESL educators, the attendance of administrators at key sessions was an expectation. At a later time, involving all educators in the PD process would allow all teachers who are responsible for teaching ELLs to collaborate with ESL specialists as the education of ELLs is not solely the responsibility of ESL teachers but the obligation of the entire staff (Baecher et al., 2013).

The central elements for the PD sessions focused on review of collected data, research to support best practices, utilization of professional learning communities

(PLCs), and experiential training via classroom walk-throughs, examination of lesson plans, and analysis of videos.

Purpose of the Project

The purpose of this project was to present professional development to ESL instructors and school administrators in the area of best practices for ESL programs. There were existing discrepancies amongst ESL educators in a school district where students with LEP were not making AYP. Providing PD in the participants' own environment, using their own data, gave more purpose and meaning to the experience (Baecher et al., 2012; Kris & Akeamete, 2013). This project included a purpose, PD goals, rationale for the project and how it addressed the problem of the project study, and an implementation plan that included activities and an evaluation plan.

Goals for the Professional Development

This project had three overarching goals: (a) communicate information on best instructional practices for ELLs to ESL educators so they may increase their efficacy in increasing student achievement for ELLs, (b) provide a network of support, PLC, amongst colleagues so continuous learning can take place that will ensure uninterrupted, improved student learning, and (c) offer resources to support educators in their lesson planning of instructional activities.

Goal A: communicate information on current educational practices to educators so they may increase their efficacy in increasing student achievement for ELLs. Goal A of the PD was to have ESL educators spend more time employing best practices in their daily instructional activities that encompass individual instructional activities, small

group activities, hands-on and technology activities, and inquiry-based activities. Not all activities are age/grade appropriate for all students. However, even though some of the activities will not be used until students are in future grades, students can learn from exposure to new concepts, especially when presented through cooperative learning activities (Thoonen et. al, 2011). This exposure makes ELLs that much more receptive to learning skills that will later on increase their ability in developing into successful learners.

Goal B: provide a network of support, PLC, amongst colleagues so continuous learning can take place which will ensure uninterrupted, improved student learning. Goal B was to have consistency amongst the teachers at their grade level, their school, and in the district, thereby rather than being a system of schools, they are one school system. Some educators consistently spent time on a variety of activities, whereas their colleagues in the same school and grade level did not. Through the development of PLCs, educators have a safe haven to discuss what is going on in their classrooms and receive support from their colleagues (Du Four, Du Four, & Eaker, 2008). Additionally, having administrators knowledgeable about the curriculum and lesson expectations allows them to scaffold teachers as needed so students can be successful (Danielson, 2007; Elfers & Stritikus, 2014).

Goal C: offer resources to support educators in their lesson planning of instructional activities. PD sessions offered information (such as articles, websites, and building supports) that educators could use to help themselves develop lessons.

At the end of the PD, the expectation was that all ESL educators would demonstrate that they used a variety of activities during their ESL lessons. This would be measured through the review of their lesson plans, classroom visitation by ESL teacher leaders with practical feedback, and visitation by administrators with constructive feedback.

Rationale

The project genre of PD was chosen as I felt it was the best plan to address the problem of the local school district and the resulting data that were gathered from the survey. The problem of this local school district was that ELLs had not shown AYP in 2 years in both English language arts (ELA) and mathematics. Student success has been connected to professional practice in the classroom (Azano et al., 2011; Elfers & Stitikus, 2014; Nevárez-La Torre, 2011; Waitoller & Artiles, 2013). Therefore, PD was a logical outgrowth of this problem. The data supported the need for PD as there was a significant difference amongst participants, in all areas, in how much time they employed in a variety of instructional practices. The data showed that participants participated in individualized instructional activities and small group activities only *some* of the time and that they used hands-on and technology activities and inquiry-based activities *little* of the time (see Table 5). All of these activities are considered to be best instructional practices when working with ELLs. A *considerable* amount of class time, throughout the school year, needs to be spent on the aforementioned activities/best instructional practices if ELLs are to make substantial academic achievement.

Professional development centers on student learning, and adult decisions to undergo meticulous measurement of practice. The focus of this PD is on educators and their practices, rather than on particular programs (Reeves, 2010, p. 21). Furthermore, as adult learners, it is important to provide time for professionals to reflect on their practices (Martin, Kragler, Quatroche, & Bauserman, 2014; Waitoller & Artiles, 2013). Professional learning results when educators actively participate in crafting truth in their practice, assist in leading the change that is being sought, and participate with and learn from their counterparts in groups (Reeves, 2010). Therefore, this project vehicle of PD is appropriate to address the concerns of the local problem and the needs uncovered through the analysis of data.

Professional development can be presented through a variety of venues. McDonald, Kazemi, and Kavanagh (2013) reported that by using the format of modeling (presenter models activities for participants), video analysis (participants analyze a video of a teacher showcasing the activity), and case analysis (the presenter gives the participants a case to read in which the teacher being "observed" is enacting the activity), participants can then cultivate a stance of expertise in the activity. Then, through the use of "collaborative planning, microteaching, and rehearsal" (McDonald et al., p. 63), the participants can prepare themselves to run through the activity. Similarly, Baecher et al. (2012) found that when teachers of ELLs viewed videos of themselves teaching, they then became more aware of their pedagogy and they could find, through modeling, what to do and what to avoid. Teachers were also able to see exemplars of what differentiated instruction looked like. Baecher et al. called this "collaborative teacher-led professional

development, Teacher Collaborative Inquiry (TCI)" (p. 50). TCI is a venue for teachers to have job-embedded professional development (JEPD) on site. This allows teachers to examine, in a nonthreatening manner, their practices that ultimately influence student success. In addition, Kris and Akeamete (2013) observed that when teachers form an educator study group and address problems in their teaching determined by an analysis of their needs as a PLC, they can begin to gain knowledge and skills that they then investigate as a group. Next, teachers put these skills into practice and come back to their group to report back on their experience. Teachers state that this is better than just being a recipient of information delivered from an outside source. Similarly, Meng, Tajaroensuk, and Seepho (2013) found that when the multi peer coaching (MPC) model was used for staff development, teachers gained more professional knowledge and student achievement rose. Finally, Magnuson and Mota (2011) found similar positive comments from teachers who participated in PLCs on site with colleagues as their presenters, versus having PD delivered from outside consultants or off site conferences.

A position paper was considered but not selected for this project as a position paper argues a particular point of view and tries to persuade others to the writer's viewpoint. Counter arguments must be made and shown why those viewpoints do not hold up. The quantitative data gathered in this study detailed whether or not there is a significant difference amongst teachers in best practices. Therefore, facts rather than opinions were stated in the Methodology section.

Rationale of How the Project Addresses the Problem

This urban school district has been cited for their subgroup population of LEP (also known as ELL) not making AYP for 2 consecutive years (XXXXXXX State Education Department, 2011, 2012b). In order to improve academic achievement of ELLs, data were collected in order to identify the instructional practices which ESL teachers implement on a daily basis, and how much time they spent implementing them.

The SACI write out report detailed the following: No PD for ESL teachers had been provided on a consistent basis, and these professionals had not met district wide in order to share, deliberate, and disclose their knowledge to one another. Although opportunity existed at each building for ESL teachers to meet together to discuss topics, the meeting agendas differed by building/team leader. There was not a consistent, ongoing conversation between grades or between buildings. As a district, the program was not unified in all components of basic structure.

This project supplied ESL teachers and building administrators an important juncture in time to convene for the purpose of discussing and creating a plan that would positively impact achievement levels for ELLs (Elfers & Stritikus, 2014; Evans, Thornton, & Usinger, 2012). Honest discussion highlights district needs for programs (such as Spanish transitional bilingual, dual language, stand alone ESL), building matters, grade levels, and individual teachers.

Culturally responsive teaching (CRT) is a teaching method that addresses the different needs of "racially, culturally, ethnically, and linguistically diverse (RCELD) students" (Griner & Stewart, 2012, p. 587). One of the characteristics of CRT as defined

by Gay, (as cited in Griner and Stewart, 2012) is as follows: “It uses a wide variety of instructional strategies that are connected to different learning styles” (p. 589). The Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008) measured a wide variety of practices that can be used by ESL teachers. The PD further explored those strategies.

By allowing classroom practitioners the opportunity to dialogue about their classroom practice, supports can be put into place that scaffold their ability to manifest high quality instruction in the classroom (DuFour, DuFour, & Eaker, 2008; McDonald et al., 2013; Meng et al., 2013; Waitoller & Artiles, 2013). McDonald et al. (2013) positioned that a practice is an abstraction “until it is embedded into an instantiation of teaching-in-action...Instructional activities are containers that offer novices an opportunity to try on core practices without having to create that opportunity themselves” (p. 64). High quality instruction that involves a variety of instructional activities supports student achievement (Danielson, 2007). Ammendum and Fitzgerald (2013) considered two factors when attributing student academic achievement with teacher support: 1.) how much time per PD session and how many sessions of PD were required, and 2.) “the degree to which teachers were scaffolded and coached as they learned” (p. 497). Therefore, the extent to which teachers receive support while they are trying out new instructional practices, either through coaching or administrative feedback, impacts student academic achievement. Likewise the frequency of PD and the overall amount of hours of PD also affects the degree of student achievement (Grigg, Kelly, Gamoran, & Borman, 2013; Kretlow & Helf, 2013; Polkinghorne, 2013).

Through the use of PLCs, Goal B: there is a "collective inquiry into best practice and current reality" (Du Four et al., 2008, p. 16). One of the big ideas of Du Four et al. is, in order for students to achieve high levels of success, staff must participant in "job-embedded learning (JEL) as part of their daily work practice" (p. 16). Another is, administrators and teachers must work interdependently, and together take the responsibility for all students' learning. This is supported by the research of Baecher et al. (2013) where they investigated the preparation of school leaders with a focus on the needs of ELLs. It is imperative for administrators to understand "what appropriately designed education for ELLs entails" (p. 297). The PD for this project included both teachers and administrators.

Review of the Literature

The genre chosen for this project study was professional development. The goal of the PD was to increase student learning through scaffolding "the quality of teachers' instruction" (Martin et al., 2014, p. 87). Professional development as defined by Reeves (2010) consists of "three essential characteristics: (a) a focus on student learning, (b) rigorous measurement of adult decisions, and (c) a focus on people and practices, not programs" (p. 21). Therefore, with this in mind, increase student learning through supporting teacher instruction, PD is an appropriate genre to address the research problem – ELLs not achieving AYP in mathematics and ELA for two consecutive years. This PD did not tout any particular curriculum, series of books, or manipulatives that could be ordered through a catalog. Instead, it focused on Reeves (2010) third essential characteristic of PD – people and practice. After taking a direct look at data that

measured current instructional practices of ESL teachers, the PD strengthened weak practices and celebrated and shared those that were strong.

The review of literature commenced prior to the writing of Section 3 of this project study. The research databases that I used were: ProQuest Central, ERIC, SAGE Premier, Educational Research Complete, and Google Scholar. I also found articles through the doi finder when searching for missing doi numbers. Additionally, I found articles through the bibliography of other peer reviewed journal articles. Furthermore, through Amazon I located and purchased two newly published books on PD. Numerous search terms were used in order to locate peer reviewed articles; they are, but are not limited to the following: *effective professional development, job-embedded PD, best practice for PD, constructivism and PD, inquiry based PD, characteristics of effective PD, PD and ESL educators, culturally responsive teaching, PD and PLCs, PD and technology, evidence-based practices, how PD effects teaching practice, PD designs, instructional practices and PD, PD and effect on student learning, pedagogical practices of ESL teachers and PD, language instruction, instructional activities, district leaders and PD, PD and constructivist learning, definition of PD, student achievement and PD,* and *theory of change.* The publication dates of the articles and books ranged from 2007-2014.

Analysis of How Theory and Research Support Project Content

When selecting an appropriate framework to base this project development, it was critical to consider what foundation would be used to "study complex interactions, key factors, and assumptions" (Evans, 2012, p. 155). The overarching theoretical

framework used to guide the development of this project was constructivism (Capps, Crawford, & Constas, 2012; Chitanana, 2012; Meng et al., 2013). Other, more specific theories that fall under the constructivist umbrella that supported this project are theories of organizational change, activity theory, and integral theory (Klein, 2012). All theories shared common tenets that acknowledged individuals learn from one another, knowledge is created through the act of collaboration versus isolation, transformation occurs through self-reflection, and the strength of an organization is impacted by the individual's effect on the organization.

A key component in constructivism, as highlighted by Vygotsky (1978), is the social aspect of the learning process (Chitanana, 2012; Meng et al., 2013; Trube, 2012). Additionally, studying human behavior in its context allows the observer to more fully understand it (Lofthouse & Leat, 2013). Pitsoe and Maila (2012) posited that when social constructivists observe social exchanges, their perception should be open to consideration. The manner in which social knowledge is constructed is intricate to how organizations change (Evans et al., 2012).

Edwards Deming, Peter Senge, Chris Argyris , David Schon, and David Coperrider are theorists who each have an organizational change model that can be applied to educational leaders so they may systematize and implement organizational change in their district or institution (Evans et al., 2012). All theorists took on a constructivist framework as they all heeded the importance of the social aspect of the learning process. Deming reasoned that through the process of collaborative professional interactions, excellence is promoted and authentic student work is achieved (Evans et al., 2012). Senge

believed in a shared vision where the collective caring behind an organization leads to team learning that will "produce positive systemic change within the organization" (Evans et al., 2012, p. 164). When applied to the educational environment, once a shared vision is transmitted forward, the staff takes hold of the initiative and positive systemic change occurs within the school system; resulting in increased student achievement. Likewise, Argyris and Schon, who coined the term "double-loop learning" (Evans et al., 2012, p. 160) believed that when learning at the organizational level transpires, then that filters down and influences the very heart of the group; the organization's values change based on what was learned at the administrative level. This thinking can also be applied to school systems.

When individuals work collectively, they are able to utilize the knowledge they have gained in order to transform an organization such as a school system. And finally, Cooperrider's organizational change model proposes that members of an organization need to be actively involved and ask questions of their leadership if they want to influence the course that the organization follows (Evans et al., 2012). Therefore, as people collectively problem solve, their shared vision is strengthened and the proposed changes may be more effective. Through the act of reflecting on teaching, educators can evaluate the effectiveness of their own lessons in order to improve their craft. With this intention, through careful analysis lessons can be improved (Danielson, 2007).

Discussion of Findings from Section 2

As a result of the statistical analysis, the null hypothesis was rejected. $H_0$1 (Null Hypothesis): There is no statistically significant difference in the amount of time K-12 ESL educators report spending among the five categories of ESL instructional activities.

There was a significant statistical difference between the independent variable and dependent variable (see Table 4). Therefore the null hypothesis was rejected, and the alternative hypothesis accepted, as there was a significant statistical difference in the amount of time K-12 ESL teachers reported spending on all instructional activities.

Guiding Research Question: How much time do K-12 ESL teachers spend on each of the five categories of instructional practices as evident by the Survey of Instructional Practices for ESL/ELD Teachers for Grades K-12 (University of Wisconsin, 2008)*?* ESL educators reportedly spent 10-25% of instructional time, throughout the school year, on a variety of educational tasks, individual instructional activities, and small group activities. Next, in the area of hands-on and technology activities, ESL educators spent <10% of instructional time on these activities throughout the school year. One reason ESL educators gave for spending "little time" on this activity was lack of equipment in the classrooms. Lastly, ESL educators spent <10% of instructional time throughout the school year on inquiry-based activities. All five categories of instructional practices are exceptionally important in order for ELLs to make advancements academically and keep up with their non-ELLs counterparts.

Research Question 1: How much time do K-12 ESL educators report spending on a variety of educational tasks?

Trube's (2012) research examined content-language integration for ELLs. He investigated the following practices: modeling of language and expression, use of inquiry skills, development of critical thinking skills, use of hands-on activities, use of visuals and realia, use of small group learning, use of student presentations, and use of technology in lessons. Trube's research suitably dovetailed in with the survey questions asked in this project study that measured teacher use of a variety of instructional activities when working with ELLs. Also, the research of Chu (2013) addressed the need of culturally responsive teaching practices that will ultimately "improve learning outcomes for students from CLD (*Cultural Linguistically Diverse*) backgrounds" (p. 386).

Research Question 2: How much time do K-12 ESL educators report spending on individualized instructional activities?

Lampert and Graziani (as cited by McDonald et al., 2013) called a "practice we are focusing on into an enact-able activity...instructional activities" (p. 382). Instructional activities "act as common texts" (McDonald et al., 2013, p. 383) that can be used by teachers to build necessary core knowledge.

Trube (2012) articulated that practicing English in "personally meaningful ways" (p. 23) does increase student motivation and is purposeful in "learning communicative functions of English" (p. 23). Furthermore, Shrestha (2013) found that when students were involved in authentic dialogue, the results proved to be more effectual than practices such as memorizing grammar rules and participating in translation activities. Additionally, Danielson (2007) denoted that "academic and economic success depends

on students' learning to communicate, and communicate well, using standard English" (p. 78). Lastly, Baecher, Farnsworth and Ediger (2014) reported that attention to planning language instruction has a twofold function, develop language skills of the ELL, and, develop understanding of content area vocabulary. For those aforementioned reasons, discussion by students of what they read and write is critical to their development as an ELL. This concept is supported in the recently updated *Educator's Practice Guide for English Learners* (Baker et al., 2014).

Research Question 3: How much time do K-12 ESL educators report spending on small group activities?

ELLs need to talk about the reading and writing process and participate in the next level of learning, metacognition, conversing about their learning. That is the comprehension part of the lesson. When students are taught to think about their own thoughts and recognize the factors that influence their thinking, teachers and students can then collectively begin to "cultivate a culture of achievement" (Heineke, Coleman, Ferrell, & Kersemeier, 2012, p. 132).

Research Question 4: How much time do K-12 ESL educators report spending on hands-on and technology activities?

The discrepancy in this activity could be due to lack of equipment. After the completion of the survey, many participants took me aside to speak to me privately about the need for technology, and the lack of equity in technology in many of the classes, particularly the classes that are predominately ELLs (transitional bilingual classes and dual language classes).

Use of technology is considered to be one of the components used to scaffold and enhance the learning experience of ELLs (Heineke et al., 2012). Liu (2013) agreed, asserting that the technology use in classrooms "should advance student learning and understanding" (p. 59). Sabzian, Gilakjani, and Sodouri (2013) concurred with the aforementioned researchers as they maintained that the practice of employing technology in the classroom supports the theory of constructivism, it promotes "the means and atmospheres that engage students" (p. 684). Leander (as cited in Curwood, 2014) suggested "individual laptops and online spaces may help to encourage inquiry, communication, and collaboration" (p. 14), which supported the constructivist theory of Vygotsky's social learning. Sabzian et al. (2013) took the view that technology increases collaboration amongst teachers and students. Sadeghi, Rahmany, and Dootsi (2014) asserted that the belief system that teachers hold in regard to technology and their perception of how it can actually be used in class, affects how much instructional time they spend on technology activities. Teachers may be reluctant to use technology as their instructional practices and pedagogical beliefs may be influenced by an idea that "students are digital natives and adults are digital immigrants" (Sadeghi et al., 2014, p. 14) which then affects the way teachers teach. The use of technology can broaden teachers' views on a variety of different learning activities (Liu, 2013). When educators understand the varied uses of technology and the assortment of attributes of this instructional practice that are available to them, then they will be better able to make informed decisions on when and where it is applicable in a lesson. Means (as cited in Sabzian et al. 2013) reported that there is a gain in student achievement when technology

is used appropriately in the classroom. Sabzian et al. (2013) reported that when technology was used consistently with an extraordinary level of fidelity in the classroom, there was a positive correlation with increased student achievement. PD on technology use is essential to knowing when it is appropriate to use.

Research Question 5: How much time do K-12 ESL educators report spending on inquiry based activities?

Grigg et al. (2012) posited that there are essential features of scientific inquiry that are central for students to be actively engaged, they are: "asking questions, gathering and interpreting evidence, and communicating explanations" (p. 40). The results of the survey indicated that the majority of students are not developing research like questions. In inquiry-based instruction, "teachers create opportunities for their students to learn inquiry skills and to reflect on inquiry" (Capps et al., 2012, p. 294). Capps et al. went on to further state that "inquiry-based instruction...has the possibilities of engaging all students, including those from underrepresented populations...in understanding and becoming motivated to learn" (p. 295). Inquiry-based instruction follows the constructivist theory of "solving real world problems based in children's experiences" (Capps et al., 2012, p. 295). It followed Dewey's belief on inquiry-based learning. He expressed that educators needed to revolutionize their thinking "in the position and service of textbook and teacher, and in methods of instruction depending therefrom, would be effected by a sincere recognition of the psychological identity of child and adult in these respects can with difficulty be realized" (Dewey, 1900, p. 109). As students actively sought knowledge, it was the responsibility of the teacher to escort them on their

pursuit to learn. Constructivists view inquiry as an act of reflection and extraction of information from previous experiences. It is a metacognitive action that requires time and explicit instruction on how to develop the skill.

Discussion of the Project

The proposed project was *ESL Professional Development Series: Examination of Instructional Practices*. The PD was not only for the ESL instructors who comprised the entire participant pool, but also for the administrators in each building. DuFour et al. (2012) claimed that school administrators and teachers must work interdependently in order for a collaborative culture to form to increase student achievement. Amendum and Fitzgerald (2013) reported that students showed the greatest academic growth when teachers received high levels of support, PD, coupled with higher levels of school effectiveness, administrative support. There were 3 goals for the project, an itemized agenda for each of the three PD days, and a specific plan for collaborative small group sharing, walking tours, and whole group discussion. Furthermore, there was a detailed schedule for each of the three training sessions. Additionally, evaluation tools were scheduled for use at the end of each of the PD days.

The evaluation tools used in this project included surveys administered at the end of each session, minutes from PLCs, direct observations of participants, and participant reflections, oral and written (Martin et al., 2014). The summative evaluation tool at the end of session 3 informed the school system of where participants were situated in the continuum of embracing and effectively using, on a regular basis, best practices in teaching ESL students. The district could then decide: if more PD is needed in a specific

area, if more funding is needed to support technology in the classrooms, if more walk-throughs are needed to support staff that may need more modeling in their implementation of teaching strategies, and to regularly schedule PLC meeting times. Appendix A consists of all the materials, agendas, evaluation tools, hand-outs, PowerPoint presentation, and web links that are used in the presentation.

Potential Resources and Existing Supports

Resources used for this PD project were the following: technology, research articles, web links, collected survey data, and input from the staff gathered for the PD. Supports needed for the project were: technology teaching assistant in order to set up the technology lab (laptops, white board, sound system, ensure internet is working), printed material for the discussions, the book, *Enhancing Professional Practice – A Framework for Teaching* (Danielson, 2007) (the district has already provided a copy of the book to all staff), a hard copy of *Educators' Practice Guide -Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2012), and administrative permission for teachers to walk through other teachers' classrooms.

Facility wise, the PD needed to take place in a large room that had the availability of internet access and one computer for each teacher. The only room with this set up was the school library. The room has large tables and chairs that are easily separated into small groups for discussion purposes. It is well ventilated and is air conditioned if needed.

Potential Barriers

As ESL teachers are not provided with substitute teachers upon their absence, no substitute teachers are required if this PD fell outside of the district's planned PD series that has already been scheduled into the district's school calendar. The PD facilitators are the assistant superintendent for elementary education and bilingual services and me.

A potential barrier to the success of this PD series is the workings of the technology department. At times the internet service does go down without a moment's notice. Another barrier is the mindset of the participants (Caps et al., 2012; Knowles, Holton III, & Swanson, 2005; Pitsoe & Maila, 2012). Oftentimes staff will reject the PD before it has even begun because of past experience with prior facilitators or topics. Connecting the PD with the needs of the participants and allowing their voices to be heard should help assuage some of their concerns.

Proposal for Implementation and Timetable

The proposed project was *ESL Professional Development Series: Examination of Instructional Practices* and focused on three main goals of enhancing best instructional practices for ESL students. The goals were: (a) communicate information on best instructional practices for ELLs to ESL educators so they may increase their efficacy in increasing student achievement for ELLs; (b) provide a network of support, PLC, amongst colleagues so continuous learning can take place which will ensure uninterrupted, improved student learning; and (c) offer resources to support educators in their lesson planning of instructional activities. The suggested timeline for the execution of this project was three, seven-hour sessions. There was one session scheduled per

week and the PLCs would continue to meet bi-weekly after the PD had concluded. PLCs need to meet regularly (DuFour et al., 2008) in order for a "collaborative culture with a focus on learning" (p. 15) to share the vision and produce results. Appendix A contains an itemized agenda for each session. The focal point for Session 1 was to go over the descriptive statistics, form PLCs, look meticulously at the questions in regard to individual instructional activities, and have a conversation about the resources presented (in this PD session) to support teachers. Administrators were invited to attend the morning session. Session 2 delved into small group activities and the inquiry-based activities. Time was devoted to getting into PLCs and discussing research. Lastly, Session 3 showcased technology and multimedia in the classroom. Administrators were invited to the morning session. Classroom walkthroughs were scheduled to take place in the morning session. In the afternoon, educators were asked to bring a lesson plan with them so they can share, in whole group, how they are currently able to incorporate some of these activities and share what the present barriers are that are preventing them from incorporating all activities. Session 3 had time for PLCs in both the morning and afternoon assembly. An evaluation tool was scheduled to be used at the end of each full day session.

Roles and Responsibilities of Student and Others

My role in this project was to propose a blueprint for the series of PD days including the resources, the timetable and proposed daily agenda, and the method of participant assessment or evaluation of each day. My role throughout the *ESL Professional Development Series: Examination of Instructional Practices* was to act as a

facilitator throughout the series, provide information collected from survey data, launch discussions, assist in the formation of PLCs, and aid in the structure of classroom walkthroughs.

The role of the assistant superintendent for elementary education and bilingual education was to ensure that the information delivered to the participants was in keeping with district initiatives. Building level administrators have the responsibility of ensuring that the information delivered in this PD series is reflected in lesson planning and classroom practice as evidenced through teacher observation, both informal and formal.

The ESL teachers are responsible for participating in PLCs, employing new instructional practices in class, and spending more time on some instructional practices currently being used. They are encouraged to actively engage themselves in seeking counsel from their colleagues either through discussion, classroom observation of another teacher, or asking another teacher to observe their lesson for the purposes of constructive feedback.

Project Evaluation

This project had 3 goals: (a) communicate information on this specific topic to educators so they may increase their efficacy in increasing student achievement for ELLs; (b) provide a network of support, PLC, amongst colleagues so continuous learning can take place which will ensure uninterrupted, improved student learning; and (c) offer resources to support educators in their lesson planning of instructional activities.

The learning outcomes for this project were as follows: upon completion on this series of PD sessions, the expectation for participants was that when planning lessons,

they would employ the knowledge that they gained from this PD. In addition, participants are asked to reflect on their work, evaluate their strengths and weaknesses, and share their classroom triumphs and disappointments with their critical friends in their PLC. Finally, when classroom visitations take place, the implementation of a variety of instructional activities was to be observable throughout a lesson.

In order to know whether or not these outcomes have been met, the following were set in place for evaluation use: examination of participant portfolios (lesson plans), analysis of participant reflections (oral and or written) shared in their PLCs and in whole group, direct observations by peers through a supportive atmosphere, and administrative observations.

The delivery of the three project goals: (a) communicate information on this specific topic to educators so they may increase their efficacy in increasing student achievement for ELLs; (b) provide a network of support, PLC, amongst colleagues so continuous learning can take place which will ensure uninterrupted, improved student learning; and (c) offer resources to support educators in their lesson planning of instructional activities were to be evaluated in the afternoon of each session, and carried out throughout the three days of PD. The achievement of the goals were to be measured through the formative evaluation forms at the ends of Sessions 1 and 2 and through the ongoing use of PLCs after the PD had concluded.

Reporting Out to Stakeholders

The stakeholders in this project study were the ESL educators, building administrators, and ELLs. ESL educators were the target group for this PD. They were

the entire participant pool in this study. They covered the entire district from kindergarten through 12th grade. The expectation for administrators was participation in the morning session of each day. Administrators were not limited to only the building administrators; assistant superintendents for instruction, the director of special education, and all other administrators were considered to be stakeholders as they all have an investment in the school district. The board of education (BOE) was also considered to be a stakeholder as they are the decision making body that approves/disapproves requests made by the superintendent of schools. Finally, and perhaps most importantly, the ELLs were the stakeholder contingent that will ultimately benefit the most from the increase in the genre of instructional activities that are provided for them by their ESL teachers. In this particular school district that is approximately 17% of the student population, comparatively speaking, 510 students.

Informing stakeholders of the project outcome, particularly district administrators, is essential if change is to ensue. Therefore, by utilizing the PD evaluation tools to assess the project's impact and continuing staff needs; the preparation of a summative report on the data will be made available and presented to the staff, including a synopsis of the project's goals, resources and strategies used, and proposals for future professional development. An overview of the project and its impact would be presented to the BOE, the lead decision making body of the district. Depending upon their preference, this report would be delivered in either executive or public session.

Project Implications

The overarching goal for this project study was increasing academic achievement for students with LEP. This is a transformation that results in a positive outcome.

Implications Including Social Change

One possible social change implication as a result of the PD series is that LEP students will be able to make AYP. This change will take time to occur. The purposeful application of the strategies presented in this project study, have the potential to improve both human and social conditions.

Local Community

Social change is rooted in the PD series. On the local level, an increase in professional dialogue amongst colleagues is an implication of a possible social change that can occur in the school district. The format of *ESL Professional Development Series: Examination of Instructional Practices* could empower the district to have more well-received PD by staff. The formation and carry through of PLCs encourages educational dialogue on a regular basis. With this an intention, an analysis of staff needs and active participation of staff in crafting truth in their practice could provide assistance in leading the change that is being sought (Reeves, 2010).

Therefore, with the PD in place, students will increase their academic achievement as a result of ESL instructors gaining a new familiarity with a skill set of best educational practices that target their student population, ELLs. If the progress is cumulative, then as an organization there will be positive social change as the school district will not be cited as noncompliant with the standards set forth in NCLB (2002).

Additionally, as a result of greater adherence to best instructional practices, more LEP students will graduate from high school. Therefore, with at least a high school diploma, students will be able to obtain employment in a reputable business.

Far Reaching

Implications for a global impact are that ESL instructors will better prepare their students to be college and career ready by equipping them with the following: analytic/research skills, logic and reasoning/problem solving skills, technological literacy skills, communication skills, interpersonal and intrapersonal skills, planning and organization skills, and leadership skills (Hansen & Hansen, 2014). Students can set their sights on enrolling in college and furthering their academic, technological, and career ready skills so that they may hold a career in higher standing than one that can be obtained with just a high school diploma.

Moreover, ELLs can aspire to being the first in their immigrant families that have gone on to higher education. The receipt of a college diploma puts ELLs on the pathway to success. Opportunities in a variety of professions will be unlocked through the vehicle of sound educational practices. Therefore, on a far reaching scale the academic achievement of this target population of students could affect the economy of the city they live in, the state, the country, and across the globe. More members of society will have jobs that will help individuals support themselves so the government will no longer have to provide supports for them. ELLs will have access to better health care and they can pass along to their children just how important education is so that the generational cycle of limited education in families can be shattered.

Importance of Project to Local Stakeholders and Larger Context

This project study is of importance to local stakeholders and the larger context for the following reasons:

1. The format of the series encourages staff members to take ownership for the acquisition of new knowledge.
2. Staff members are supported in activities that build communication and intrapersonal skills.
3. Staff members reflect on their own teaching practices – they share what they do well with others and they draw from their colleagues new ideas, techniques, materials, and so forth that they can replicate in their own classrooms.
4. Administrators become aware of current research based expectations of teaching practices. As a result they have an educated understanding of what is going on during a lesson and the academic ramifications of why those particular instructional practices are being utilized.
5. In the future, this same series of PD sessions could be offered to all staff members who come in daily contact with ELLs.

Conclusion

Section 3 contained a description of the project: *ESL Professional Development Series: Examination of Instructional Practices*. The explanation of the project provided a scholarly rational of why the PD approach to the project was chosen (based on analysis of data) and how the response to the problem was grappled with through the project composition. Furthermore, a scholarly literature review relating the project genre with

the needs that surfaced upon data analysis was provided. Equally important, the project description was supplied that included project goals, needed resources, timetable to implement the project, my role and responsibilities in this project, the evaluation plans, overall goals, and evaluation goals of the project. Additionally, a description of stakeholders was provided and social change was discussed. With this intention, the significance of the project to both the local stakeholders and the community at large was expressed. The benefits of this project to the local school district that was under review are sizable.

This project is of significance to the local school district that was under review. Additionally, it is significant to the larger milieu as the realization of ESL instructors to incorporate best instructional practices in their daily lessons increases student achievement for the ever growing population of ELLs. This project has the potential to influence social change on both the micro and macro levels.

The ensuing section discusses my personal reflections on this project study, and an analysis of self as a scholar, practitioner, and project developer. I consider the potential impact of this project study and its implications and applications for future research.

Section 4: Reflections and Conclusions

Introduction

In this section, I examine the project study in relation to its strengths and limitations. Additionally, I also review the development of the project evaluation. Scholarship is defined, and an analysis of self as a scholar, practitioner, and project manager are self-assessed. The role of leadership and how it impacts change is examined. Furthermore, in this section, I seriously contemplate the value of all my labors and what was discovered. Additionally, I convey the project's potential impact on creating social change at both the local level and beyond. Finally, I share the project's implications and applications for future use. Suggestions for future research are taken into account as the importance of the work is considered.

Project Strengths

This project, *ESL Professional Development Series: Examination of Instructional Practices*, has several strengths. Firstly, PLCs are established and hopefully endure long after the PD has finished. In the PLCs, teachers are asked to share with their colleagues what goes on in their classrooms. As critical friends, they have the opportunity to discuss problematic situations and offer credible solutions in a safe and trusted environment. They read and discuss professional literature that deals with their teaching conditions. Educators have the opportunity to participate in a learning-walk; therefore, in the future, they will be able to schedule learning-walks within their own cohort. Then, as a result, the examination of instructional practices and how district teacher practices are measuring up against the best practices delineated in *Educator's Practice Guide for*

English Learners Recommendations for Remediation of Limitations (Baker et al., 2014) can continue.

Next, an additional strength is having administrators participate in the PD and form their own PLCs focusing on the needs of the district's ELL population. Administrators are able to hear and view the pressing need for technology in the classrooms. Therefore, another asset of the project is that when budget time arises, administrators can make scholarly decisions in addressing the requirements of a large population of students through the allocation of money into different budget line items. If questioned by higher administration, the participants can defend their decisions using information presented in the PD to support their claims.

Lastly, a further project strong point is the collaboration of administrators and teachers; the problem that is first recognized in third grade can be addressed earlier. The district will no longer view themselves as a system of schools, but as a school system– one body. What happens in one building affects the students in another building. Working together rather than in separate microcosms is of benefit to the entire school district.

Recommendations for Remediation of Limitations

A limitation in this project in addressing the problem is the size of the target audience. In the study, only ESL educators and all building administrators were invited to participate in the PD. The audience should be broadened to accommodate all faculty members as all teachers come in daily contact with ELLs. It is not just the ESL teachers' responsibilities to teach the ELLs using best instructional practices; it is the responsibility

of all teachers to use best instructional practices. Therefore, in order to remediate this limitation, it is recommended that a second survey go out to all faculty members about current instructional practices in their classroom. Once the data have been gathered and disaggregated, then a similar PD can be developed based on assessed needs of the regular classroom teacher.

In lieu of using PD to address the local problem, it is possible to perform direct teacher observation with individual recommendations for the development of best instructional practices. However, several follow up sessions would need to be scheduled in order to view the growth of teacher practice. Time is needed between administrator/teacher leader with classroom teacher to reflect on and discuss class data and individual student data,

Another alternative to addressing this type of problem is a program evaluation. Over the course of the year, and following one student cohort over several years, the effectiveness of the program can be evaluated. A program evaluation was already done at the district level through the SACI team. Recommendations were made to the district to carry out to the teachers. Unfortunately, the task was not entirely completed, and there was no follow through of sharing the recommendations with the teachers.

Scholarship

I learned much about scholarship throughout this process. Through the earnest, formal study of best practices on how ELLs gain knowledge, I found a plethora of information on problems associated with ELLs and academic achievement, and possible remedies. I learned that not all sources of information are trustworthy, and I became

more discerning in selecting journal articles and the results found therein. Before reading an article in its entirety, I first reviewed the depth of the literature review, the size of the participant group, the methodology used, and the significance of the problem in regard to supporting/disclaiming my problem. I also learned that research can grow old quickly.

In addition, whenever the opportunity arose for me to participate on an in-district committee or attend a lecture/conference on the topic of my problem, I did not hesitate to boldly ask for permission to partake in those activities. Moreover, when I was at conferences, whenever there was a break, I was not timid in approaching the presenter and asking them more about their work, and if they would be open to me contacting them should I have further questions on the topic. This is something that I had not done in the past.

Project Development and Evaluation

The project development was a major activity in putting gestalt theory into practice, these days this might be simply called understanding by design (UbD; Davidovitch, 2013; Wiggins & McTighe, 2011). Thinking about it and actually doing a project of such a major magnitude was quite the lesson. Knowing what the purpose of the project was, to address the local problem, then selecting a project that would address the problem was fairly straightforward. After that, to look at three or so major goals to focus the PD was more complicated. Once the goals were established, then adding all the details such as sharing data, finding resources to support the participants in their

learning of new information, creating agendas that would not be mind-numbing, and creating useful activities for the participants all took a tremendous deal of effort.

Subsequently, to create a fair evaluation system that would let me, the presenter, know how my presentations were going and an evaluation for the participants to evaluate their own practices was challenging. I researched a variety of diverse sources to help me plan session evaluations. What I developed I considered useful to me and the participants.

Leadership and Change

Leadership is the ability to lead other people. There are many different styles of leadership. I would consider myself to follow a transformational leadership approach. My style is to encourage and motivate participants to be reflective of their own practices, no matter how uncomfortable that is, in a safe environment. It is my expectation that everyone will give their best to the PD. All participants in the PD are encouraged to participate in small and large group discussion so they will be highly engaged in their own learning and motivated to change as appropriate, therefore leading to a district-wide change and an increase student achievement.

As a result of my leadership, I anticipate a change in behavior of the participants. These changes will be evidenced through a change in classroom practice, type of discussions held amongst teachers, and student achievement.

Analysis of Self as Scholar

I learned much about myself as a scholar. Not only did I gain factual knowledge on a particular topic, I gained invaluable personal knowledge of myself and grew

throughout the process. I found that I now know a great deal of information about ELLs, best instructional practices, and effective professional development.

Additionally, all throughout this doctoral journey I learned that there are many prerequisite personal character qualities that are necessary to embody in order to be successful in accomplishing one's goal. Focus, perseverance, ability to accept constructive criticism, extending one's self beyond their comfort zone, and the openness to learn new skills; all were extremely important for me to exemplify. The act of becoming a scholar also meant making some tough decisions when it came time to set priorities. Those included spending personal time with family, spending financial resources, and asking others for help when necessary, even strangers.

Analysis of Self as Practitioner

When I did a critical analysis of myself as a practitioner, I found that I have grown a great deal. I now question myself more. I plan lessons more in depth. I am more vocal at faculty meetings and often engage in courageous conversations without fear of what others will think of my opinions (which I can now back up with research). I used the expertise that I have gained throughout this entire process to help my colleagues. I have readily shared information so that all may benefit, as in the end, it is all about the children. I have sought out critical friends who I turn to in times of doubt or question, which enabled me to improve in my craft.

As I have progressed in the course of this journey, I have considered getting training in ESL techniques, going for my National Board Certification, and even getting

my administrative license. However, after teaching for over 30 years, I have considered which goals are realistic.

Analysis of Self as Project Developer

As a project developer, I learned that considerable planning for the project was necessary. At first the scope of the project seemed quite daunting. I had to find the method that worked best for me; was it to start from the narrow and then go all-encompassing, or go the opposite way as in UbD, which was the method that I decided upon (Davidovitch, 2013; Wiggins & McTighe, 2011). Once the purpose of the project was clearly defined by the need or problem of the local district, I was then able to establish some overriding goals. My overriding goal was to provide the best service to the participants at little to no cost, which would have the most effect on student achievement.

I knew that I would not be able to carry off the project independently; I would need support from the technology assistant and of course permission from administration in order to carry out the plan. Getting the assistant superintendent for elementary curriculum and assessment involved would be vital as she is also the director of the bilingual, dual language, and ESL programs.

As project developer, it is important to me to allow the people to have a voice in the PD. I know from personal experience what it is like to be talked at for hours on end by a presenter who does not understand what it is like to be in a classroom. Therefore, allowing effective informational exchange between presenter and participants and amongst participants was important during planning. It meant sharing the power which I

feel very comfortable doing. It was important to me to consider the learning styles of adult learners so the methodology of the sessions was geared towards how adults, rather than children, learn. Additionally, through the venue of the post session evaluation, I am able to revamp session agendas, and techniques as needed. Flexibility to the needs of the participants was the key.

As the PD series ends, it is important to me to see how I can carry on the initiatives I have set forth as a project developer. I feel very much invested in the problem and truly want to see the process of increasing student achievement for ELLs continue.

The Project's Potential Impact on Social Change

The importance of this work is manifold. In this study, I looked at what was happening in the classroom. Classroom practice was explored and then compared to the specifications of best practices in the field of instructing ELLs. A method to treat the problem that was ailing the school district was provided via PD. This problem is not unique to this one school district: it can be found in other districts as well. What was learned through this project study could be readily applied to other school districts with similar student populations.

Through this project study I learned that how much time teachers spend on incorporating best practices into their classrooms varies widely. Through the presentation approach of PD, this problem can be transformed. With the support and buy-in of the participants, change can happen.

The overarching goal for this project study was the growth of academic achievement for students with LEP. This is a transformation that will result in a positive outcome. One possible social change implication as a result of the project on the local level is that LEP students will be able to make AYP. Through the purposeful application of the strategies presented in this project study, change can occur over time. At the local level as student achievement increases, the school district can be in compliance with the standards set by the legislation of NCLB. More LEP students can graduate from high school. Additionally, local educators can increase their repertoire of instructional skills that can positively impact their students.

The potential is there to improve both human and social conditions. As students become equipped with skills necessary for analysis, problem solving, technology, communication, interpersonal, planning, organization, and leadership, their preparation to be college and career ready is enhanced.

As more students graduate from high school and aspire to enroll in postsecondary education, a variety of opportunities arise for both them and their families. ELLs can aspire to being the first in their immigrant families to have gone on to higher education. Opportunities in a variety of professions are unlocked through the vehicle of sound educational practices. Therefore, on a far reaching scale, the academic achievement of this target population of students affects the economy of the city they live in, the state, the country, and across the globe. More members of society can have jobs that help individuals support themselves so they are no longer government supported. They will have access to better health care, and they can pass down the belief system that a good

education significantly impacts one's life; with that being said, the hope is that the generational cycle of limited education in families can be eradicated.

Viewing the stakeholder group of educators, another possible social change implication can occur in the school district. The format of the project empowers the district to have more well-received PD by staff. The formation of PLCs encourages educational dialogue on a regular basis; staff needs will be analyzed through the active participation of staff. Educators are the essential representatives to leading the change being sought.

Implications, Applications, and Directions for Future Research

The work done in this project study has provided a foundation for increased academic achievement for ELLs. Over the past decade, nationwide the ELL population has been growing at a rapid rate, but the gap between ELLs and non-ELLs has not narrowed, it remains just as wide as ever. When instructors apply best instructional practices to their daily lessons, then students have a greater probability of being successful. Demonstrating for educators how to incorporate these skills is essential if we are to see a narrowing of the achievement gap.

Knowledge derived from this project study can be applied towards closing the disparity in achievement between ELL and non-ELLs. In fact, the best instructional practices illustrated in the project study can also be useful when working with students with disabilities. The clarity, modeling, scaffolding, differentiated work, group work, individualized work, and the use of technology are all instructional practices that are beneficial for all students to reach their peak of excellence.

Future research should be directed towards finding out how much time teachers implement best instructional practices for ELLs in their classrooms on a daily basis, rather than throughout the whole school year. Additionally, finding out which areas of best instructional practices teachers find the most difficult to implement and why they find it difficult, would be advantageous. What is preventing teachers from employing best instructional practices in their classrooms? Is it that our colleges are not adequately preparing future teachers on how to implement these research-based instructional practices?

Conclusion

In this section I examined the project study in relation to its strengths and limitations. Additionally, I reviewed the development of the project evaluation. I defined scholarship and analyzed myself as a scholar, practitioner, and project manager. The role of leadership and how it impacts change was examined. Furthermore, in this section I seriously considered the value of my work, and what I discovered as a result. Additionally, I communicated the significance of the project and its impact on social change at both the local level and afar. Moreover, I conveyed my thoughts on the project's implications, its applications, and possible directions for future research. Finally, the importance of the work's additive value for future research was contemplated.

References

Amendum, S. J., & Fitzgerald, J. (2013). Does structure of content delivery or degree of professional development matter for student reading growth in high-poverty settings? *Journal of Literacy Research, 45*(4), 465-502. doi: 10.1177/1086296X13504157

Athanases, S. J., & de Oliveira, L. C. (2014). Scaffolding versus routine support for Latina/o youth in an urban school: Tensions in building toward disciplinary literacy. *Journal of Literacy Research, 46*(2), 263-299. doi: 10.1177/1086296X14535328

Atwill, K., Blanchard, J., Christie, J., Gorin, J. S., & Garcia, H. S. (2010). English-language learners: Implications of limited vocabulary for cross-language transfer of phonemic awareness with kindergartners. *Journal of Hispanic Higher Education, 9*(2), 104-129. doi: 10.1177/1538192708330431

Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., ... & Zhang, J. (2012). *The condition of education 2012* (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved March 8, 2013 from http://nces.ed.gov/pubsearch.

Azano, A., Missett, T. C., Callahan, C. M., Oh, S., Brunner, M., Foster, L. H., & Moon, T. R. (2011). Exploring the relationship between fidelity of implementation and academic achievement in a third grade gifted curriculum: A mixed-methods study. *Journal of Advanced Academics, 22*(5), 693-719. doi: 10.1177/1932202X11424878

Baecher, L., Artigliere, M., Patterson, D. K., & Spatzer, A. (2012). Differentiated instruction for English language learners as "variations on a theme". *Middle School Journal*, *43*(3), 14-21. Retrieved from http://www.questia.com/library/p436170/middle-school-journal

Baecher, L., Farnsworth, T., & Ediger A. (2014). The challenges of planning language objectives in content-based ESL instruction. *Language Teaching Research, 18*(1), 118-136. doi: 10.1177/1362168813505381

Baecher, L., Knoll, M., & Patti, J. (2013). Addressing English language learners in the school leadership curriculum: Mapping the terrain. *Journal of Research on Leadership Education, 8*(3), 280-303. doi: 10.1177/1942775113498377

Baecher, L., Rorimer, S., & Smith, L. (2012). Video-mediated teacher collaborative inquiry: Focus on English language learners. *High School Journal, 95*(3), 49-61. doi: 10.1353/hsj.2012.2007

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J.,...& Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

Borrero, N. E., & Yeh, C. J., (2010). Ecological English language learning among ethnic minority youth. *Educational Researcher, 39*(8), 571-581. doi: 10.3102/0013189X10389810

Brooks, K., & Thurston, L.P. (2010). English language learner academic engagement and instructional grouping configurations. *American Secondary Education, 39*(1), 45-60. Retrieved from http://www.questia.com/library/p62110/american-secondary-education

Burnett, C. (2010). Technology & literacy in early childhood educational settings: A review of research. *Journal of Early Childhood Literacy, 10*(3), 247-270. doi: 10.1177/1468798410372154

Capps, D. K., Crawford, B. A., & Constas, M. A. (2012). A review of empirical literature on inquiry professional development: Alignment with best practices and a critique of the findings. *Journal of Science Teacher Education, 23*, 291-318. doi: 10.1007/s10972-012-9275-2

Census.gov. (2012). 2010 XXXXXXXXX census. Retrieved from http://2010.census.gov/2010census/popmap/ipmtext.php?fl=36

Chitanana, L. (2012). A constructivist approach to the design and delivery of an online professional development course: A case of the iEarn online course. *International Journal of Instruction, 5*(1), 3-48. Retrieved from http://www.e-iji.net/

Chu, S. (2013). Teacher efficacy beliefs toward serving culturally and linguistically diverse students in special education: Implications of a pilot study. *Education and Urban Society, 45*(3), 385-410. doi: 10.10.1177/0012124511409401

Council of Chief State School Officers CCSSO. (2014). *Program: Surveys of Enacted Curriculum (SEC).* Retrieved from

http://www.ccsso.org/Resources/Programs/Surveys_of_Enacted_Curriculum_(SEC).html

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles, CA: SAGE Publications.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Curwood, J. S. (2014). English teachers' cultural models about technology: A microethnographic perspective on professional development. *Journal of Literacy Research, 46*(1), 9-38. doi: 10.1177/10866296X13520426

Damber, U., Samuelsson, S., & Taube, K. (2011). Differences between overachieving and underachieving classes in reading: Teacher, classroom and student characteristics. *Journal of Early Childhood Literacy, 12*(4), 339-366. doi: 10.1177/1468798411417376

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching Second edition.* Alexandria, VA: ASCD.

Davidovitch, N. (2013). Learning-centered teaching and backward course design--from transferring knowledge to teaching skills. *Journal of International Research, 9*(4), 329-338. Retrieved from: http://search.proquest.com.ezp.waldenulibrary.org/docview/1442472283?accountid=14872

Dewey, J. (1900). Psychology and social practice. *The Psychological Review, 7*(2), 105-124. Retrieved from http://www.apa.org/pubs/journals/rev/index.aspx

Du Four, R., Du Four, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools:10th Anniversary sequel.* Bloomington, IN: Solution Tree Press.

ED Data Express (n.d.). *Data about elementary & secondary schools in the U.S: Percent Proficient on the state assessment in reading Grade 8 - Limited English Proficient: 2009-10*. Retrieved from http://www.eddataexpress.ed.gov/dataelementexplorer.cfm/tab/data/deid/1760/

Elfers, A. M., & Sritikus, T. (2013). How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly, 50*(2), 305-344. doi: 0.1177/001316X13492797

Evans, L., Thornton, B., & Usinger, J. (2012). Theoretical frameworks to guide school improvement. *NASSP Bulletin, 96*(2), 154-171. doi: 10.1177/0192636512444714

Field, A. (2013). Discovering Statistics – Repeated Measures ANOVA- using IBM SPSS Statistics: And sex and drugs, and rock 'n' roll. (4th ed.). Retrieved from http://www.statisticshell.com/docs/repeatedmeasures.pdf

Fleischman, H.L., Hopstock, P.J., Pelczar, M.P., & Shelley, B.E. (2010). *Highlights From PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context* (NCES 2011-004). Retrieved from U.S. Department of Education, National Center for

Education Statistics. Washington, DC: U.S. Government Printing Office website: http://nces.ed.gov/pubs2011/2011004.pdf

Gagné, N., & Parks, S. (2013). Cooperative learning tasks in a Grade 6 intensive ESL class: Role of scaffolding. *Language Teaching Research, 17*(2), 188–209. doi: 10.1177/1362168812460818

Galloway, C. M. (2001). Vygotsky's Constructionism. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved from http://projects.coe.uga.edu/epltt/

Garcia, E., Arias, M. B., Harris Muri, N. J., & Serna, C. (2010). Developing responsive teachers: A challenge for a demographic reality. *Journal of Teacher Education, 61*(1-2), 132-142. doi:10.177/0022487109347878

Geoghegan, D., O'Neill, S., & Petersen, S. (2013). Metalanguage: The 'teacher talk' of explicit literacy teaching in practice. *Improving schools 16*(2), 119–129. doi: 10.1177/1365480213493707

Green, S. B. & Salkind, N. J. (2011). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data* (6th ed.). New York: Prentice Hall.

Grigg, J., Kelly, K. A., Gamoran, A., & Borman, G. (2012). Effects of two scientific inquiry professional development interventions on teaching practice. *Educational Evaluation and Policy Analysis, 35*(1), 38-56. doi: 10.2102/0162373712461851

Griner, A. C., & Stewart, M. L. (2012). Addressing the achievement gap and disproportionality through the use of culturally responsive teaching practices. *Urban Education, 48*(4), 585-621. doi:10.1177/0042085912456847

Hancock, D. R., & Algozzine, B. (2006). *Doing case study research: A practical guide for beginning researchers.* New York, NY: Teachers College Press.

Hansen, R. S., & Hansen, K. (n.d.). Quintessential careers: What do employers really want? Top skills and values employers seek from job-seekers. Retrieved from http://www.quintcareers.com/printable/job_skills_values.html

Harris, D. M. (2011). Curriculum differentiation and comprehensive school reform: Challenges in providing educational opportunity. *Education Policy, 25*(5), 844-884. doi:10.1177/089590481038660

Hayes, D., Blake, J. J., Darensbourg, A., & Castillo, L. G. (2015). Examining the academic achievement of Latino adolescents: The role of parent and peer beliefs and behaviors. *Journal of Early Adolescence, 35*(2), 141–161. doi: 10.1177/0272431614530806

Heineke, A. J., Coleman, E., Ferell, E. & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools, 15*(2), 130-147. doi: 10.1177/1365480212450235

Hemphill, F.C., Vanneman, A., & Rahman, T. (2011). *Achievement gaps: How Hispanic and white students in public schools perform in mathematics and reading on the National Assessment of Educational Progress: Statistical Analysis Report* (NCES 2011-459). Retrieved from National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education Washington, DC. website: http://www.eric.ed.gov/PDFS/ED520960.pdf

Holzman, L. (2006). Activating postmodernism. *Theory and Psychology, 16*(1), 109-123. doi: 10.1177/0959354306060110

Huang, J. (2010). Infusing constructivism into a curriculum development course: A constructivist approach in the ESOL teacher education classroom. *Institute for Learning Centered Education.* Retrieved from http://jpacte.learningcentered.org/Articles/Summer2010/Huang.pdf

IBM Corporation (2013). *IBM SPSS Statistics for Windows, Version 21.0*. Armonk, NY: IBM Corporation.

Kanevsky, L. (2011). Deferential differentiation: What types of differentiation do students want? *Gifted Child Quarterly, 55*(4), 279-299. doi: 10.1177/0016986211422098

Kretlow, A. G., & Helf, S. S. (2013). Teacher implementation of evidence-based practices in Tier1: A national survey. *Teacher Education and Special Education, 36*(3), 167-185. doi: 10.1177/0888406413489838

Kis, A., & Akcamete, A. G. (2013). The impact of the educator study group model on the professional development of teachers of mainstream elementary classrooms. *Academic Research International, 4*(4), 524-534. Retrieved from http://www.journals.savap.org.pk/

Klein, S. (2012). Integral theory and e-portfolio development: A model for professional development. *Journal of Integral Theory and Practice, 7*(1), 81-93. Retrieved from http://aqaljournal.integralinstitute.org/Public/

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2005). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development Sixth Edition*. Burlington, MA: Elsevier.

Lantolf, J. P., & Poehner, M. E. (2010). Dynamic assessment in the classroom: Vygotskian praxis for second language development. *Language Teaching Research, 15*(1), 11-33. doi:10.1177/1362168810383328

Learning Theories Knowledgebase (2012, July). Social development theory (Vygotsky) at Learning-Theories.com. Retrieved from http://www.learning-theories.com/vygotskys-social-learning-theory.html

Lee, C., & Picanco, K. E. (2013). Accommodating diversity by analyzing practices of teaching (ADAPT). *Teacher Education and Special Education, 36*(2), 132-144. doi: 10.1177/0888406413483327

Lee, J. & Reeves, T. (2012). Revisiting the NCLB high-impact of school accountability, capacity, and resources: State NAEP 1990-2009 reading and math achievement gaps and trends. *Educational Evaluation and Policy Analysis, 34*(2), 209-231. doi:10.3102/0162373711431604

Liu, S. (2013). Exploring the instructional strategies of elementary school teachers when developing technological, pedagogical, and content knowledge via a collaborative professional development program. *International Education Studies, 6*(11), 58-68. doi: 10.5539/ies.v6n11p58

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

Lofthouse, R., & Leat, D. (2013). An activity theory perspective on peer coaching. *International Journal of Mentoring and Coaching in Education, 2(*1), 8-20. doi: 10.1108/20466851311323050

Logan, B. (2011). Examining differentiated instruction: Teachers respond. *Research in Higher Education Journal, 13*(1), 1-14. Retrieved from http://www.aabri.com/rhej.html

Lund Research Ltd, (2013). Laerd Statistics - Sphericity. Retrieved from https://statistics.laerd.com/statistical-guides/sphericity-statistical-guide.php

MaCorr Research Solutions online. (2014). *Sample Size Calculator*. Retrieved from http://www.macorr.com/sample-size-calculator.htm

Magnuson, P., & Mota, R. (2011). Promoting professional learning from within. *International Schools Journal*, *30*(2), 49-57. Retrieved from http://www.schoolsearch.co.uk/browse.asp?catID=1302&pID=69&cID=2

Martin, L. E., Kragler, S., Quatroche, D. J., & Bauserman, K. L. (Eds.) (2014). *Handbook of professional development in education: Successful models and practices, PreK-12*. New York, NY: The Guilford Press.

McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education, 64*(5), 378-386. doi: 10.1177/0022487113493807s

Meng, J., Tajaroensuk, S., & Seepho, S. (2013). The multilayered peer coaching model and the in-service professional development of tertiary EFL teachers. *International Education Studies, 6*(7), 18-31. doi:10.5539/ies.v6n7p18

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Mvududu, N. & Thiel-Burgess, J. (2012). Constructivism in practice: The case for English language learners. *International Journal of Education, 4*(3), 108-118. doi:10.5296/ije.v4i3.2223

NCELA. (2012). National clearinghouse for English language acquisition: Number of ELL students, by county, 2009-2010. Retrieved from http://www.ncela.gwu.edu/content/40_numbers09_10

Nevárez-La Torre, A. A. (2011). Transiency in urban schools: Challenges and opportunities in education ELLs with a migrant background. *Education and Urban Society 44*(1), 3-34. doi:10.1177/0013124510380911

XXXXXXX State Education Department (XX SED). (2011). *The XXXXXXXX state school report card: Accountability and overview report 2009-2010, XXXXXXX School* (February 5, 2011). Retrieved from https://reportcards.xxsed.gov/files/2009-10/AOR-2010-661500010002.pdf

XXXXXXXX State Education Department (XXSED). (2012a). *XXSED/XXXXXXXXX CSD Joint Intervention Team Report and Recommendations* (November 2011). Retrieved from http://www.p12.xxsed.gov/accountability/School_Improvement/Reports/1112/XxxxxxxxHSJITReviewReport.pdf

XXXXXXXXX State Education Department (XXSED). (2012b). *The XXXXXXXXX State School Report Card: Accountability and overview report 2010-2011, XXXXXXX*

School (April 20, 2012). Retrieved from https://reportcards.xxsed.gov/files/2010-11/AOR-2011-661500010002.pdf

XXXXXXXX State Education Department (XXSED). (2014). *XXXXXXXX State XXXXXXXXXX City School District – School Report Card data [2012-13]* (July 11, 2014). Retrieved from http://data.xxsed.gov/profile.php?instid=800000035012

Niehaus, K., & Adelson, J. L. (2014). School support, parental involvement, and academic and social-emotional outcomes for English language learners. *American Educational Research Journal, 51*(4), 810-844. doi: 10.3102/0002831214531323

No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).

O'Conner, R., Abedi, J., & Tung, S. (2012). *A descriptive analysis of enrollment and achievement among limited English proficient students in Maryland.* (Issues & Answers Report, REL 2012–No. 128). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from: http://ies.ed.gov/ncee/edlabs

OECD. (2011). *PISA in focus 11: How are school systems adapting to increasing numbers of immigrant students?* (December 2011). Retrieved from http://www.oecd.org/pisa/49264831.pdf

Okoye-Johnson, O. (2011, April). Intangible heritage of standard English learners: The "invisible" subgroup in the United States of America? Implications for closing the achievement gap. *SAGE Open,* 1-7. doi:10.1177/2158244011408441

Oregon Department of Education. (2005). Guidance for implementation of content support programs for ELLs (SET, SI, SDAJ, SIOP, GLAD). Retrieved from http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/ModuleInstance/10095/shelteredinstructionimplementation.pdf

Orosco, M. J., & O'Connor, R. (2014). Culturally responsive instruction for English language learners with learning disabilities. *Journal of Learning Disabilities, 47*(6), 1-17. doi: 10.1177/0022219413476553

Pandya, C., Batalova, J., & McHugh, M. (2011). *Limited English proficient individuals in the United States: Number, share, growth, and linguistic diversity.* Retrieved from Research on Limited English Proficient individuals website http://www.migrationinformation.org/integration/LEPdatabrief.pdf

Parsons, S. A. (2012). Adaptive teaching in literacy instruction: Case studies of two teachers. *Journal of Literacy Research, 44*(2), 149-170. doi: 10.1177/1086296X12440261

Petr, K. L. (2012). *Ready or not, here they come: Recommendations for supporting elementary school English language learners* (Doctoral Dissertation, Wilmington University). Retrieved from http://search.proquest.com/docview/1022333806?accountid=14872. (1022333806).

Pitsoe, V. J. & Maila, W. M. (2012). Towards constructivist teacher professional development. *Journal of Social Science, 8*(3), 318-324. doi: 10.3844/jssp.2012.318.324

Polkinghorne, F. W. (2013). Integrated reading literacy interventions (IRLS): A Mixed-method analysis of the perceived characteristics for effective professional development. *Journal of Research in Business Education*, *55*(2), 36-49. Retrieved from http://www.questia.com/library/p438572/the-journal-of-research-in-business-education

Reeves, D. B., (2010). *Transforming Professional Development into Student Results*. Alexandria, VA: ASCD.

Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in elementary schools. *American Educational Research Journal, 48*(2), 462-501. doi:10.3102/0002831210382981

Sabzian, F., Gilakjani, A. P., & Sodouri, S. (2013). Use of technology in classroom for professional development. *Journal of Language Teaching and Research, 4*(4), 684-692. doi: 10.4304/jltr.4.4.684-692

Sadeghi, R., Rahmany, R., & Doosti, E. (2014). L2 teachers' reasons and perceptions for using or not using computer mediated communication tools in their classroom. *Journal of Language Teaching and Research, 5*(3), 63-73. doi: 10.4304/jtr.5.3.663-673

Saunders, W. M., & Marcelletti, D. J. (2013). The gap that can't go away: The Catch-22 of reclassification in monitoring the progress of English learners. *Talking Teaching Network Educational Evaluation and Policy Analysis, 35*(2). 139-156. doi: 10.3102/0162373712461849

School Alliance for Continuous Improvement (SACI). (2012). *XXXXXXXXX Central School District: English Language Learners Review.* Retrieved from http://www.sacionline.org/File/site_visits/XXXXXXXXX%20Final%20ESL%2012.pdf

Short, D. J., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research, 15*(3), 363-380. doi:10.1177/1362/18811401155

Shrestha, P. N., (2013). English language classroom practices: Bangladeshi primary school children's perceptions. *RELC Journal, 44*(2), 147-162. doi: 10.1177/0033688213488466

Smithson, J. L. & Porter, A. C. (1994). Measuring classroom practice: Lessons learned from efforts to describe the enacted curriculum – The reform up close study. (CPRE Research Report Series #31). Retrieved from New Brunswick, NJ. Office of Educational Research and Improvement (ED),Washington Consortium for Policy Research in Education website: http://www.eric.ed.gov/PDFS/ED377563.pdf

Stavroula, V. A., Leonidas, K., & Mary, K. (2011, January). *Investigating the impact of differentiated instruction in mixed ability classrooms: Its impact on the quality*

and equity dimensions on education effectiveness. Paper presented at the International Congress for School Effectiveness and Improvement, University of Cyprus, Limassol, Cyprus. Retrieved from http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly, 47*(4), 646-688. doi:10.1177/0013161X11401616

Thoonen, E. E. J., Sleegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, *47*(3), 496-536. doi:10.1177/0013161X11400185

Tomilinson, C. A. & Jarvis, J. M. (2014). Case studies of success: Supporting academic success for students with high potential from ethnic minority and economically disadvantaged backgrounds. *Journal for the Education of the Gifted, 37*(3), 191-219. doi: 10.1177/0162353214540826

Tricarico, K., & Yendol-Hoppey, D. (2012). Teacher learning through self-regulation: An exploratory study of alternatively prepared teachers' ability to plan differentiated instruction in an urban elementary school. *Teacher Education Quarterly, 39*(1), 139-158. Retrieved from http://www.teqjournal.org/

Trube, M. B. (2012). Content-language integrated second language instruction: Curriculum and the CCUEI context. *International Education, 41*(2), 19-32. Retrieved from

http://search.proquest.com.ezp.waldenulibrary.org/docview/1022057327?accounti d=14872

ucdenver.edu. (n.d.) Repeated-Measures ANOVA in SPSS. Retrieved (March 31, 2015) from http://www.ucdenver.edu/academics/colleges/nursing/Documents/PDF/RepeatedMeasuresANOVA.pdf

University of Wisconsin. (2008). Surveys of Enacted Curriculum: Survey of instructional Practices for ESL/ELD Teachers Grades K-12. Retrieved from http://seconline.wceruw.org/Reference/SEC_ELD_ESL_Survey.pdf

U.S. Department of Education ED Data Express (n.d.a). *Data about elementary & secondary schools in the U.S: Percent Proficient on the state assessment in reading Grade 8 - Limited English Proficient: 2009-10*. Retrieved from http://www.eddataexpress.ed.gov/dataelementexplorer.cfm/tab/data/deid/1760/

U.S. Department of Education ED data.gov. (n.d.b). *Elementary and Secondary Education Title IX General Provisions Section 9101. Definitions.* Retrieved from http//www2.ed.gov/policy/elsec/leg/esea02/pg107.html

U.S. Department of Education, Institute of Education Sciences (ies), National Center for Education Statistics, NAEP National Assessment of Education Progress. (2010). *The Nation's Report Card: NAEP 2009 Year in Review: a compilation of results from the 2009 mathematics, reading, science, and high school transcript study reports* (NCES 2011-471). Retrieved from http://nces.ed.gov/nationsreportcard/pdf/about/2011471.pdf

U.S. Department of Education, Institute of Education Sciences (ies), National Center for Education Statistics, NAEP National Assessment of Education Progress. (2012). *Mathematics 2011: National Assessment of Educational Progress at Grades 4 and 8* (NCES 2012-458). Retrieved from http://nces.ed.gov/nationsreportcard/pdf/main2011/2012458.pdf

U.S. Department of Education, Institute of Education Sciences (ies), National Center for Education Statistics, NAEP National Assessment of Education Progress. (2012). *Reading 2011: National Assessment of Educational Progress at Grades 4 and 8* (NCES 2012-458). Retrieved from http://nces.ed.gov/nationsreportcard/pdf/main2011/2012457.pdf

Van Compernolle, R. A., & Kinginger, C. (2013). Promoting metapragmatic development through assessment in the zone of proximal development. *Language Teaching Research, 17*(3), 282-302. doi: 10.1177/1362168813482917

VanTassel-Baska, J. (2012). Analyzing differentiation in the classroom. *Gifted Child Today, 35*(1), 43-48. doi:10.1177/1076217511427431

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Waitoller, F. R. & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Education Research, 83*(3), 319-356. doi: 10.3102/0034654313483905

Wiggins, G. & McTighe, (2011). *The Understanding by Design guide to creating high-quality units.* Alexandria, VA: ASCD. Retrieved from:

http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Appendix A: Project - ESL Professional Development Series

ESL Professional Development Series

Purpose: The purpose of the professional development series is to increase teacher understanding and utilization of instructional activities for ELLs.

Goals: This project has 3 goals: (a) communicate information on this specific topic to educators so they may increase their efficacy in increasing student achievement for ELLs; (b) provide a network of support, professional learning community (PLC), amongst colleagues so continuous learning can take place which will ensure uninterrupted, improved student learning; and (c) offer resources to support educators in their lesson planning of instructional activities.

Learning Outcomes: Upon completion on this series of PD sessions, the expectation for participants is that when planning lessons, they will employ the knowledge that they gained from this PD. In addition, participants will become reflective of their work, evaluating their strengths and weaknesses, sharing their classroom triumphs and disappointments with their critical friends in their PLC. Finally, when classroom visitations take place, the implementation of a variety of instructional activities will be observable throughout a lesson.

Target Audience: ESL educators and building administrators

Overview: This series of PD sessions is comprised of three days of data review, research from peer reviewed sources to support change in classroom practice, and the formation of PLCs that will continue after the PD series has finished. Teacher lesson plans, viewing of videos of lesson delivery from lighthouse teacher (teacher has been selected as a peer model and has agreed to have lesson video-taped), and classroom walkthroughs by peers will aide in assisting instructors to improve lesson planning and highlight what they are already doing well.

Strategies Used in this Series

- The following formats will be used: modeling (presenter models activities for participants), video analysis (participants analyze a video of a teacher showcasing the activity), and case analysis (the presenter gives the participants a case to read in which the teacher being "observed" is enacting the activity), so that participants can then cultivate a stance of expertise in the activity (McDonald et al, 2013, p. 383).

- The strategy of the Multi Peer Coaching (MPC) model (Meng, Tajaroensuk, & Seepho, 2013) when used for staff development, supports teachers in gaining more professional knowledge and student achievement rises.
- An additional strategy used will be "collaborative teacher-led professional development, Teacher Collaborative Inquiry (TCI)" (Baecher et al., 2012, p. 50). TCI is a venue for teachers to have job-embedded professional development (JEPD) on site. This will be done through open group discussion.
- An "Educator Study Group" (Kris & Akeamete 2013, p. 525) will be formed to address problems in participant teaching determined by an analysis of their needs, as a PLC, so they can begin to gain "knowledge and skills" (p. 528) which they will then investigate as a group.
- Participation of participants in learning from their counterparts in groups (PLCs) in their own professional learning will result in educators actively participating in crafting truth in their practice, and assist in leading the change that is being sought (Reeves, 2010,).

Implementation Plan and Timeline

Session 1

A.M. Reflection of where we are: Administrators will understand the need for their support in ensuring best instructional practices are observable in ESL classes. Teachers will reflect on their current practices and will be informed about PLCs. At this time participants will receive a handout of the PowerPoint presentation for the day, along with the Educator's Practice Guide from What Works Clearinghouse, titled: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. This is from the US Department of Education through the Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. (As this is a 108 page document the retrieval site is offered here rather than inserting the entire guide into the implementation plan http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.)

P. M. Administrators and Teachers will review research and how to apply it to various areas of Instructional Activities and Individual Activities. Both stakeholder groups will form PLCs.

Discussion questions for PLCs: Administrators reflect on 7 questions in regard to ELLs in their building; staff members discuss 5 questions, reflect on what they have learned throughout the day, and note why these particular skills are important.

Evaluation of session: Formative evaluation tool

Session 2

A.M. The necessity of small group activities: Teachers will view current data on how ESL staff is managing in this area and what current research reveals.

P.M. The necessity of inquiry-based activities: Teachers will view current data on how they are performing in this area; they will view a video on inquiry-based activities, and then retreat to their PLCs for discussion.

Discussion questions for PLCs: In the A.M. session discussion will focus on problem areas on having small groups in the classroom. In the P.M. session discussion will focus on Inquiry-based Activities – difficulties in incorporating activities into the classroom and potential of trying 2 new activities.

Evaluation of session: Formative evaluation tool

Session 3

A.M. Administrators and teachers will briefly review information from the last 2 sessions. They will focus on data results from the hands-on and technology activities from the survey.

P.M. Classroom walkthoughs/learning walks will take place. Teachers will act as critical friends in lesson planning evaluation. Administrators will meet to discuss how they can support their staff.

Discussion: Staff will share their thoughts in regard to the learning walk. Afterwards they will discuss lesson planning. Administrators will meet to discuss how they can infuse more technology into the ESL program.

Summative evaluation of PD series

Session 1 - A.M.: Instructional Activities for ELLs

Overview: In this session participants will understand that when they reflect on their own teaching practices and begin to change based on documented need, as a result, student achievement will improve. PLCs will be introduced.

Goals:

- Administrators will come to understand the necessity and urgency of their support in the ESL program.
- Participants will view the data collected and will come to understand the need of following best instructional practices for ELLs.
- Participants will listen to and view current research and deliberate over how the suggested strategies can be applied in their own classrooms.

Agenda (3 hour 15 minute session) Administrators and teaching staff

45 minutes: Icebreaker, welcome, introduction, overview of series (slides 1-4)

45 minutes: Overall statistical difference in instructional activities - 4 major questions (slides 5-7 with accompanying handout); silent reflection for participants to note where they fall on the continuum.

45 minutes: Conversation (slide 8): Participants will engage in whole group conversation on the information presented thus far.

15 minutes: Break (slide 9)

5 minutes: Self-reflection (slide 10, 11) – thoughts later to be discussed in PLC.

40 minutes: Introduction to PLCs (slides 12-16): An overview of PLCs will be given and how characteristic #3, engaging into collective inquiry in regard to best practice, will increase participant openness to best practice and shared decision making which can lead to increased student achievement.

45 minutes: Lunch (slide 17) Participants will break for lunch and then return for the afternoon session.

Session 1 Agenda:
Instructional and Individual Activities

- Need for administrative support
- Overall statistical differences within each major category
- Conversation
- **BREAK**
- Self-reflection of teaching practices
- Professional Learning Communities
- **LUNCH**
- Survey results of Individual Activities
- What Works Clearinghouse: Vocabulary
- Recommendations
- Samples
- Activities
- **BREAK**
- What Works Clearinghouse: Applying Concepts to Content Areas & Responding Creatively to Text
- Recommendations
- Samples
- Activities
- Questions
- Break up into PLCs
- Evaluation

Participant Overview of Slide 7

For Section 1: The whole umbrella of the survey, **Instructional activities** - the results of the test were as follows – for the summed total of the19 questions there was a significant difference amongst ESL educators in how much time they spend on a variety of instructional strategies. The survey could have stopped there, however it was important to find out areas that were being covered well, and areas that could use improvement. Now, here is the breakdown into separate instructional activities.

For Section 2: Individual activities – for the summed total of 9 questions, there was a s significant difference amongst educators in how much time is spent on individual activities.

For Section 3: Small-group activities: there was a significant difference in the summed total of 12 questions surveyed on time spent on small group activities.

For section 4: Hands-on and technology activities: the results of the test analysis on the sum total of 11 questions on time spent on hands-on and technology activities, there was a significant difference amongst educators.

Finally, for section 5: Inquiry-based activities, the results of the test analysis showed a significant difference amongst ESL educators on the 12 questions in this section.

Therefore, the null hypothesis has been rejected as there is a significant difference in not just one subset of activities, but on all activities.

Session 1 - P.M.: Individual Instructional Activities

Overview: Participants will be introduced to What Works Clearinghouse and how the research garnered from that site supports best practices for ELLs. Activities, resources, and sample work will be shared with the participants.

Goals: Participants will apply the recommendations gathered from research, to their own classroom setting and begin to develop strategies that they can foster in their own environment.

Agenda (3 hour 15 minute session)

30 minutes: Presenting the data for individual activities (slides 18-21)

30 minutes: Activities that need support (slide 22)

30 minutes: What Works Clearinghouse - what research says on the topic of vocabulary and ELLs – (slides 23-30)

15 minutes: break (slide 31)

30 minutes: Discussion about what best practices in vocabulary looks like with resources presented (slides 32-35)

25 minutes: Questions from the floor (slide 36)

30 minutes: Gather into PLCs to discuss prompt questions (slide 37) (see handout)

5 minutes: Session evaluation - formative (slide 38) (see handout)

PLC Participant Discussion Questions (slide 37 handout):

What instructional practices are you presently utilizing to help students comprehend, and identify with, the language they are learning to utilize?

Questions	Responses
Which tasks do your students engage in?	
How often?	
What does it look like?	
What hasn't worked for you? Why?	
What haven't you tried? Why?	

Today I learned:

These skills are important to my students because

PLC Administrator Discussion Questions (slide 37 handout):

"The position and the authority of the district leader served the critical function of keeping the supports focused on teaching and learning...These districts used a more integrated and comprehensive approach to support the teaching and learning of all students, including second language learners, and recognized the need for coordinated leadership" (Elfers & Stritikus, 2013, p. 322). District leaders made sure that ESL teachers took part in curriculum development and the adoption of classroom resources. Professional Learning Communities were established across the district and within the schools. The best approach to supporting ELLs "came from a combination of integrated leadership in which the ESL department was a key player in decision-making that included strong two-way communication, allowing schools to have a voice and take ownership of there initiatives. The success of these support systems impacted instruction for ELLs" (Elfers & Stritikus, 2013, p. 326).

Please carefully reflect on how you are prioritizing the ELLs in your school.

1. What resources have been allocated to the program?
2. What have you heard from the collective voice of the ESL staff in your building?
3. What have you heard from the regular education teachers who have ELLs in their classroom all day long?
4. What have the specialists said to you?
5. How is the instruction of ELLs aligned with the school and district goals?
6. How are you ensuring that they have access to all programs?
7. What are you doing to provide the necessary resources so that these students may be able to achieve to their fullest abilities, that their language skills are not preventing them from acquiring the skills they need to be 21st century learners?

Session 1: Formative Evaluation of Professional Development Series

ESL Professional Development Series: Examination of Instructional Practices

Participant Reactions

	Very	To some Extent	Not at all
	3	2	1

1. Did you benefit from this PD?

If not, please explain.

2. In your opinion, was your time well spent?

If not, what would have been a better use of your time?

3. Were sufficient resources made available?

If not, what are you looking for that would be of assistance to you?

4. Will the information presented be useful?

Please explain your response.

How do you see this new knowledge affecting student learning outcomes?

How do you see the formation of the PLCs helping you in your practice?

Note. Adapted from Handbook of Professional Development in Education: Successful Models and Practices, PreK-12. by L. E. Martin, S. Kragler, D. J. Quatroche, and K. L. Bauserman, 2014, New York, NY: Guilford Press, p. 254.

Session 2 - A.M.: Small group Activities

Overview: The focus of this session will be on disaggregating data from the section of the survey that delved into Small group Activities. Participants will have the opportunity to reflect on where they are, in comparison to the ESL department, in implementing best instructional practices.

Goals:

- Participants will develop an understanding of what best practices in ssmall-group Activities denotes.
- Participants will take an active role in their PLC and effectively communicate the deterrents they have encountered to using small groups in their classrooms and which small group activities are going well.

Agenda (3 hour 15 minute session)

30 minutes: Icebreaker & quick review from yesterday (slides 40-41, quickly review information from slides 7 and 21).

30 minutes: Data on small group activities (slides 42-45).

30 minutes: Recommendations and resources from What Works Clearinghouse (slides 46-49)

15 minutes: Break (slide 50)

30 minutes: Resources for small group activities (slide 51); elicit suggestions from participant group to add to resource list, if time, Google any sites that may have been suggested; create a "supply list" of resource web links

30 minutes: Break up into PLCs to discuss trouble spots in performing this best practice, how difficulties are reconciled, in what scenarios small groups are used in the classroom; assign a recorder and reporter (slide 52)

30 minutes: Representative (reporter) from each small group to share out any further suggestions, share areas of concern, share suggestions on how to remedy trouble spots.

45 minutes: Lunch (slide 53)

Session 2 Agenda:

Small-group Activities & Inquiry-based Activities

- Survey results of small group activities
- What Works Clearinghouse
- Recommendations
- **BREAK**
- Samples
- Activities/Resources
- PLCs – share out
- **LUNCH**
- Survey results of inquiry-based activities
- What Works Clearinghouse
- Recommendations
- Samples
- Activities/Resources
- Short video on inquiry-based activities
- **BREAK**
- Questions
- PLCs – share out
- Evaluation

Small Group Activities
Discussion Questions for PLC
(slide 52)

Please share what you have been doing for small group activities.

Please share what the trouble spots are for small groups for you.

How have you overcome difficulties?

How often are you using this best practice of small groups?

In what situations?

Session 2 P.M.: Inquiry-based Activities

Overview: Participants will view videos on inquiry-based activities and a lighthouse classroom. They will discuss how they can infuse what they have viewed into their own classrooms.

Goals:

- Participants will engage in discussion on department data measuring how much time participants spend on best practices in the area of inquiry-based activities.
- Participants will analyze videos of best practices and discuss how they can begin to infuse those same components into their own classroom setting.
- Participants will have an opportunity to discuss within their PLC, problem areas in their own planning of lessons to include best practices and how they can be resolved.
- Participants will share remedies for problems in a whole group setting.

Agenda (3 hour 15 minute session)

20 minutes: Presentation of data on inquiry-based activities (slides 54-58).

40 minutes: What is inquiry-based learning? Short video (10 minutes) (slides 59-65).

40 minutes: Recommendations from What Works Clearinghouse for using dictionaries, graphic organizers, and citations to support student work in inquiry-based activities (slides 66-69)

15 minutes: Break (slide 70)

20 minutes: Resources (slide 71) – view different sites

30 minutes: Break into PLCs to discuss inquiry-based learning activities (slide 72)

25 minutes: Group share out – reporter from each group will share concerns and ideas for incorporating Inquiry-based activities into classroom setting, along with, citing information for research (slide 73).

5 minutes: Session evaluation (slide 74). REMINDER to bring lesson plan to next session.

Inquiry-based Activities
Discussion Questions for PLC (slide 72)

What is preventing you from incorporating the following inquiry-based activities into your class periods?

- Skimming, scanning or taking notes (University of Wisconsin, 2008)
- Organizing, outlining, or summarizing information (University of Wisconsin, 2008)
- Developing research questions (University of Wisconsin, 2008)
- Conducting research procedures (University of Wisconsin, 2008)
- Working with reference sources (e.g., dictionary, encyclopedia, and internet sites) (University of Wisconsin, 2008)
- Evaluating credibility and utility of information sources (University of Wisconsin, 2008)
- Becoming literate in electronic media (University of Wisconsin, 2008)
- Learning & using library skills (e.g., classification system, serial location, etc.) (University of Wisconsin, 2008)
- Organizing information for display or presentation (University of Wisconsin, 2008)
- Documenting findings (e.g., using citations and references) (University of Wisconsin, 2008)

Of the presented list, select two that you are going to work on infusing into future lessons. How will you do that?

Session 2: Formative Evaluation

ESL Professional Development Series: Examination of Instructional Practices

Participant Reactions

	Very	To some Extent	Not at all
	3	2	1
1. I understand the process of Inquiry-based activities.			
I still have questions about/need further support in -			
2. I agree with the statement, "To foster written language skills, the panel recommends arranging students in pairs or in groups of three to five, and providing them with tasks to complete together.**"**			
If not, why not?			
3. Today's PLC supported me in the understanding of today's topics and acted as critical friends when I shared my concerns.			
If not, what happened?			
4. After today's presentations I feel optimistic about implementing these new practices into my classroom.			
Please explain your response.			

How do you see this new knowledge affecting student learning outcomes? (use back of paper)

Note. Adapted from Handbook of Professional Development in Education: Successful Models and Practices, PreK-12. by L. E. Martin, S. Kragler, D. J. Quatroche, and K. L. Bauserman, 2014, New York, NY: Guilford Press, p. 254.

Session 3 - A.M.: Hands-on and Technology Activities

Overview: Participants will learn the value of using technology and multi-media activities in the classroom. They will view a video of a "lighthouse classroom" that utilizes best practices discussed thus far. Participants will participate in a learning walk, afterwards discussing observable evidence of best practices. Participants will evaluate their own lesson plans and see where they can start infusing some of the activities that have been discussed in throughout the PD series.

Goals:

- Participants will become knowledgeable about the importance of technology use in the classroom and the variety of activities that can be used to increase student achievement.
- Participants will partake in a learning walk through at least 2 classrooms, focusing on evidence of best practices for ELLs discussed thus far.
- Participants will evaluate their own lesson plans and search for ways in which they can infuse activities discussed in the PD.
- Participants will share comments, insights, and recommendations for continuing the PLCs after the PD has formally ended.

Agenda (3 hour 15 minute session) ADMINISTRATORS included

30 minutes: Icebreaker and review from yesterday (slides 76-78)

30 minutes: Sharing of data on hands-on activities & technology activities (slides 79-84)

30 minutes: Review of research of best practices from What Works Clearinghouse (slides 85-87)

15 minutes: Resources on technology activities (slide 88)

15 minutes: Break (slide 89)

30 minutes: Video of "lighthouse classroom" (slide 90)

30 minutes: PLCs (slide 91) topics of discussion: lighthouse classroom & technology activities (question is on slide 84); Handouts distributed

30 minutes: Classroom walkthroughs – explanation of the purpose of walkthroughs, different types, and focus for our learning walk (looking for evidence of best practices in the 4 major areas we have discussed) (slides 92-94); Handouts distributed

45 minutes: Lunch (slide 95)

Session 3 Agenda:
Hands-on & Technology Activities
Learning Walks

- Review from sessions 1&2
- Survey results of hands-on and technology activities
- What Works Clearinghouse
- Recommendations
- **BREAK**
- Samples
- Activities/Resources
- Classroom walkthroughs (looking for materials, stations, technology, etc.)
- **LUNCH**
- Continuation of Classroom walkthroughs (looking for materials, stations, technology, etc.)
- Planning an ESL lesson
- PLCs
- **Break**
- Question - What do you need to make this work?
- Evaluation

Hands-on and Technology Activities Discussion Questions for PLC

(slide 91 handout)

Topic 1 discussion question: What did you notice in the lighthouse video?

What activities did the teacher infuse in the lesson?

How was the room arranged to encourage independent learning, small group learning, and inquiry-based learning?

Was technology used? If so how, if not, how could it have been used?

What would you like to ask this teacher?

Topic 2 discussion question: The area of technology was the area of the survey that demonstrated the greatest need. Responses did indicate that best practices that include technology are not being utilized. Discuss in your PLC why this might be occurring.

Protocol for Classroom Learning Walk

Date: _____ Grade level: _____
Subject/content: _____ No. of students present: _____

Learning Environment:

Indicator	Evidence
Classroom exhibits word banks, graphic organizers, and supplementary books for student reference (i.e. dictionaries).	
Student work (that is current and connected to the curriculum) is displayed.	

Instructional Strategies:

Indicator	Evidence
Vocabulary instruction, content related and everyday vocabulary is tied to lesson content.	
Graphic organizers and visuals are provided and used by students to reinforce the content to be learned.	
Teachers use a variety of questioning strategies to allow all students to participate.	
Inquiry-based lessons are evident (i.e. conducting research procedures, organizing information for display or presentation, citing research).	
Heterogeneous small group (2-5 students) interaction is planned so that students at different levels of English language proficiency can participate in challenging activity.	
Students are working in small groups on a writing project with peer revisions and editing.	
Differentiated individual activities are present; students are responding creatively to text.	
Technology activities for students are present.	

Note. Adapted from *Guidance for Implementation of Content Support Programs for ELLs (SET, SI, SDAJ, SIOP, GLAD).* by Oregon Department of Education, 2005, retrieved from http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/ModuleInstance/10095/shelteredinstructionimplementation.pdf

Session 3 - P.M.: Learning Walks - Putting It All Together

Overview: The afternoon session will continue with the important task of following a learning walk in which participants will visit colleagues' classrooms and look for evidence of best practices. Lesson planning discussion in how to incorporate best practices will take place in PLCs.

Goals:

- Participants will participate in a learning walk of 2-3 classrooms.
- Participants will evaluate their own lesson plan, and lesson plans of colleagues in their PLC, in order to determine how to infuse activities of best practice more often into their day.
- Participants will share comments, insights, and recommendations for continuing the PLCs after the PD has concluded.

Agenda (3 hour 15 minute session) ADMINISTRATORS included

45 minutes: Classroom walkthroughs/learning walk (slide 96)

60 minutes: Disperse into PLCs for discussion on lesson planning (participants will have a lesson plan with them to share) and learning walks (slide 97-98) Handouts distributed

15 minutes: Break (slide 99)

60 minutes: Discussion – whole group (administrative presence needed) - What do you need to make this work? (slide 100)

15 minutes: Closing and summative evaluation of all three sessions (slide 101-105); Handout distributed

Walkthroughs and Lesson Planning Discussion Questions for PLC

(slide 97 handout)

Classroom walkthroughs/learning walks:

What evidence of best instructional practices did you see during your learning walk?
From your observations, what would be the next steps in helping your colleagues infuse the best practices that we have spoken about these past three days, into their lesson planning?

Reflect on your own lesson plan.

- What is working well?
- What could you use support in?
- What materials do you need?
- What administrative support do you need?

Session 3: Summative Evaluation of

Professional Development Series -

ESL Professional Development Series: Examination of Instructional Practices

Participant Reactions

	Very	To some extent	Neutral	Not at all
Did you benefit from this PD?				
In your opinion, was your time well spent?				
Did the materials make sense?				
Were sufficient resources made available?				
Will the information presented be useful?				
Was implementation of new information advocated, facilitated, and supported?				
Were you able to effectively apply the new knowledge and skills?				
Was the leader knowledgeable and helpful?				
Was the setting comfortable?				
How do you see this new knowledge affecting student learning outcomes?				

Adapted from *Handbook of Professional Development in Education: Successful Models and Practices, PreK-12.* by L. E. Martin, S. Kragler, D. J. Quatroche, and K. L. Bauserman, 2014, New York, NY: Guilford Press, p. 254.

Appendix B: Permission for Surveys of Enacted Curriculum: Survey of Instructional Practices for ESL/ELD Teachers Grades K-12 Survey Item Use

Personal e-mail:

-----Original Message-----
From: John Smithson
Sent: Friday, July 20, 2012 12:39 PM
To:
Cc: Paul Baker
Subject: Permission for SEC Survey item use

Karen,

Thank you for your interest in the Surveys of Enacted Curriculum measures. We are happy to support graduate student's learning by making the measures freely available for your use and/or modification. We ask only that you provide the appropriate references for any of the measures you decide to employ. In most cases a copy of this email will serve as sufficient evidence for your adviser/advisory committee that you have sought and received the appropriate permissions to use the measures of interest. If a formal, signed letter is requested, that can be supplied.

I'm also happy to answer any questions you might have relevant to using the SEC measures with regard to your particular project.

Regards,
John S.

--
John L. Smithson, Ph.D.
Director, Measures of the Enacted Curriculum Wisconsin Center for Education Research University of Wisconsin-Madison

Appendix C: Surveys of Enacted Curriculum: Survey of instructional Practices for ESL/ELD Teachers Grades K-12 Survey Item Use

INSTRUCTIONAL PRACTICES OF ENGLISH LANGUAGE LEARNERS

Reporting Period: Most recent school year (current year, if reporting after March 1st)

Please read each question and its response choices carefully, and then mark your response.

ESL/ELD PROGRAM DESCRIPTION

1. How many hours per week are you involved with some form of English language development (ELD) instruction or support?	___hours per week
2. How many hours per week do you spend supporting English language learners (ELLs) in the following areas?	Math___hours per week Science___ hours per week Social Studies___ hours per week ELA & Reading___ hours per week. Other areas___ hours per week

3. Describe the type(s) of program provided to English Language Learners (ELLs) in your school. Check all that apply.

o **Submersion Program (No ESL/ELD support)**
ELLs are taught in English only and receive no ELD support.

o **Non-structured Immersion Program**
ELLs are taught in English only and receive language development support, but the way this support is provided is not structured.

o **Structured Immersion Programs**
ELLs are taught in English only and receive language development support, but the way this support is provided is carefully planned by ELD teachers/staff and school administrators e.g., by relying initially on simplification and vocabulary building strategies according to ELLs' development.

o **Paired Bilingual/ Alternative Immersion**
ELLs receive instruction in both English and their native language at different time periods each day until they develop their language skills in English.

o **Bilingual Program**
ELLs receive significant amount of instruction in their native language for some years, and then are transitioned into English only classrooms.

o **Two way bilingual/Dual Language Program and Spanish or other foreign language**
ELLs and English native speakers receive instruction in both English and foreign language.

o **Other type of program** – please name it and describe it:

CLASS DESCRIPTION Select the target class:

For the following questions we want you to think about a specific group of students (the target class). If you teach only one class of ELLs, this will be your target class. If you teach more than one group of ELLs, please select a specific ESL/ELD class to reflect on in responding to the questions that follow. This class will be referred to as "the target class". To select this target class, please select the one you consider would be more useful for you to reflect/report on.

4. Check all of the characteristics to the right that describe the target class you have selected.

- o It is the most challenging group for me.
- o It is the class where I feel more comfortable.
- o Most or all ELLs speak a native language I know.
- o ELLs in this class have similar proficiency levels in English.
- o ELLs in this class have different proficiency levels in English.
- o This class has the largest number of ELL s.
- o This class has the smallest number of ELLs.
- o This is the only group of ELLs I have.
- o Other characteristic_____

5. What is the average length of each period for the target class?

□ **Not applicable** □ **51 to 60 minutes**

□ **30 to 40 minutes** □ **61 to 90 minutes**

□ **41 to 50 minutes** □ **91 to 120 minutes**

□ **varies due to block scheduling or integrated instruction**

6. How many class periods per week do you meet with the target class?

_0 _1 _2 _3 _4 _5 _6 _7 _8 _9 _10

7. What is the grade level of most of the students in the target class?

K 1 2 3 4 5 6 7 8 9 10 11 12

8. How many students are in the target class?

__10 or fewer __11-15 __16-20 __21-25 __ 26-30 __31 or more

9. Estimate the number of students representing the races/ethnicities identified below

 # _____ American Indian or Alaska Native
 # _____ Asian
 # _____ Black or African American
 # _____ Hispanic or Latino/a
 # _____ Native Hawaiian or other Pacific Islander
 # _____ White or European-American
 # _____ Others, multi-ethnic/multi-racial

10. How many students in the target class function at each of the following levels of language proficiency?

#___Emerging students **(**understands or uses few or no English words)

#___Beginning students **(**understands or uses mostly simple phrases and sentences but requires frequent assistance)

#___Intermediate students **(**understands or uses simple phrases and sentences, as well as complex sentences appropriate for the social and classroom contexts, but still requires some assistance)

#___Proficient students **(**understands and uses simple and complex language appropriate for the social and classroom contexts and requires very little assistance)

- o I do not know

What is the academic achievement level of most of the students in the target class?

___I don't know ___Avg. achievement lev. ___High achievement lev.
___Low achievement levels ___□Mixed achievement levels

INSTRUCTIONAL ACTIVITIES FOR ELLs

Listed below are questions about the types of activities that you or ELLs in the target class may engage in. Please estimate the relative amount of time a typical ELL in your class will spend engaged in each activity over the course of a school year. The activities are not mutually exclusive; across activities, your answers will probably exceed 100%. Consider each activity on its own, estimating the range that best indicates the relative amount of instructional time that a typical ELL in your target class engages in over the course of a school year for that category.

AMOUNT OF INSTRUCTIONAL TIME

0 - None

1 - Little (Less than 10% of instructional time for the school year)

2 - Some (10-25% of instructional time for the school year)

3 - Moderate (26-50% of instructional time for the school year)

4 - Considerable (More than 50% of instructional time for the school year)

How much time do ELLs in the target class use to engage in the following tasks?

12. Listening to teacher demonstrations and explanations. ___0 ___1 ___2 ___3 ___4

13. Guided reading of books, magazines, articles, etc. to support language development. ___0 ___1 ___2 ___3 ___4

14. Working with the teacher in guided writing processes. ___0 ___1 ___2 ___3 ___4

15. Learning to use resources (e.g., dictionary, speller, or thesaurus). ___0 ___1 ___2 ___3 ___4

16. Working individually. ___0 ___1 ___2 ___3 ___4

17. Working in small groups. ___0 ___1 ___2 ___3 ___4

18. Participating in whole class discussions. ___0 ___1 ___2 ___3 ___4

19. Completing language exercises from a sheet or a text. ___0 ___1 ___2 ___3 ___4

20. Developing Inquiry Skills ___0 ___1 ___2 ___3 ___4

21. Working with hands-on manipulatives or realia. ___0 ___1 ___2 ___3 ___4

22. Working with educational technology. ___0 ___1 ___2 ___3 ___4

23. Taking quizzes or exams. ___0 ___1 ___2 ___3 ___4

24. Listening to outside speakers in class. ___0 ___1 ___2 ___3 ___4

25. Engaging in academic language development. ___0 ___1 ___2 ___3 ___4

26. Engaging in social language development. ___0 ___1 ___2 ___3 ___4

27. Demonstrating key concepts through drawing. ___0 ___1 ___2 ___3 ___4

28. Demonstrating comprehension of key concepts through movement/ acting. ___0 ___1 ___2 ___3 ___4

29. Demonstrating comprehension of key concepts in written form. ___0 ___1 ___2 ___3 ___4

30.Demonstrating comprehension of key concepts orally. ___0 ___1 ___2 ___3 ___4

AMOUNT OF INSTRUCTIONAL TIME

0 - None

1 - Little (Less than 10% of instructional time for the school year)

2 - Some (10-25% of instructional time for the school year)

3 - Moderate (26-50% of instructional time for the school year)

4 - Considerable (More than 50% of instructional time for the school year)

Individual Instructional Activities:

When ELLs in the target class are working individually, how much of that time do they use to engage in the following tasks?

31. Writing a response or explanation using brief constructed responses of several sentences or more.	___0 ___1 ___2 ___3 ___4
32. Analyzing information to make inferences or draw conclusions.	___0 ___1 ___2 ___3 ___4
33. Responding creatively to texts.	___0 ___1 ___2 ___3 ___4
34. Applying concepts across content areas to real world problems.	___0 ___1 ___2 ___3 ___4
35. Engaging in vocabulary development activities in the content area.	___0 ___1 ___2 ___3 ___4
36. Designing charts or models that support learning of *academic content*.	___0 ___1 ___2 ___3 ___4
37. Designing charts or models that support their *language development*.	___0 ___1 ___2 ___3 ___4
38. Presenting content with manipulatives to support learning of *academic content*.	___0 ___1 ___2 ___3 ___4
39. Presenting content with manipulatives to support *language development.*	___0 ___1 ___2 ___3 ___4

AMOUNT OF INSTRUCTIONAL TIME

0 - None

1 - Little (Less than 10% of instructional time for the school year)

2 - Some (10-25% of instructional time for the school year)

3 - Moderate (26-50% of instructional time for the school year)

4 - Considerable (More than 50% of instructional time for the school year)

Small Group Activities:

When ELLs in the target class work in pairs or small groups, how much of that time do they engage in the following tasks?

40. Preparing or practicing for presentations in small groups.	___0 ___1 ___2 ___3 ___4
41. Working on a writing project where group members engage in peer revision and editing.	___0 ___1 ___2 ___3 ___4
42. Completing written assignments from the textbooks or worksheets with a partner.	___0 ___1 ___2 ___3 ___4
43. Working as a group on an assignment, report, or project, that takes longer than one week to complete.	___0 ___1 ___2 ___3 ___4
44. Discuss *how* they read and *how* they write.	___0 ___1 ___2 ___3 ___4
45. Discussing *what* they read and *what* they write.	___0 ___1 ___2 ___3 ___4
46. Engaging in note taking or other written work.	___0 ___1 ___2 ___3 ___4
47. Engaging in small group discussions.	___0 ___1 ___2 ___3 ___4
48. Designing charts or models that support *academic content.*	___0 ___1 ___2 ___3 ___4
49. Designing charts or models that support their l*anguage development*.	___0 ___1 ___2 ___3 ___4
50. Presenting content with manipulatives to support learning of *academic content*.	___0 ___1 ___2 ___3 ___4
51. Presenting content with manipulative to support *language development*.	___0 ___1 ___2 ___3 ___4

AMOUNT OF INSTRUCTIONAL TIME

0 - None

1 - Little (Less than 10% of instructional time for the school year)

2 - Some (10-25% of instructional time for the school year)

3 - Moderate (26-50% of instructional time for the school year)

4 - Considerable (More than 50% of instructional time for the school year)

Hands-On and Technology Activities:

When ELLs in the target class are engaged in activities that involve using computers or other educational technology, how much of that time do they use to engage in the following tasks?

52. Working with technology-based visuals and manipulatives that support learning of academic language.	___0 ___1 ___2 ___3 ___4
53. Working with technology-based visuals and manipulatives that support learning of academic content.	___0 ___1 ___2 ___3 ___4
54. Using language learning software.	___0 ___1 ___2 ___3 ___4
55. Using assessment software to support language learning.	___0 ___1 ___2 ___3 ___4
56. Using assessment software to evaluate learning of academic content.	___0 ___1 ___2 ___3 ___4
57. Displaying and analyzing data/information.	___0 ___1 ___2 ___3 ___4
58. Researching and collecting information (e.g., internet, CD rom, etc.).	___0 ___1 ___2 ___3 ___4
59. Creating multi-media presentations.	___0 ___1 ___2 ___3 ___4
60. Engaging n a writing process (e.g., prewriting, drafting, revising, editing, publishing, etc.).	___0 ___1 ___2 ___3 ___4
61. Using individualized instruction or tutorial software.	___0 ___1 ___2 ___3 ___4
62. Communicating through e-mail using target language.	___0 ___1 ___2 ___3 ___4

AMOUNT OF INSTRUCTIONAL TIME

0 - None

1 - Little (Less than 10% of instructional time for the school year)

2 - Some (10-25% of instructional time for the school year)

3 - Moderate (26-50% of instructional time for the school year)

4 - Considerable (More than 50% of instructional time for the school year)

Inquiry-based activities:

When ELLs in the target class participate in activities associated with inquiry, how much of that time are they engaged in the following tasks?

63. Listening and responding to directions.	___0 ___1 ___2 ___3 ___4
64. Questioning (e.g., interviewing, probing, or interrogating.	___0 ___1 ___2 ___3 ___4
65. Skimming, scanning, or taking notes.	___0 ___1 ___2 ___3 ___4
66. Organizing, outlining, or summarizing information.	___0 ___1 ___2 ___3 ___4
67. Developing research questions.	___0 ___1 ___2 ___3 ___4
68. Conducting research procedures.	___0 ___1 ___2 ___3 ___4
69. Working with reference sources (e.g., dictionary, encyclopedia, and internet sites).	___0 ___1 ___2 ___3 ___4
70. Evaluating credibility and utility of information sources.	___0 ___1 ___2 ___3 ___4
71. Becoming literate in electronic media.	___0 ___1 ___2 ___3 ___4
72. Learning and using library skills (e.g., classification systems, serial locations, etc.).	___0 ___1 ___2 ___3 ___4
73. Organizing information for display or presentation.	___0 ___1 ___2 ___3 ___4
74. Documenting findings (e.g., using citations and references).	___0 ___1 ___2 ___3 ___4

Thank you for taking your time to complete this survey.

Your participation is greatly appreciated!

Appendix D: Personal Communication from John Smithson

January 23, 2013

From: John Smithson
Sent: Wednesday, January 23, 2013 3:14 PM
To: Karen Wallis
Subject: Re: Permission for SEC Survey item use

Hi Karen,

Glad to hear you are progressing on your doctoral work!

When you say 'this particular survey' with SEC you have to consider the research base behind the instruments, and differentiate 'content' from other self-report data collected by the instrument. So there is what we refer to as a Part A that collects traditional information on teacher demographics, grade and class descriptions, course preparation, professional development experience that are largely non-subjective. Then there are some other types of information collected that refer to descriptions about classroom activities. These are somewhat subjective measures, though they ask teachers about 'how much' time they spend with students in one or another type of classroom setting (as opposed to "how well" types of questions), and studies on the reliability of these types of survey questions tend to show reasonable reliability and validity (see Mayer, 1999. *Measuring instructional practice: Can policymakers trust survey data?* EEPA 21(1)).

In addition, for analysis purposes we rely on scale measures for classroom practice reports, rather than individual survey answers, the internal reliability of those scales tend to be pretty good (see the attached Excel file: This is from our most recent project. Of course these sorts of measures change with every sample, but they do tend to be pretty stable across samples). The reference would be "Closing the Opportunity Gap for Students with Disabilities, Summary Report, Appendix D", Kansas State Consortium SEC Special Education Project. CCSSO: Washington, DC (draft, 2012).

For the content portion of the survey we have two types of reliability and validity results. One is the predictive validity (see Gamoran et al. "*Upgrading high school mathematics instruction..." EEPA 19(4))* of our alignment measure; which is based in part on teacher reports, and in part on content analyses of the relevant assessment. Our analyses indicate that this measure contributes to the explanation of variance in student achievement scores, and thus lends credibility to teachers' reports on what instructional content is covered (upon which the alignment measure is based).

The second source of reliability and validity results for the survey comes from a technical report I did for CPRE long ago with the first project that used an annual survey to collect

information about classroom practice and content coverage (also attached). Though it pre-dates the current SEC instruments by about a decade, the content section of the SEC is drawn directly from this initial instrument, with only a few modifications. In many ways this is some of the best data on validity and reliability for these types of instruments, as it directly addresses the reliability of teacher reports, using various sources of information with which to triangulate results.

And I presume you have read the "Defining, Developing and Using Curriculum Indicators" that is available through the SEC site.

Those would be your best sources for the question of validity and reliability. And I suppose which portions of the data you actually using in your work will impact which of these are most useful, but I hope some of this is useful to your effort.

Regards,
John

Appendix E: Table of Summary of Survey Calculations

Survey section and no. of items	Focus/Concepts measured	Score calculation
Program description 3	Hours per week involved in development of program, Hours spent supporting ELLs, Type of program	64% support 30 hours per day; 48% teach Structured Immersion Program; 52% teach Two-Way Bilingual Program
Class description 8	Class characteristics, length of class period, how often class meets, grade level, number of students, number of students by ethnic group, proficiency level of student, academic achievement level of students	84% support math, 79% Science, 89% Social Studies, 96% ELA, 64% have different proficiency levels of ELLs in one class; 60% teach 30-50 min. periods, 72% meet with target group 5-10 periods per week 654 students are Hispanic or Latino/a, 7 students are Asian, 32 are Black or African American, 17 are White/European-American, 26 are multhi-ethnic/multi-racial; 26% have average achievement levels, 40% low achievement levels, 32% mixed achievement levels
Instructional activities 19	Teacher demonstration, Guided reading, Guided writing, Using resources, Individual work, Group work, Participation in whole group discussion, Language exercises, Inquiry skills, Manipulatives/realia & Technology, Quizzes/exams, Guest speakers, Academic language, Social language, Comprehension through movement/acting, Comp. through writing, Comp. through oral, Comp. through drawing	**Mean Score** **2.66**

(continued)

Survey section and no. of items	Focus/Concepts measured	Score calculation
Individual instructional activities 9	Written response Analyzing information Responding creatively to text Applying concepts to real world Vocabulary development Designing charts and models – academic Designing charts and models – language Using manipulatives to support academics Using manipulatives to support language	**Mean Score** **2.67**
Small-group activities 12	Practicing presentation Project with peer editing and revision Complete assignment with partner Complete long term assignment with partner Discuss how they read and write Discuss what they read and write Note taking Small group discussion Designing charts and models – academic Designing charts and models – language Presenting content to support academics Presenting content to support language	**Mean Score** **2.38**

(continued)

Survey section and no. of items	Focus/Concepts measured	Score calculation
Hands-on and technology activities 11	Assessment software – assess academic content Display and analyze information Research and collect data Create multi-media presentation Engage in writing process Individual instruction/tutorial software Communicate through e-mail using target language	**Mean Score** **1.23**
Inquiry-based activities 12	Listen and respond to directions Question Skimming, scanning, taking notes Organizing, outlining, summarizing information Developing research questions Conducting research procedures Working with reference sources Evaluating credibility and utility of sources Literate in electronic media Library skills Organizing information for presentation Documenting findings	**Mean Score** **1.65**