


2016

Afterschool Program Effects on English Learners' Reading and Teachers' Reading Curriculum Perceptions

Helen Marie Mayfield
Walden University

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Helen Mayfield

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Dr. Chukwuemeka Eleweke, Committee Member, Education Faculty
Dr. Kimberley Alkins, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2016

Abstract

Afterschool Program Effects on English Learners' Reading and Teachers' Reading

Curriculum Perceptions

by

Helen M. Mayfield

EDS, Georgia State University, 1993

MA, Northeastern Illinois University, 1989

BS, Eastern Illinois University, 1980

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2016

Abstract

This project study addressed the problem of 3rd grade English language learners (ELLs) not passing the state mandated reading test at the same rate as other students between 2009 and 2013 in Georgia. The purpose of the study was to examine the effects of an elementary school's afterschool program (ASP) on ELLs' reading achievements and to investigate 3rd grade afterschool teachers' perceptions of the reading curriculum using a mixed methods explanatory sequential design. Schema theory, the framework used to guide this study, indicated prior knowledge and experiences are necessary to comprehend new ideas or concepts. Prior knowledge and experiences can be gained from the instruction provided during ASPs. During the quantitative phase, a paired-samples *t* test was conducted using archived data from 2014 on 43 ELLs. The result was a significant increase in reading from pre- to posttest. In the qualitative phase, two 3rd grade ASP teachers were interviewed about their perceptions of the reading curriculum and those interviews were then analyzed using In Vivo coding and 2 cycle analysis. Themes revealed were professional development (PD), curriculum presentation, instructional strategies, and ASP modifications. A 4-day PD was designed for teachers providing plans to teach ELLs academic content and literacy. PD would provide teachers with reading instructional strategies to teach ELLs, which may increase their achievement on state tests to decrease the ELL reading achievement gap. Implications for positive social change include using an ASP and PD to increase ELLs' reading achievements and to increase success on state mandated tests.

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Dedication

I would like to dedicate this degree to my heavenly father who showed grace and mercy during this process. I would like to dedicate this degree to Stan, Nerissa, and Stan Jr. who made sure my dreams were fulfilled; Robert B. Evans, the Godfather who encouraged me to continue enjoying learning in life; my best friend Kathy, the sister who was there to push me forward when I wanted to quit; my mother and father who provided work ethic to always do your best and finish strong; and my remaining family and friends who provided love and understanding during my absences when schoolwork needed to be done.

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Section 1: The Problem

Introduction

In 2011-2012, English language learner (ELL) students made up 14.2% of public school enrollment (NCES, 2014a). The ELL public school population increased from 4.7% in 2002-2003 to 5.0% in 2011-2012 in Georgia (NCES, 2014a). ELL students in Georgia are not passing the state mandated reading test at the same rate as all the other students who took the test in the state of Georgia (Georgia Department of Education [GaDOE], 2013).

The designation of ELL refers to students who are served in language assistance programs whose language in the home is not English (USDOE, 2013). The student's level of English language can have a significant impact on reading proficiency levels (Bowman-Perrott, Herrera, & Murray, 2010). ELLs are simultaneously learning to become proficient in English and learning academic content.

During the activity of reading, Lei (2012) found that ELLs processed a lot of information without the background knowledge of the English language. Lei indicated when ELL students comprehended reading material when a schema was provided by teachers or the ELLs themselves, to help them understand the printed text. Lei stated that a reader can understand printed text using pictures to connect new knowledge presented in texts to ELL's prior knowledge. Schema can be defined as a general knowledge structure used to integrate new information with prior knowledge to provide an understanding (Lei, 2012).

This study used schema theory as the framework to understand how the 2014 afterschool program (ASP) in an elementary school located in a northern suburb of Georgia, focused on reading, assisted ELLs to increase their reading achievement. A mixed method explanatory sequential design study was conducted using the afterschool teachers' perceptions of the curriculum to explain the ELL language arts pre- and posttest data in more detail. The project study provided information for educators to use to increase ELLs reading achievement in schools and during the ASP. Afterschool teachers' perceptions of the reading curriculum were used to provide training to educators working in the ASP to support ELLs' increased reading achievement.

In this section, I define the problem discussing district, state, and local testing data that indicated the problem exists and the elementary school's response to the problem. Then, the research questions, a review of literature related to ASPs, ELLs reading achievement, and teachers' perceptions of reading curriculum are included in Section 1. Also included in Section 1 are a conclusion of the literature reviewed, implications from the study, and ending with a summary.

Definition of the Problem

Data analysis of the state mandated reading tests indicated that ELLs were not passing the state mandated reading test at the same rate as all other students who took the test on the state, district, and school levels. The ELLs reading mean scale score achievement gap on the state mandated test indicted ELLs have not scored equivalent reading mean scale scores compared to all students who took the test, including ELLs in the state, district, or local school on the Criterion Referenced Content Test (CRCT) in

reading (GaDOE, 2013). ELLs had a higher percentage of students not passing the test compared to all students including ELLs who took the CRCT in reading (GaDOE, 2013).

Rationale

Evidence of the Problem on the Local Level

To address the reading achievement gap on the local level, one school located in a northern suburb of Georgia has been using Title I funds for an ASP since school year 2010. All students who scored below the passing score of 800 on the state reading subtests in prior years were invited to participate in the ASP. Third and fourth grade students whose reading mean scale scores were between the passing score and 10 points above were also invited to attend the ASP. These students passed the test by answering one more question correct on the CRCT and getting one question incorrect could mean retention in the present grade.

Students were provided with research-based instructional strategies in reading during the ASP. Students engaged in 1 hour small group reading instruction for 8 weeks for 2 days each week. The afterschool teachers provided reading instruction using the *Fountas and Pinnell* guided reading format (Fountas & Pinnell, 2010). Students used the computer based program *SuccessMaker* that focused on students' individual reading weaknesses according to data supplied by the classroom teacher (Pearson, 2014). The program provided an individualized learning plan based on the student's daily computer lessons. *Classworks* replaced *SuccessMaker* in the ASP in 2014.

Afterschool teachers were provided CRCT language arts books by the ASP assistant principal, which addressed the specific reading skills that were on the state

mandated tests for school year 2014. Afterschool teachers used the language arts books for an hour each day of the ASP to teach reading. Additional approaches were used to address the reading percentage gap between the ELL and non-ELLs.

During the school day, 30 minutes of teaching time were focused on CRCT reading content. *Classworks* reading sessions for 30 of the lowest-scoring ELLs in third grade provided an extra reading intervention prior to the start of the regular school day (Curriculum Advantage, 2014). Reading subject matter on the CRCT identified to have high percentages of content on the tests was reviewed daily. This protected teaching time started 6 weeks prior to the CRCT and was monitored by school administrators. Students were provided reading study packets to practice reading skills during the weeklong Spring break holiday.

State CRCT reading mean scale data. State CRCT reading mean scale scores continued to be higher for all students on the state mandated reading test compared to the ELL subgroup. All students reading mean scale scores included all students tested including the ELL subgroup. ELL reading mean scale scores were not equivalent to all students for years 2010-2013. As shown in Table 1, ELL subgroups reading mean scale scores remained below all students for 4 years.

Table 1

State Criterion Reference Competency Test Reading Mean Scale Scores

Year	3 rd grade		4 th grade		5 th grade	
	All Students	English Language Learners	All Students	English Language Learners	All Students	English Language Learners
2010	830	816	824	807	825	800
2011	827	810	827	810	828	808
2012	832	807	832	813	834	816
2013	848	824	846	816	839	809

Note. All students' data included the English language learners reading mean scale scores. Adapted from Georgia Criterion Reference Competency Tests Summary Reports 2010-2013

The state of Georgia and the school district evaluated the effectiveness of the principal using the data from the CRCT. The CCRPI system was initiated using third grade 2012 CRCT data in English language arts, reading, and math (Barge, 2014). A percentage of third grade students with lexile scores above 650 on the CRCT provided additional points to the schools' CCRPI (GaDOE, 2014a). Schools earned points when ELLs moved from one performance band to a higher performance band as measured on the ACCESS for ELLs (GaDOE, 2014a). The state recognized the achievement gap in schools with higher numbers of underachievers by awarding achievement gap points (GaDOE, 2014a). The state awarded additional performance points acknowledging schools' academic challenges of having a significant number of ELLs (GaDOE, 2014a). If a school did not make progress, the state would mandate and conduct professional

activities to assist a school. The principals could also be removed from their positions at the schools.

District CRCT reading data. Data from the study site show that the district's mean reading scale score for all third grade students on the CRCT was 850 in 2012. As shown in Table 2 data from the study site indicated a gap between all students and ELLs reading mean scale scores in years 2010, 2011, 2012, and 2013. All students' data included the ELL subgroup. The reading scale score gap between all students and ELL continued in fourth and fifth grade on the CRCT in reading.

Table 2

District Criterion Reference Competency Test Reading Mean Scale Scores

Year	3 rd grade		4 th grade		5 th grade	
	All Students	English Language Learners	All Students	English Language Learners	All Students	English Language Learners
2010	840	818	839	812	834	809
2011	845	817	845	813	839	809
2012	850	821	851	817	841	811
2013	853	826	852	817	843	809

Note. All students' data included the English language learners reading mean scale scores. Adapted from Georgia Criterion Reference Competency Tests Summary Reports 2010-2013

Elementary school CRCT reading data. Data from the elementary school for this research indicated that all students had higher reading mean scale scores than the ELLs subgroup (GaDOE, 2013). Reading mean scale scores for students in third, fourth,

and fifth grades indicated the all student groups scored higher than the ELL group (GaDOE, 2013). As shown in Table 3, data from the study site indicated the gap between all students and the ELL reading mean scale scores has continued in all grade level. All students' data included the ELL subgroup.

Table 3

Elementary School Criterion Reference Competency Test Reading Mean Scale Scores

Year	3 rd grade		4 th grade		5 th grade	
	All Students	English Language Learners	All Students	English Language Learners	All Students	English Language Learners
2010	830	816	824	807	825	800
2011	827	810	827	810	828	808
2012	832	807	832	813	834	816
2013	838	818	837	810	827	805

Note. All students' data included the English language learners reading mean scale scores. Adapted from Georgia Criterion Reference Competency Tests Summary Reports 2010-2013.

Data at state, district, and elementary school levels indicated a gap in reading mean scale scores between all students and the ELLs subgroup scores. As previously stated, in all calculations the all students' data also included the ELL subgroup. Mean scale scores between the district, state, and elementary school indicated varied mean scale scores across grade levels. District reading mean scale scores were higher than the states scores for years 2010 through 2013 in Grades 3 and 4. In 2012 and 2013, fifth grade

reading mean scale scores were lower than the state’s reading mean scale scores as the number of ELL increased in the school district.

The criterion referenced tests indicated ELLs were not learning the curriculum or passing the tests at the same rate as all students. The percentages of ELLs’ failures were higher than the percentages for non-ELLs (GaDOE, 2013). As shown in Table 4, ELLs had higher percentages of students failing than non-ELLs in 2011 to 2013 (GaDOE, 2013). ELLs failed the reading test six percentage points or higher than their third grade peers. Students who did not pass the test were not promoted to the next grade. Research indicated ELLs who were retained had higher school dropout rates (Bowman-Perrott, Herrera, & Murray, 2010).

Table 4

Percent of Third Grade Students Not passing the Reading Criterion Referenced Test

Year	3 rd grade			
	Non-English Language Learners	Non-English Language Learners & Percent Not Passing	English Language Learners	English Language Learners & Percent Not Passing
2011	155	11%	46	17%
2012	176	13%	67	21%
2013	185	9%	49	16%

Note. Adapted from “School Reading Summary Reports of All Student Populations 2011-2013,” p.1 Copyright 2011 – 2013 by the Georgia Department of Education.

Evidence of the Problem from the Professional Literature

A study conducted in Pennsylvania between 2002-2003 and 2008-2009 showed that ELL reading scores were 21-55 percentage points lower than non-ELLs on the reading state assessment (O'Conner, Abedi, Tung, & Regional Educational Laboratory Mid-Atlantic, 2012a). The study also showed the achievement gap scores were closer in reading in every year in Grades 3-5 than in Grades 6-8 (O'Conner et al., 2012a). A study conducted in the District of Columbia showed ELL students in fourth grade reading scored lower than non-ELLs in 2007-08 and 2008-09 (O'Conner et al., 2012b). A similar study conducted in Maryland indicated ELL students had lower reading achievement than non-ELL (O'Conner et al., 2012c).

The state of Arizona administered the state mandated language arts test in spring 2015. All students in Grade 3 had 39% of students passing the language arts test compared to 3% of ELLs in the state (Arizona Department of Education, 2015). Performance level one, the lowest performance level, had 91% of ELLs score in this range and no ELLs scored in the highest performance level three according to the state data (Arizona Department of Education, 2015). Garcia, Lawton, Diniz de Figueiredo, and University of California (2010) concluded the state of Arizona has made little progress in closing the achievement gap between ELLs and non-ELLs between the years 2005-2009.

The state of Connecticut ranked 2nd worst of all states in the United States in achievement gap rankings (Connecticut Coalition for Achievement Now [ConnCan], 2012). The large achievement gap in third grade reading between ELLs and their non-ELL peers in third grade reading was 40.3 percentage points (ConnCan, 2012). As the

ELLs grade levels increased, their scores on the state test decreased and the achievement gap widened until students were in Grade 10 (ConnCan, 2012). The achievement gap continued nationwide as reported by the National Assessment of Education (NAEP) reading data presented in the next paragraph.

The NAEP assessed student performance in reading and indicated what students should be able to do at Grades 4, 8, and 12. The reading assessments revealed an achievement gap has existed in the fourth grade reading scale scores between Whites and Hispanics since 1992 (USDOE, 2014). The gap in reading scale scores has been as high as 35 points in 1994 and 2000 (USDOE, 2014). The achievement gap reported in 2013 was 25 points difference in fourth grade reading mean scale scores (USDOE, 2014).

California had 22.8% of its students participating in ELL programs in public schools in 2013 (USDOE, 2015). This is the state with the highest percentage of ELLs (USDOE, 2015). The Hispanic group had an average score of 31 points less than the White group on the NAEP assessment (USDOE, 2013). This score was not significantly different than the score of 37 points in 1992 (USDOE, 2013).

The evidence of the problem from the professional literature supports the evidence from the local level and shows the need to close the reading achievement gap between all students and ELLs not just locally but nationwide. The purpose of the study was to examine the effects of the 2014 ASP on ELLs reading achievement. The perception of the afterschool teachers was used to modify the instructional strategies used during the ASP to increase ELLs reading achievement and to address professional development needed for teachers in the ASP.

Definitions

Achievement gap: When the difference in average scores is statistically significant for one group of students when compared to another (NCES, 2014b).

Afterschool program: Instruction taking place for students beyond the regular school day.

All students: All students in the school who took the CRCT in Georgia including ELLs (GaDOE, 2013).

Classworks: Computer based program for home and school used to supplement literacy instruction (Curriculum Advantage, 2014).

English Language Learners (ELLs): Students who speak any other language than English participating in programs receiving language assistance (NCES, 2014b).

Non-English Language Learners (non-ELLs): Students whose first language is English and do not receive language assistance (NCES, 2014b).

SuccessMaker: A computer based reading and math program designed to individualize student learning (Pearson Education, 2014).

Significance

The district administration, local school administration, teachers, parents, and school community wanted to provide effective reading instruction for ELLs to pass the third grade CRCT state mandated tests. Students had to pass this test in order to be promoted to fourth grade. Students who did not pass the test attended summer school and retook the test or were retained in the third grade. According to the Annie E. Casey Foundation (2013) students not reading on grade level by the end of third grade are four

times more likely to not graduate from high school compared to students who read on the grade level.

ELLs need to read to be successful in school (Baker et al., 2014). Baker et al. (2014) recommended teaching academic vocabulary using varied activities for many days. Lesaux, Kieffer, Faller, and Kelley (2010) found implementing a vocabulary academic intervention had significant effects for vocabulary and word meaning. ELLs have increased in U.S. schools and have below average vocabulary development (Lesaux et al., 2010). The effective instructional strategies used during ASPs can be shared with educators to affect social change for the large number of ELLs needing to increase reading achievement. ASPs provided ELLs the reading skills needed to be successful in society.

According to the Annie E. Casey Foundation (2014), the United States will have a shortage of 1.5 million college degree workers in 2020 and a surplus of six million people in the United States who do not possess a high school diploma and are unemployed. All students need to increase their reading skills to be successful in school and increase their ability to contribute to their educational and financial well-being in society. If this problem is not addressed it could affect the economic status of the United States and have a negative effect on the global economy (Annie E. Casey Foundation, 2014).

ASPs are held accountable for providing academic support (Sheldon, Arbreton, Hopkins, & Grossman, 2010). Federally funded ASPs required students demonstrated academic improvement (Sheldon et al., 2010). Research was varied supporting increased reading achievement in ASPs (Sheldon et al., 2010). The significance of this study was to

improve the quality of reading instruction for ELLs in ASPs to increase ELLs reading achievement to pass state mandated tests and to provide professional development to give teachers research based reading instructional strategies to use in the ASP (Sheldon et al., 2010).

Guiding Research Questions

The research questions that guided the study examined the effect of the 2014 ASP on third grade reading instruction using a pretest and posttest. The study addressed third grade afterschool teachers' perceptions of the reading curriculum offered during the ASP. To the best of this writer's knowledge no studies have been conducted to address the effect of reading curriculum on ELLs in the ASP at the elementary school. Research was needed to guide instructional practices to increase ELLs reading achievement during the ASP. The research indicated that the reading curriculum needed to be modified to address ELLs reading achievement. Information from veteran third grade teachers provided professional judgment on the reading curriculum and instructional strategies used indicating if it met the needs of ELLs in the ASP.

The explanatory sequential design was used. Quantitative data were collected during Phase 1 first. During Phase 1 the pretest and posttest scores were examined to address the following research questions:

Phase 1

Was there a statistically significant mean difference in reading pretest and posttest scores of third grade ELLs who participated in the 2014 ASP?

H_0 : There was no statistically significant mean difference in reading pretest and posttest scores of third grade ELLs who participated in the 2014ASP.

H_A : There was a statistically significant mean difference in reading pretest and posttest scores of third grade ELLs who participated in the ASP.

The qualitative data were examined in Phase 2 of the explanatory sequential design. Face-to-face interviews were conducted with 2014 ASP that yielded data to address the following research question:

Phase 2

What were third grade ASP teachers' perceptions of the reading instruction used during the ASP?

Review of the Literature

Introduction

I reviewed studies on the topics of schema theory, ELLs reading instructional strategies, ELLs in ASPs, and teachers' perceptions of ELLs. I retrieved these studies from the *ERIC* database in the Walden online library and included studies from the year 1932 up to the year 2016. Studies were cited many times using the search terms *English language learner* and *reading*. The term *English language learner* has changed over time and has previously been labeled *limited English proficient students*, *English as a second language student*, or *migrant students* (NCES, 2014b).

Literature related to reading and ELLs were found at all educational levels and academic subjects in the *ERIC*, Education Resource Complete, and the SAGE databases. Journals and books from the professional library provided additional information.

Websites searched that provided information were: the National Center for Education Statistics, Georgia Department of Education website, and the district's accountability database. The keywords used to locate materials were: *afterschool program, English language learner, limited English proficient; English for speakers of other languages (ESOL), research based reading strategies, elementary school, teachers' perceptions, reading curriculum, and schema theory*. The Boolean operator *and* connected keywords to assist in searching for relevant materials for the study.

Theoretical Foundations

Schema theory stems from the constructivist theory that explained how knowledge was created and used by learners (Bartlett & Kintsch, 1995). Schema theory indicated that a student's prior knowledge and experiences impact their ability to become successful readers (Little & Box, 2011). According to Ponticell (2006), learners questioned their ideas and interpreted new knowledge based on previous interactions and learning experiences. Learners made educated guesses and decisions using cognitive structure to understand new learning (Ponticell, 2006).

Bruner (1966) suggested that theories of instruction needed to address predisposition toward learning, how knowledge was structured to be acquired by the learner, the sequence of presented material, and how reward and reprimands were delivered. Bruner stated theories of instruction needed to be concerned with learning and

development and correspond with theories of learning and development. According to Bruner, a learner's culture and life experiences constructed their knowledge base that would allow the learner to use new information to generate new ideas and to increase learning.

Bartlett (1932) has been credited with creating the term schema and applying the term to reading. Schema was viewed as organized past experiences and what was recalled after reading (Bartlett, 1995). Anderson and Pearson (1984) indicated schema was used by readers when reading content, during the reading processes, and for comprehending different types of writing.

Language schemas included everything a person knows about a certain topic (Anderson & Pearson, 1984). Schema theory characterized how each person's specific prior knowledge stored in memory was customized to each individual and the differences in schema influenced the learning of individuals (Anderson & Pearson, 1984). The more an individual knew about a topic the easier it was to learn new information on the topic (Anderson & Pearson, 1984). Schema theory was characterized by constantly changing knowledge structures when old and new information act together to form new knowledge that is stored for future use during learning (Anderson & Pearson, 1984).

According to Widmayer (2003), in schema theory the processes that changed knowledge were: accretation, tuning, and restructuring. Accretation was when the learner was not required to modify existing schema to learn information (Widmayer, 2003).

Tuning required modifying existing schema to integrate new information. Restructuring

was the process that occurred when new schema was created because the old schema was no longer sufficient (Widmayer, 2003).

Schema theory explained why ELLs were not scoring as well as students who have developed schemas to comprehend reading material. Schema theory highlighted students' existing background knowledge and how students used this information to process and learn new knowledge (Little & Box, 2011).

Learners constantly built new knowledge based on interpretations using prior knowledge experiences that interacted with new knowledge (Ertmer & Newby, 2013). According to Ertmer and Newby (2013) knowledge can be changed by the interactions between the learner and the environment that creates new knowledge. The ASP that provided ELLs extended learning time offered ELLs the opportunity to have more learning experiences to increase foundational knowledge for learning. An ELL's knowledge was continually created with an interaction between the environment and experiences that allowed the learner to create specific understanding of new information presented during learning (Ertmer & Newby, 2013). The learner was provided foundational knowledge from diverse sources that allowed the learner to create his or her own understanding (Ertmer & Newby, 2013). The weekly ASP reading sessions provided ELLs with reading instruction beyond their regular school hours from other third grade classroom teachers with a ten to one student teacher ratio. The ASP allowed ELLs to ask questions to create understandings based on their individual prior knowledge and experiences to build schemata, which could ultimately increase their reading achievement.

ELL Reading Research Literature Summaries

Literature summaries related to ELL reading research provided background on reading instruction provided for ELLs. Several studies supported the use of teaching reading using bilingual instruction. ELLs have difficulty learning to read because they are learning a second language at the same time (Collier & Auerbach, 2011). Bilingual programs helped students use linguistic resources from both languages to improve literacy (Hopewell, 2011). Hopewell (2011) conducted a mixed methods study that found that using both languages enhances the ELL student's ability to learn and their ability to recall information during reading. The *Families Promoting Success Program* found that working with bilingual strategies helped students maximize their learning potential (Collier & Auerbach, 2011). The *Open Court Reading Program* assessment data found minimal impact on reading achievement for ELLs compared to the non-ELLs (Collier & Auerbach, 2011; LLosá & Slayton, 2009). Pacheco (2010) studied two bilingual classrooms to examine the relationships between policy and ELLs' reading achievement. Findings indicated that teacher practices were influenced by policy makers and did not provide reading instruction based on the needs of ELLs (Pacheco, 2010).

Lipka and Siegel (2012) examined the reading comprehension of ELLs and non-ELLs. In the elementary schools ELLs received the same intervention time as their non-ELL peers in the classroom three to four times a week for 20 minutes. In Grade 6, the ELLs performed lower than non-ELLs on the reading comprehension assessment (Lipka & Siegel, 2012). Lipka and Siegel found working memory, phonological awareness, syntactical and morphological awareness were all important processes needed to

comprehend reading material. According to Lipka and Siegel, working memory required students to provide a word and remember the content in a sentence. Phonological awareness referred to students understanding that words are made of small sound units (Lipka & Siegel, 2012). Syntactical awareness referred to students' ability to determine word order. Morphological awareness referred to students using word parts such as root words, prefixes, and suffixes, that can be added to words to change their meaning. Gutiérrez and Vanderwood (2013) examined the impact of students' literacy level on literacy performance and found using the students' phonemic awareness helped ELLs with reading skills in school.

Grammar and pre-vocabulary instruction have been used by educators to assist ELLs with reading comprehension (Jahangard, Moinzadeh, & Karimi 2011). In Jahandard et al.'s (2011) study on reading comprehension, grammar pre-teaching referred to providing ELLs the structural cues to understand unfamiliar texts. Pre-vocabulary instruction was used to provide ELLs with background related to the reading content and show ELLs how to activate prior knowledge during the reading process (Jahangard et al., 2011). Jahangard et al. found no significant difference when using grammar and pre-teaching strategies when compared to the control group. The pre-vocabulary group performed better than the control and grammar group on the reading comprehension posttest (Jahangard et al., 2011). Quirk and Beem (2012) examined the relationship between reading fluency and reading comprehension for ELLs. The study showed that the relationship between reading fluency and reading comprehension for ELLs was weaker than the relationship found in non-ELLs (Quirk & Beem, 2012). Quirk and Beem

attributed this difference to weaknesses in oral language, which reduced the weakness between reading fluency and reading comprehension.

A longitudinal study conducted on ELLs from kindergarten to second grade used an ongoing intervention for ELLs in a Texas urban school district to investigate the instructional models that reflected best practices for ELLs to acquire the English language and English literacy proficiency (Tong, Irby, Lara-Alecio, Yoon, & Mathes, 2010). The interventions were done daily during an additional ELL language block where the treatment group received instruction in Spanish 70% of the time and English and Spanish for 30 % of the time (Tong et al., 2010). The intervention focused on bilingualism and literacy skills in English and Spanish in the treatment group, and the teachers in the treatment group received ongoing professional training from the research team to review and practice upcoming curriculum instruction, reflect on student learning, and learn effective English as a second language (ESL) strategies. Tong et al. (2012) found by the end of the second year that the Spanish reading development was slower in the control group when compared to the treatment group. ELLs in the treatment group experienced significant growth in both languages but neither group performed as well in oral language development as non-ELLs (Tong et al., 2010). ASPs and how these interventions have provided support to increase ELL reading achievement will be discussed next.

ASPs and ELL Literature Research Summaries

ASPs were developed to fill idle time for youth after the child labor law and compulsory education laws were passed in the late 1800s (Mahoney, Parente, & Zigler,

2009). ASPs have benefited families, schools, and communities by offering adult supervision and childcare after school (Maynard, Peters, Vaughn, & Sarteschi, 2013). Through the 21st Century Community Learning Center, ASPs' federal funding increased from \$40 million in 1998 to \$1.52 billion in 2002 (Mahoney et al., 2009). This increase was due to the No Child Left Behind act of 2001, which provided funding to close the achievement gap using academic learning opportunities for at risk youth during non-school hours and the Clinton administration support of the afterschool initiative (Mahoney et al., 2009). Maynard et al. (2013) reviewed 55 afterschool studies with at risk students looking at intervention fidelity. The findings indicated ASPs intervention research studies did not focus on intervention fidelity and the information was inadequate to draw inferences (Maynard et al., 2013). Heinrich, Meyer, and Whitten (2010) indicated no average effects of supplemental education increased student's achievement in reading or math.

Students who failed to meet the grade level expectations for the Massachusetts Comprehensive Assessment System English language arts test in spring 2006 were studied using the *READ 180 Enterprise* computer program (Kim, Capotosto, Hartry, & Fitzgerald, 2011). The *READ 180 Enterprise* intervention conducted in an ASP for low performing students found that the *READ 180* students outperformed the control group on vocabulary and reading comprehension (Kim et al., 2011). The control group outperformed the *READ 180* group on spelling and oral reading fluency (Kim et al., 2011).

Quality interventions were needed for students in high risk urban environments since 1999 due to living in environments of crime, lower social economic status, substance abuse, and other social and environmental risk factors that may increase their chances of being involved in non-law abiding behavior (Hanlon, Simon, O'Grady, Carswell, & Callaman, 2009). A 1 year on-site study reviewed the effectiveness of an ASP that emphasized remediation for Black youth compared to no afterschool intervention (Hanlon et al., 2009). The results indicated significant effects for academic achievement and behavior for students in the ASP (Hanlon et al., 2009).

Cheng, Klinger, and Zheng (2009) examined the test response patterns of ELLs in the ASP. The researchers examined the afterschool literacy activities, test performance, and computer activities on the Ontario Secondary School Literacy Test (OSSLT) (Cheng et al., 2009). ELLs had a lower passing rate than the overall population who took the OSSLT (Cheng et al., 2009). The results indicated ELLs had lower reading scores on the multiple choice items, constructed responses, constructed responses with explanations, and readings skills than the non-ELL participants (Cheng et al., 2009). Reading manuals and the act of writing letters were used to predict the reading scores for the ELLs who passed the OSSLT (Cheng et al., 2009). Reading novels and having a dictionary in the home positively predicted the reading and writing scores for ELL students who failed the OSSLT (Cheng et al., 2009). The results also showed both groups of students had higher OSSLT scores with frequent computer usage at home (Cheng et al., 2009).

Peercy, Martin-Beltran, and Daniel (2013) conducted a qualitative study of an afterschool, bilingual family literacy program that supported the literacy development of

ELLs. Two teachers working together in an elementary school developed *Learning Together*, an ASP to support literacy development of ELLs and their families with community support (Percy et al., 2013). The study focused on interactions between teachers, students, other school staff, and parents within the afterschool literacy program (Percy et al., 2013). Research on the program was conducted during the second year using teacher interviews, observations, field notes, and video recordings (Percy et al., 2013). Findings indicated a need for support for ELL's parents after parent conferences, and a DVD with literacy activities and a workbook were developed to support *Learning Together* literacy activities (Percy et al., 2013). Teachers, support staff, and students knew each other better and collaborated on strategies to support ELLs in the classroom (Percy et al., 2013). Participation in the *Learning Together* program increased time spent on literacy activities at home with parents and ELLs (Percy et al., 2013). Parent-parent and parent-teacher relationships developed with parents networking to participate in school activities and served as mentors for parents new to *Learning Together* (Percy et al., 2013).

A qualitative study conducted by Perry and Calhoun-Butts (2012) of urban Hispanic youth triangulated interview data, field notes and observations of an ASP. Eleven urban Hispanic youth were studied using career, educational, and cultural domains (Perry & Calhoun-Butts, 2012). All youths rated education as important to them, but indicated variation on the career and cultural domains (Perry & Calhoun-Butts, 2012).

Bender et al. (2011) indicated the challenges and strategies for conducting research in afterschool settings in four urban public housing developments. Findings

showed the importance of family support, reading skills, positive peer interaction, and avoiding problematic behaviors (Bender et al., 2011). Teacher perceptions working with ELLs were examined in the literature to find how their beliefs affected ELLs reading achievement.

Teacher Perceptions and ELL Literature Research Summaries

NCES reported in 1999 that only 20% of the teachers who were teaching ELLs felt they were prepared to teach ELLs (Lucas & Grinberg, 2008). Hansen-Thomas and Cavagnetto (2010) examined how teachers think about their ELLs in three states with a high concentration of ELLs. A questionnaire asked teachers their attitudes about ELLs in content area and mainstream classrooms (Hansen-Thomas & Cavagnetto, 2010). Teachers perceived motivation as a key to ELLs success and believed that math should be easy for ELLs because it was a universal language (Hansen-Thomas & Cavagnetto, 2010).

Karathanos (2009) conducted survey research in Kansas and asked teachers' perspectives on using ELL's native language as part of instruction that were enrolled in a university course. Teachers supported the theory of using the native language in the classroom but did not reject the idea that students would learn English better if placed in an all English classroom (Karathos, 2009). Karanthos found teachers agreed the use of the native language helped ELLs develop knowledge and skills.

Greenfield (2013) conducted a study of the perceptions of elementary teachers who taught linguistically diverse students. Teachers were provided profiles of ELLs without indicating their English proficiency levels (Greenfield, 2013). Using qualitative

data analysis, the teacher perceptions were concerned for the student regarding language deficits, assumptions the family had, limited English proficiency, and assumed the students may have learning disabilities (Greenfield, 2013). Findings indicated based on their perceptions teachers participated in varied professional development, groupings of students, and use of instructional activities when working with ELLs in school (Greenfield, 2013).

Dekutoski (2011) examined the attitudes of practicing mainstream teachers in a graduate program in a Midwest university in Michigan about ELLs. The teachers worked at the elementary, middle, and high school levels and had an ESL class previously (Dekutoski 2011). The teachers agreed ELLs and non-ELLs benefitted from the ELLs inclusion in the classroom (Dekutoski, 2011). The study also found 54% of the teachers agreed they had time to deal with the ELLs instruction in content area subjects (Dekutoski, 2011)

Pawan and Craig (2011) conducted a qualitative study conducted with 45 female in-service teachers in seven school districts that had high ELL enrollment. Twelve were ELL teachers and 33 teachers taught academic content areas (Pawan & Craig, 2011). Both groups of teachers identified the need for ELLs to become proficient in English (Pawan & Craig, 2011). Pawan and Craig's findings showed differences in how the ELL and content teacher addressed standards. The ELL teachers felt ELL students should not be required to meet the standards, but the content area teachers wanted the standards to be covered using textbooks. A major finding of the study was the need for collaboration by

ELL and content area teachers to address the learning needs of ELLs (Pawan & Craig, 2011).

The National Association of Education Program (NAEP) assessed students in reading at the fourth grade level since 1970 (National Center for Education Statistics [NCES], 2013a). Data since 1998 indicated an achievement gap in reading scale scores for ELL and non-ELL fourth grade students (NCES, 2014b). The reading scale score for ELLs was lower than the reading scale score for non-ELL (NCES, 2014b). The achievement gap in NAEP reading scores indicated a difference in 38 points in fourth grade ELL and non-ELL on the fourth grade reading assessment in 2013 (NCES, 2014b). Hispanic students in Georgia scored 20 points lower on fourth grade reading than White students in 2013 (NCES, 2013a).

Conclusion

The historical perspective of ASPs found in the literature started with the change in child labor laws in 1998 (Mahoney et al., 2009). ASPs changed from a child care focus due to the No Child Left behind act of 2001, which provided funding to close the achievement gap using academic learning opportunities for at risk youth during non-school hours (Maynard et al., 2013). ASPs focused on increasing ELLs reading achievement were found in the literature.

The literature on teachers' perceptions and ELL's curriculum were limited. The studies focused on teacher perceptions and the students not the ELL reading curriculum. This would be an area for further studies since the teacher decided what was taught and the instructional strategies used to assist ELLs.

Implications

The data from this study were used to provide professional development for educators to assist ELLs to increase reading achievement. The instructional strategies and information from teachers can be used to modify the ASP to support ELLs to master content required to pass the state mandated reading test. Teachers' perceptions on the reading curriculum used for ELLs can be provided to the county ELL department for review as materials are being considered to increase reading achievement of ELLs. The professional development is discussed in Section 3 and appears in Appendix A.

Summary

The achievement gap continued to exist for ELLs and this study addressed if the strategies being used in the ASP are effective. I compared ELLs pretest and posttest scores to ascertain if there was a significant increase in reading achievement. Schema theory was the theoretical framework I used to guide the study to address the reading achievement of ELLs. The findings in this study added to the research knowledge on ELLs in ASPs. The data can be used to address instructional reading strategies used to increase ELLs reading achievement in ASPs and during the school day.

Section 2 of this project includes the methodology used to conduct the study. Section 2 includes the research questions, research design, setting, population and samples used. Next, instrumentation and materials, data collection, and data analysis were discussed. Then, the assumptions, limitations, scope and delimitations, protection of participant's and a conclusion were included in this section.

Section 2: The Methodology

Introduction

The literature review indicated ELLs' reading progress was not at the same rate when compared to non-ELLs. I used a mixed methods explanatory sequential design to compare the effectiveness of the ASP on ELLs' reading achievement and examined afterschool teachers' perceptions of reading instruction for ELLs during the ASP. The explanatory sequential research design used archived quantitative student reading pre/posttest data and qualitative teacher face to face interview data. This section focuses on the research design, setting, population and sample, instrumentation and materials, data collection, and data analysis procedures used to address two research questions. Phase 1 consisted of the analysis of the pretest and posttest data. The data were examined to address the following research questions:

Phase 1 Research Questions

Was there a statistically significant mean difference in reading pretest and posttest scores of third grade ELL who participated in the ASP?

H_0 : There was no statistically significant mean difference in reading pretest and posttest scores of third grade ELL who participated in the ASP.

H_A : There was a statistically significant mean difference in reading pretest and posttest scores of third grade ELL who participated in the ASP.

Phase 2 of the explanatory research design analyzed face to face interview protocol questions from two ASP third grade teachers. The ASP teacher perceptions were

analyzed to provide more information about the results in Phase 1. The research question used to analyze the data was:

Phase 2 Research Question

What were third grade ASP teachers' perceptions of the reading instruction used during the ASP?

Research Design

Creswell (2012) stated that in the explanatory sequential research design quantitative data are collected first and the qualitative data are collected second. I used a mixed methods study using explanatory sequential design with quantitative data pretest and posttest data collected first and qualitative data, face to face interviews collected second. According to Creswell, the explanatory sequential design was the most used mixed method design in educational research. The rationale for using this approach was that the quantitative data provided the general picture of the research problem. Terrell (2012) stated that qualitative data are used to help explain the quantitative data in more detail. In my study, I used the face to face interviews to explain the pretest and posttest data in more detail.

Quantitative research is used to explain a research problem or why something happens, using analyzed numerical data (Yilmaz, 2013). It provides descriptions or a relationship among variables in a study (Creswell, 2012; Yilmaz, 2013). The pre/post data used in this study were numeric and were collected using instruments with predetermined questions and answers. The pre/posttest data were analyzed using statistical analysis and compared with previous research and hypotheses on ELLs reading

achievement in ASPs. This data showed what effects the ASP had on ELLs reading achievement, but not what could be done to increase the reading achievement for ELLs in an ASP.

Qualitative research is done by having contact with participants in their daily environments to gain an overview of how things work (Miles, Huberman, & Saldana, 2014). The research rarely uses standardized instruments and accesses the perceptions of the research participants through observation and discussions (Miles et al., 2014). The analyses of the words used are organized into themes and patterns that are reviewed with research participants (Miles et al., 2014). These descriptions of the participants in the setting are then used to understand and take action to manage their daily situations (Miles et al., 2014). In this study, afterschool teachers' perceptions of the reading curriculum and professional development provided during the 2014 ASP were used to modify the ASP to increase reading achievement of ELLs using the information from the face to face interview protocol responses. This data alone provided teacher views and did not address the reading achievement of ELLs in the ASP.

The advantages of explanatory sequential design are clearly defined quantitative and qualitative sections of the study (Creswell, 2012). According to Creswell (2012), this design helps readers of the study and the researcher to understand quantitative results (Creswell & Plano Clark, 2012).

In this study, the teachers' perceptions were used to explain the ELL pre/posttest data in more detail. The researcher integrated the data during the interpretation phase and it was easier to describe than convergent strategies (Terrell, 2012). Creswell and Plano

Clark (2012) indicated that the researcher interprets to what extent and how the qualitative results add information to the quantitative results and what is learned in response to the study's purpose.

There are other mixed methods designs that were not appropriate for this study. In convergent parallel design, the researcher collects quantitative and qualitative data at the same time, merging the data to understand research problems (Creswell, 2012).

According to Creswell (2012), in the sequential exploratory design the researcher collects qualitative data first to explore a phenomenon followed by a quantitative data collection that is used to explain the relationships in the qualitative data. The sequential exploratory method was not chosen because the qualitative data were not collected first to explore a phenomenon followed by quantitative data collection that explained the relationships found in the qualitative data. As stated by Creswell, the sequential exploratory design was used to explore a phenomenon, find themes, and to design and test instruments. The embedded design collects qualitative and quantitative data simultaneously in either order, but one form of the data is collected to support the other (Creswell, 2012).

Transformative and multiphase designs use convergent, sequential explanatory or exploratory, and embedded designs to conduct the study. According to Creswell, the transformative design is guided by a theoretical perspective for advancing the needs of ostracized populations. Creswell stated the research is used to address a social issue to bring about a change. The multiphase design is used when researchers examine a problem through a series of studies to understand overall program objectives.

The design chosen for my study was the explanatory sequential research design where I collected the quantitative data first followed by the qualitative data. I examined the third grade ASP reading pretest and posttest in the quantitative phase and analyzed the afterschool teacher face to face interviews in the second phase. I used the explanatory sequential design to examine the effects of the ASP on third grade ELLs reading pretest and posttest and explored teachers' perceptions of the curriculum used during the ASP.

Setting and Sample

This study was conducted in an elementary school in a northern suburb of Georgia. In the state of Georgia, 5% of the students in public schools were in the ELL program (NCES, 2014). The Title I elementary school's ELL population has risen from 50% to 64% since the school year 2009 and students receiving ELL support has risen each school year since 2009 (GaDOE, 2014b). In school year 2014, 615 ELLs received support learning the English language according to data from the study site.

Phase 1: Quantitative

The information used to answer Research Question 1 was archival data for third grade ELLs enrolled in the ASP at a Title I elementary school. Using the archived data allowed the findings from the research to be implemented for students in the following years. Forty-three of the third grade students enrolled in the ASP received direct language support from certified English as a Second Language (ESOL) teacher during the regular school day. ELLs in the ASP were reading below third grade reading level. Third grade teachers' assessed ELLs using the *Fountas and Pinnell Benchmark Reading Assessment*

System (Heinemann, 2014). ELLs performing below the third grade reading level were considered at risk for not passing the CRCT in reading.

A-Priori power analysis. Although the entire populations of third grade ELLs in the ASP were included in this study, a power analysis was included to determine a minimum participant size for statistical integrity. An a-priori power analysis is a common strategy to determine the number of participants required to reach a specified level of statistical power given fixed parameters (Cohen, 1989; Faul, Erdfelder, Buchner, & Lang, 2009). An a-priori power analysis was conducted to determine the number of participants required to detect a medium effect ($d = .50$) with power = .80 given the following testing parameters: a two-tailed paired samples *t*-test conducted at $\alpha = .05$. The analysis, conducted with the statistical software G*Power 3.1.4, indicated that 34 participants were sufficient to detect a medium effect (Faul et al., 2009). As the population of 43 participants was used there was more than adequate power for Research Question 1.

Phase 2: Qualitative

After-school teachers were chosen to teach in the ASP because of their passion to teach students who were reading below grade level using research based instructional strategies that increased student achievement. In regard to Research Question 2, the 2014 ASP had 16 teachers teaching students reading. Eight of these were third grade teachers.

Purposeful sampling was used to select potential participants from among the third grade afterschool teachers. Lodico, Spaulding, and Voegtler (2010) stated that a researcher should use purposeful sampling when using informants who have knowledge on the topic being examined. Out of the eight third grade after school teachers, only those

who had been teaching for two years or more in a third grade classroom ($n = 3$) were considered to answer face to face interview protocol questions.

These three teachers were the most familiar with the state mandated reading test format and had knowledge of skills needed to pass the CRCT. At the time of data collection, only two teachers participated in the qualitative phase of the study. The other third grade after-school teacher could not be included in the study because she did not teach reading during the 2014 ASP. Other third grade after-school teachers would have been asked to participate if none of the three teachers with two or more years of experience consented to participate in the study.

Role of the Researcher

My role of the researcher involved explaining the study to the participants and asking for their consent to participate. The participants were encouraged to share their personal thoughts and beliefs without reservations, and I clarified that their information was to be used to modify the ASP to increase ELLs reading achievement. The participants described their experiences in their own words in the data collected providing information on the afterschool teachers' perceptions of the reading curriculum on the ASP. According to Creswell (2009), the researcher interprets qualitative research by admitting their biases, values, and personal background.

Researcher-Participant Working Relationship

I am an assistant principal in the school where this study took place. I do not directly supervise the ASP or evaluate the teachers selected for this study. I did not have any authority to select the teachers who participated in the 2014 ASP. The participants

and I do not have a personal relationship. The administrative duties in our school are divided among four other administrators and my role will not allow me to evaluate or supervise the participants of this study for the 2013-2017 school years. The participants selected for Phase 2 of this study were teachers who had taught two years in a regular third grade classroom that allowed the teachers the ability to compare the ASP reading curriculum to the questions on the state mandated test.

In order to address my personal biases and beliefs on teaching ELLs to read the anonymous pre/posttest data will provide information on whether or not the ASP affected the reading achievement of ELLs. The data will be checked for correct data entry into the SPSS program by the School Technology Coordinator (STC) to ensure my personal passion to ensure all students learn to read does not interfere with the interpretations of the statistical tests.

Protection of Participants' Rights

Lodico et al. (2010) stated that the ethical issues considered during research are participant informed consent, protecting participants from harm, and ensuring confidentiality. Measures were taken to protect the rights and ensure confidentiality of the participants of this study. Permission to conduct a study is always required from the principal when conducting research in a school by the district office. The district office required completion of the local request form signed by the principal. Permission was obtained from the principal of the elementary school to conduct the study. This included a written document provided by the school district explaining the purpose of the study, statement of the problem and research questions, subjects and population, type of data to

be collected, and the dates the research would be conducted (see Appendix B). A copy of the form was sent to the district Research and Evaluation Department for filing as required.

The confidentiality of the students involved in the study was protected because their names, identification numbers, and any other items that could reveal their identity were removed. The STC was given the archival pre/posttest data by the afterschool Assistant Principal. The STC assigned each student a pseudo number and removed the identifying information before the data were provided to the researcher for use in the study.

Teachers invited to participate in the study were provided a consent form. The form provided background information on the study, procedures to be used, and risks and benefits of the study. The form also provided information on compensation and confidentiality and provided contact information of the researcher for further information. After the third grade ASP teachers returned the signed consent form, they were asked to provide a date and time during non-school hours for a face to face interview. I conducted the face to face interview and audiotaped each session. I assigned pseudonyms to correspond with the interview protocol transcripts. The pseudonyms were used to code the data on the interview protocol. Walden required Institutional Review Board (IRB) approval prior to collecting and conducting research that is done to protect the rights of the university, school, and participants (Walden University, 2014). The IRB determined if ethical issues had been considered and the researcher provided details to address informed consent, protection, and ensuring confidentiality of participants. Walden IRB

approval for study # 07-27-15-0311042 was granted on July 27, 2015. The data were stored in a password protected computer and will be destroyed after 5 years in a locked cabinet in my home.

Instrumentation and Materials

Phase 1 Instrument

The instrument used for Research Question 1 was titled *Afterschool Program Third grade ELA Pre/posttest* (see Appendix C). Third grade teachers and other school personnel designed the test for the third grade ASP. There were 10 total points possible on the pre/posttest. Each correct item received a score of one point and incorrect items receive zero using a 10 point ratio scale. ELL scores were calculated independently on the pre/posttest.

The test was designed using the American Book Company's pretest/post resources on-line (American Book Company, 2014a, 2014b). American Book Company provided free online pre/posttests via the internet using a password protected website. American Book Company provided verbal and written permission to use the pre/post for my doctoral study (see Appendix E). The test contained 10 multiple choice answer items with four choices for each item. Eight of the items on the test measured ELLs reading comprehension of the paragraph and poem. Two items measured the ELLs ability to punctuate sentences using plurals, capital letters, ending punctuation, and quotation marks. A paragraph was read by the students titled *Dad's Special Box* that had five multiple choice items pertaining to the paragraph. Question 6 asked students to identify the correct way to punctuate a sentence identifying the plural of child and using quotation

marks with correct ending punctuation. The next part of the test required students to read a poem and answer multiple choice Questions 7, 8, and 9 about the poem. Question 10 asked students to correctly punctuate a sentence using the title of book. The same test was administered to students at the end of the ASP and was available from the ASP coordinator.

Validity and reliability. Validity refers to if an instrument measured what it is designed to measure (Creswell, 2012; Lodico et al., 2010; Yilmaz, 2013). Lodico et al. (2010) indicated validity was the single most factor considered when constructing a test. Creswell and Plano Clark (2011) specified validity served the purpose of checking the quality of the data. Construct validity conducted in two studies found there was a close match with the Georgia assessment items (Loskin Eskin Associates, 2006; Market Data Retrieval, 2010). The materials were aligned with the 2014 standards and provided assessment materials for school use (Market Data Retrieval, 2010). Content validity was established for the afterschool pre/posttest by all third grade afterschool teachers, two literacy coaches, and the administrator in charge of the ASP. They reviewed the test items to be sure they measured the objectives being tested and related scores to reading benchmark assessments provided by the school district.

According to Lodico et al (2010) and Yilmaz (2013) reliability refers to if an instrument produced consistent results. There are three types of reliability, alternate (or parallel) form, test-retest and internal consistency as the exact same tests were given at both pretest and posttest, alternate form reliability was not applicable (Lodico et al, 2010; Yilmaz, 2013). While the testing protocol was repeated, it was inappropriate to expect or

desire consistency of results for the test-retest type of reliability as the students were exposed to an intervention (the ASP). Internal consistency of the test revealed the degree of consistency of the responses to the test items on a single test given at a single time. Internal consistency, in the form of Cronbach's alpha, was calculated separately for the pretest and posttest. Ideally, due to the ASP, the internal consistency at posttest was higher than the internal consistency at pretest. According to Creswell (2012) scores need to be reliable in order to be valid.

Phase 2 Instrument

To address Research Question 2, teachers were given a face to face interview using the open-ended protocol of questions modified from Ainsworth's research (2012; see Appendix F). Written permission was granted to use the modified interview protocol questionnaire (see Appendix E). The protocol contained 16 open-ended questions requiring verbal responses from the afterschool teacher. There were five questions on instructional strategies used during the ASP. Two questions asked the teachers' perceptions about the computer program *Classworks* (Curriculum Advantage, 2014). There were six questions addressing the reading curriculum offered to students during the ASP. Three questions focused on the professional training and planning provided during the ASP and one question inquired about other resources used that were not provided by the ASP. In addition, there were three questions about the teachers' professional histories. These questions provided the afterschool teachers' perceptions of the reading curriculum used during the ASP, the instructional strategies used to address ELLs reading

instruction, and the modifications needed to enhance the ASP to increase ELLs reading achievement.

Credibility, dependability, and transferability. Creswell (2012) and Lodico et al. (2010) stated credibility in qualitative research is similar to validity in quantitative research. According to Lodico et al. and Miles et al. (2014), qualitative studies data must be unbiased and collected to provide rich descriptions using words and pictures. Ainsworth et al. (2012) used a similar interview protocol to interview teachers' perceptions of reading curriculum. To ensure that my own biases did not influence the data presented, member checks were performed on the interview protocol data responses after they were coded. The afterschool teachers reviewed their interview responses summaries for accuracy. There were no suggested changes to the afterschool teacher's perceptions' after they were coded. A peer debriefer was asked to review the interview protocols responses to look at alternative ways to interpret the data. An external audit was performed using the county research department. The research department checked to see if the findings were grounded in the data, were the themes appropriate, and if the interpretations and conclusions were supported by the data. The external audit also looked at researcher bias.

According to Lodico et al. (2010), Miles et al. (2014), and Yilmaz (2013) dependability refers to whether the procedures and processes used to collect and interpret data were traced in qualitative research. Detailed explanations were provided explaining how the afterschool teachers' face to face interview protocols responses were collected. Written probes were given to the afterschool teachers to ensure the answers provided

were explained according to the teacher expectations. The details on the methods and how the data were processed were explained thoroughly. The qualitative research was dependable and provided a thorough explanation of methods used including how data was collected and analyzed. Miles et al. indicated dependability addresses if the study was conducted with quality and integrity.

As Lodico et al. (2010) state transferability describes the similarity between the research site and other sites according to the interpretation of the reader of the study. Detailed descriptions were provided answering the qualitative research questions. According to Miles et al. (2014), transferability is when the researcher's findings had meaning and the findings generalized to other research studies. The descriptions provided readers the opportunity to compare ELLs in an ASP and compared the reading curriculum provided to ELLs. Understanding how the research occurred provided the reader the opportunity to check for similarities in the participants, the afterschool reading resources, and the research site.

Data Collection

Data were collected by the STC from the ASP director. The pretest and posttest data were given to the STC to remove students' names and provide pseudonyms to correspond with each student's pretest and posttest reading scores. The unidentified students' reading pretest and posttest scores were given to the researcher to input data into the Statistical Package for Social Sciences (SPSS), version 19.0 (Kirkpatrick & Feeney, 2012).

For Research Question 2, face to face teacher interviews were conducted and audiotaped with two third grade afterschool teachers after analysis of the ASP data (see Appendix E). One anticipated third grade afterschool teacher participant could not be included in the study because she did not teach reading during the 2014 ASP. The interview protocol questions and probes were used to capture a vivid description of the third grade afterschool teachers' perception of the reading program for ELLs. The protocols had open ended questions pertaining to curriculum materials and reading instruction that were provided during the ASP. As suggested by Lodico et al. (2010), probes were used to get more detailed information and clarify responses. Probes (examples of anticipated probes included in Appendix E) were used to get more detailed information and clarify interviewee responses during the audiotaped interview.

Third grade afterschool teachers were provided informed consent forms from the researcher. All teachers were thanked for participation and explained the next steps of the research process. Teacher participants were reminded of confidentiality.

Data Analysis

Phase 1

For Research Question 1, the archived ratio level data from the pretest and posttest were entered into SPSS. According to Creswell (2012) and Plano and Clark (2011), recoding and analysis of data can be done using SPSS. The statistical tests were conducted at $\alpha = .05$. The following is a review of the data analysis procedures that were used to assess the null hypothesis.

A paired-samples *t*-test was conducted to address the null hypothesis. Kirkpatrick and Feeney (2012) indicated that the paired-samples *t*-test is appropriate when assessing a longitudinal change between two dependent samples.

The Shapiro-Wilk's test (1965) was performed using SPSS to detect if a departure from normality had occurred providing a *W* value between 0 and 1 (Razali & Wah, 2011). A small value of *W* leads to a rejection of normality but a value of 1 indicates normality of the data (Razali, & Wah, 2011). If a violation of the assumptions for a paired samples *t*-test occurred, the possible impact on the credibility of the test result was discussed. A table of descriptive statistics and a table of the *t*-test coefficient were displayed.

Pretest and posttest scores were analyzed to assess both difficulty and discrimination indices of test items via manual calculation for comparison. The item analysis found the item-difficulty index (*p*) for the 10 test questions. This index was found by calculating the proportion (Gugiu and Gugiu, 2013). I found this index by calculating the proportion of ELLs that answered each item correctly on the test and written as a proportion of 0.0 to 1.00.

According to Gugiu and Gugiu (2013), the item discrimination index is the relationship between how students did on each item of the test and their total scores on the test. The item-discrimination index (*d*) was calculated and compared the performance of the highest scoring test takers to the performance of the lowest scoring test takers. The item analysis was used to discard or revise ineffective items on the test and to understand what ELLs know or do not know.

Phase 2

The participants responded to several open-ended questions during a face to face audiotaped interview for Research Question 2. According to coding guidelines suggested by Lodico et al. (2010) and Miles et al. (2014), the narrative responses to these questions were coded or classified into meaningful categories to search for relevant patterns or themes. All the written interview responses were read jotting down notes in the margins as ideas came to mind. In Vivo coding analysis used the interviewees own words to code the data. One written interview protocol response was chosen randomly to code identifying text segments and assigning code words or phrases to describe the meaning of the text. Some codes used to code the data were different reading strategies, various reading curriculum used, *Classworks* or computerized instruction, planning, and professional development activities. After coding the entire text that had been chosen, the code words were grouped according to similarity into a group of no more than 30 codes

After the initial coding, the chosen interview protocol response was reviewed again checking for new codes and circling specific information on the transcribed interview protocol that supported the codes. This second cycle of coding, according to Miles et al., is called pattern coding. Similar codes were grouped into themes that formed major ideas. Each interview protocol response was coded using the process described above. The themes developed from the interview protocol responses were combined to form the major ideas of the afterschool teachers' perceptions of the ASP until saturation or no new details or information was added. Miles et al. indicated these themes group large amounts of information together to form units for analysis. According to Creswell

(2012), it is best to have fewer themes to provide rich detailed descriptions such as the teachers' perceptions of the ASPs reading curriculum to increase ELLs reading achievement. The different reading instructional strategies used to instruct ELLs were coded to provide a theme of instructional strategies used during the ASP. Schema theory was a theme in which instructional strategies and curriculum methods were placed to describe how these codes were used during the ASP to instruct reading with ELLs. Creswell (2012) also stated that themes and codes are used to display data visually and a narrative discussion is used to summarize findings providing rich detailed descriptions. In this research a table was used to display the major and minor themes and a detailed description of the ASP teachers' comments was used to display the transcribed face to face interview protocol responses provided by the third grade ASP teachers.

Integration of the Quantitative and Qualitative Results

The quantitative results were analyzed first to find out if they were statistically significant. According to Creswell and Plano Clark (2011), the quantitative data analysis provides guidance on the qualitative data examined. Creswell and Plano Clark state that the qualitative data in Phase 2 provides the in-depth explanation of the quantitative data in Phase 1. In this study, the qualitative data, interview responses, in Phase 2 provided the in-depth explanation of the pre/posttest data in Phase 1. Creswell and Plano Clark indicated the face to face transcribed interview responses provide the initial process where the quantitative and qualitative data connect. The data are connected by describing a quantitative result followed by qualitative description results to help explain the statistical result in more depth (Creswell & Plano Clark, 2011). I connected the data by

describing the pretest and posttest data followed by a detailed description from the afterschool teachers to explain the statistical results in more detail. This represented the second time the quantitative and qualitative data were connected and interpreted for the mixed methods results. The integration of the data was used to provide a general picture of the effect of the ASP on ELLs reading achievement and the teacher interviews analysis and descriptions provided reasons for the pre/posttest statistical data using the descriptive details provided by the afterschool teachers. Miles et al. (2014) suggested researchers think about whether qualitative data provided enough information during a study or would the linking of quantitative data complement the qualitative data to add more insight on the research questions.

Assumptions

This study was based on the following assumptions:

1. It was assumed the third grade afterschool teachers understood the reading curriculum required of third grade students.
2. It was assumed the third grade afterschool teachers understood what reading strategies were best to instruct ELLs.
3. It was assumed the third grade afterschool teachers voiced their perspectives on the afterschool reading curriculum based on the needs of ELLs.
4. It was assumed the teachers responded freely with integrity to the interview protocol questions.

Limitations

The primary limitation of this study was ELLs who did not take both the pretest and posttest. Pretest scores were available for every ELL but the pretest documents were not available for every student. The school had a 47% mobility rate for students to move to another school during the school year. Students who moved to another school would only have a pretest score. Students allowed to enroll in the ASP after the pretests were administered would only have posttest scores. Another limitation would be if the scores were recorded incorrectly. Due to human error when correcting the pre and posttest the scores could be recorded incorrectly. Another limitation was the closing of school for two weeks due to inclement weather in spring 2014. The ASP missed four days of reading instruction that were not made up. The calendar modifications to address the missed time due to inclement weather added 30 minutes to each school day that did not allow time to for the ASP to extend their weekly sessions.

There were limitations that prevented me from generalizing my study back to a larger learning environment. First, in the quantitative study only the third grade ELLs were used in the study. The fourth and fifth grades were not included in the study because the focus of this study was on third grade reading because this is the first year students were required to pass the state mandated CRCT reading test.

There were also qualitative limitations. One participant dropped out because she only taught math during the ASP. In the future, all ASP teachers will be asked to participate in the study. Two third grade teachers were interviewed for this study and teachers from other grade levels would need to be included to extend this information to

the entire ASP. The quantitative data and teacher interviews added knowledge to the education community to be used in ASPs.

Scope and Delimitations

In this study I examined ELLs reading achievement in a third grade ASP and teacher perceptions of the afterschool reading curriculum. High school and middle school ASPs providing reading intervention for ELLs are not included in this study. Teachers' perceptions of the reading curriculum provided during the regular school day are not included in this study. The scope of this study is limited to third grade afterschool teachers who taught the third grade curriculum for at least two years. These teachers were provided professional development on the state reading standards and research based instructional strategies used to increase student's achievement but not specific to ELLs. Future studies could explore the effectiveness of the reading curriculum during the ASP for all grade levels.

Data Analysis Results

The mixed methods research study was an examination of the 2013 ASP and the effect on ELLs reading achievement and the ASP teachers' perceptions of the reading curriculum offered in an elementary school in the suburbs of northeast Georgia. In Phase 1, the data were collected using archived ELLs English language arts pretest and posttest scores from 2014 ASP. The total scores from the ELLs pretest were available and not the actual test students took. The ELLs scores at posttest and test documents were available for analysis for Phase 1. In Phase 1, inferential and descriptive statistics were used to answer Research Question 1. In Phase 2, face to face audio interviews were transcribed

and coded to answer Research Question 2. The results of both phases are presented in the next section.

Phase 1: Quantitative Data Analysis

An ASP was used to increase reading achievement of students reading below third grade level using the Fountas and Pinnell Assessment system (Fountas & Pinnell, 2010). Students engaged in 1 hour small group reading instruction twice a week for 8 weeks in spring 2014. For this study only the third grade ELLs pretest and posttest data were analyzed. Archived, deidentified data on 43 ELLs were collected from the school after IRB approval.

Cronbach's alpha is a measure of reliability, specifically internal consistency, used to determine the degree to which instrument items are measuring the same construct. Cronbach's alpha measured the internal consistency of the 10 items on the posttest. Cronbach's alpha was not able to be used to measure the internal consistency on the pretest because five ASP teachers only reported the ELLs pretest total reading score and did not provide the test document to the afterschool administrator. The reliability coefficient was low, 0.39, which may have been caused because the posttest contained a small number of items and/or that a variety of constructs such as vocabulary and reading comprehension, grammar usage, and punctuation of a title, were measured.

The research question for Phase 1 examined whether there was a statistically significant difference in reading pretest and posttest scores of third grade ELLs who participated in the ASP. The null hypothesis was:

H_0 : There was no statistically significant mean difference in reading pretest and posttest scores of third grade ELLs who participated in the ASP.

The reading score frequencies for ELLs pretest and posttest are displayed in Table 5. Only eight of the 43 ELLs achieved at least 70, the score needed to be considered passing on the pretest. No ELLs scored in the 80-100 range on the pretest.

On the posttest, ELLs reading scores indicated 31 achieved at least 70, the score needed to be considered passing, with 21 of those students scoring in the 80-100 range. On the posttest, only three ELLs performed in the 0-40 range compared to 21 ELLs on the pretest. At posttest, 31 students scored in the 70-100 range, which was 73% of the ELLs who completed the ASP.

Table 5

ELLs Reading Pretest and Posttest Scores

Pretest/Posttest Score	Frequency			
	Pretest	Posttest	Percent Pretest	Percent Posttest
0 - 9	1	0	2%	0%
0 - 19	1	0	2%	0%
20 - 29	7	1	16%	2%
30 - 39	9	1	21%	2%
40 - 49	3	1	7%	2%
50 - 59	6	4	14%	10%
60 - 69	8	5	19%	12%
70 - 79	5	11	12%	26%
80 - 89	3	10	7%	23%
90 - 100	0	10	0%	23%

Note. $n = 43$.

Shapiro-Wilks test for normality. Before reviewing the results of the hypothesis, the assumption of normality was considered. The Shapiro-Wilks test was used to check the normality assumption for the ELLs pretest and posttest sample distributions. As indicated in Table 6 the Shapiro-Wilks test indicated the distributions of the data were not normal. The p -values were less than 0.05; therefore, the null hypothesis of normality was rejected.

Table 6

Shapiro-Wilks Test of Normality

	Shapiro-Wilks	df	p
pretest	0.95	43	0.04*
posttest	0.94	43	0.02*

Note. $n = 43$. * = $p < .05$

Skewness and kurtosis of data. The results of the Shapiro-Wilks test indicated the need to look at descriptive indicators of normality such as skewness and kurtosis of the data distributions. According to Brown (2015), a statistic of 0 indicates a lack of skewness, i.e., distributional normality. The pretest distribution was slightly negatively skewed (-0.02). The posttest distribution was more negatively skewed (-0.79). Kurtosis, another indicator of distributional shape, was measured by the height of the data distribution (Brown, 2015). A statistic of 0 indicates a lack of kurtosis. The pretest distribution was platykurtotic (-1.01), a distribution of kurtosis that is less than three (Brown, 2015). The posttest distribution was leptokurtic (0.79), which refers to a distribution of kurtosis greater than three (Brown, 2015). However, studies indicated the

paired samples *t*-test is highly robust against violations of the normality assumption with respect to the Type I error (Herrendörfer, Rasch & Feige, 1983; Posten, 1979; Rasch & Guiard, 2004). A Type I error rejects the null hypothesis even though it is true, sometimes called a “false positive” (Triola, 2012).

Paired samples *t*-test results. A paired samples *t*-test was conducted to compare ELLs reading pretest and reading posttest scores after an 8 week ASP. As shown in Table 7 the results from the paired samples *t*-test indicated a significant difference [$t_{(42)} = -8.99$, $p = .00$] in ELLs pretest scores ($M = 44.42$, $SD = 20.97$) and posttest scores ($M = 71.86$, $SD = 17.90$). Based on these findings, it was concluded that ELLs who attended the 2014 ASP scored significantly higher on the reading posttest. These results suggested ELLs who attended the 2014 ASP increased their reading achievement.

Table 7

Paired Samples Statistics

	N	M	SD	Std. Error Mean
Pretest	43	44.42	20.97	3.20
Posttest	43	71.86	17.90	2.73

Item difficulty was assessed using the items on the posttest only (see Table 8).

Item difficulty was not calculated on the pretest because five teachers only reported total scores for the pretest and did not submit the per item information. Item difficulty explained the proportion (p value) of students who answered an item correctly (Gugiu & Gugiu, 2013). Item difficulty can range from 0.00 (no student answered the item correctly) to 1.00 (all students answered the item correctly). As a total score of 70% was

considered passing, the same standard was applied to item difficulty. That is, items with a difficulty level less than 0.70 were considered difficult.

Table 8

Posttest Item Difficulty, Easy to Hard

Item	<i>p</i>
1	0.95
4	0.91
5	0.84
8	0.81
6	0.79
7	0.79
9	0.67
3	0.60
2	0.49
10	0.49

Note. $n = 43$. p = Item Difficulty, defined as the proportion of students who answered an item correctly. The lower the p , the more difficult the item.

Item difficulty for Item Numbers 2 and 10 were 0.49 on the posttest, which fell below the recommended level of difficulty. Item 2 asked the meaning of the vocabulary word special. The correct answer was the synonym unusual but all of the other answer choices were antonyms and required that students know the meaning of every word to get the answer correct. Item 10 asked students to capitalize the words in a title of a book that was not related to the poem and required students to know important English words, which were difficult for most students. The answers for Item 3 could be found by looking directly in the reading passage. The question asked students to describe Brian's behavior of going into his dad's room when he had been told not to and looking in a drawer with a

special box. When Brian handled the box, the items fell out and Brian did not put the gold coin that had rolled underneath the dresser back in the box before his dad returned home. The answer choices of sneaky, careless, and dangerous were answer choices that could be correct for the question, but the answer “careless” described Brian’s specific action when he did not place the coin back in the box. A student would have to know the meaning of all the words and the student’s answer choice would be based on their experiences in similar situations. Item 9 required the ELLs to infer why the author wrote the poem on the second section of the test. The answer to describe what dreams meant and to teach a lesson about dreaming were answer choices the students chose because they were examples of information found in the poem. The correct answer to tell why she enjoyed sleeping required the student to infer the information from poem’s content. ELLs had been taught the strategy to use titles to assist with comprehension of text and the title did not provide the clues necessary to get this answer correct.

Item discrimination was also calculated on the posttest items (Table 9). The item discrimination was done to discriminate per item performance between the ELLs with higher total reading scores and lower total reading scores. ELLs who scored a passing score of 70 and above were in the higher group ($n_H = 31$). The score of 70 was used because this is the lowest score a student received in the grading scale to pass a test or class. The remaining ELLs ($n_L = 12$) were assigned to the lower group. The item discrimination index (d) can range from -1.00 to +1.00, where -1.00 means all in the lower group and none in the upper group got an item right; 0.00 means equal proportions in the upper and lower groups got an item right; and +1.00 means that none in the lower

group and all in the upper group got an item right. The closer d is to +1.00, the better the discrimination between the performance of the high and low groups, in the appropriate direction (Gugiu & Gugiu, 2013).

Table 9

Item Discrimination, Highest to Lowest Discrimination

Item	d
6	0.54
7	0.40
3	0.37
2	0.36
9	0.35
10	0.30
5	0.23
8	0.20
1	0.17
4	0.11

Note. $n = 43$. d = item discrimination, discriminates per item performance between the ELLs with higher total reading scores and lower total reading scores. The higher the d , the higher the proportion of students in the high performing group got an item correct.

All discrimination indices were positive and moderate meaning the upper group consistently outperformed the lower group across all test items. The four lowest discriminating items were also the four easiest items (Table 8). Low discrimination of low difficulty level items is not automatically a problematic outcome (Tavakol & Dennick, 2011) given the intent of the ASP; therefore, it may not be necessary to revise or remove the items with low discrimination indices.

Phase 1 conclusion. The paired samples t -test was calculated to test the hypothesis of data collected from the third grade ELLs in the 2014 ASP. The finding

suggested that ELLs benefited from the reading instruction used during the ASP as indicated by the increased scores on the reading posttest. The qualitative data in the next section will address the third grade ASP teachers' perceptions of the reading curriculum provided to the students during the ASP.

Phase 2: Qualitative Data Analysis

Data were collected in face to face interviews from third grade after school reading teachers to answer Research Question 2, what were third grade ASP teachers' perceptions of the reading instruction used during the 2014 ASP? A total of three teachers were initially asked to participate in the study. An invitation letter was provided to two anticipated ASP participants in their classrooms after school hours. One anticipated ASP participant was provided the letter via email because she was out of the country. The ASP teachers were provided information on the study's subject and research methods. The ASP teachers were provided the approximate time needed to participate in the study and the data collection process was explained. Teachers were assured their participation would be confidential and they could withdraw from participation at any time. One third grade afterschool teacher was not eligible to participate in the study because she did not teach reading during the 2014 ASP. A week later two participants were provided consent forms to participate in the study after school hours in their own classroom. The two third grade ASP reading teachers who agreed to participate in the study had taught third grade for two or more years and each had taught in the ASP for three semesters.

The ASP teachers who participated in the study were provided two consent forms to sign. One copy was for their records and one was for me to keep. The ASP teachers

were reminded of their rights and provided a brief explanation of the study. The interview sessions were recorded and later transcribed by hand. A summary of the key findings from the transcribed interviews was provided to each participant via email to review and look over to ensure each teacher's ideas and perceptions had been described correctly. The ASP participants did not request any changes to the transcribed summaries.

The transcripts were analyzed using In Vivo coding using the participants' words as codes such as "instructional strategies" and "technology used." As I began to code and categorize the transcripts, I color coded each ASP teacher's transcribed interview notes to keep track of each participant's comments. Saldana (2013) indicated coding can be divided into two stages: First Cycle and Second Cycle coding. While reading the transcripts codes were assigned to data chunks during the first cycle of coding. This process was repeated several times where new information was discovered or codes were added merged or reclassified. Each transcript was reviewed using the Second Cycle of coding that works with the codes resulting from the first cycle of coding. This was done until four major themes were noted throughout the transcripts.

After the analysis was complete, I assigned pseudonyms (Teacher 1 and Teacher 2) for each participant. Verbatim quotes from participants are used to support the analysis except words such as like um, you know, and O.K. Each participant answered all the questions during the interview. A sample of the interview transcript can be found in Appendix E. One major theme discovered was professional development that included the minor themes of reading strategies and afterschool teachers' planning. Another theme that emerged was, curriculum presentation that included the minor themes of standards

and the order they were presented to ELLs in the ASP. Another theme found was instructional strategies that included the minor themes of reading strategies, reading strategies related to schema theory, technology reading strategies and materials that were used that were not provided by the ASP. The final theme found was the ASP modifications with minor themes on modifications needed and what ASP curriculum initiatives should remain.

Professional development. Both ASP teachers had taken the school districts EL reading class taught after school over the course of several months Teaching Academic Language Content to ELs. The class focused on how learning to read in English is different for ELLs. Teacher 1 had taken the professional development class in the school year 2008-2009 and Teacher 2 had taken the class during the school year 2012-2013. Teacher 2 stated, “The class focused on integrating everything with reading and writing.” Minor themes that emerged under this category were reading strategies professional development and planning provided to the afterschool teachers to support teaching reading to ELLs. The teachers discussed the reading strategies that were used during the ASP.

Both teachers indicated there was specific planning done with other ASP reading teachers. The planning done however was not structured the same. Teacher 1 worked to get plans done. Teacher 2 worked with a colleague and divided the students according to their skill levels for each lesson. This allowed the students to work on individual skills rather than whole group lessons.

Both teachers indicated there was a clear focus on the planning done with the other ASP teachers. Both teachers described their individual strategies they were going to use in the classroom. Teacher 1 spent planning time to find reading material to correlate with the reading strategies she would teach such as comprehension, nonfiction text features, close reading, and developing individual learning plans for students in the computer based program *Classworks*. Teacher 2 spent time aligning her standards to teach foundational reading skills such as sight words, phonics, and reading strategies. The next theme that will be discussed is curriculum presentation.

Curriculum presentation. Another theme that emerged from the interviews was the presentation of the curriculum. The standards and order of the presentation are minor themes discussed. Both teachers worked on finding the main idea in a passage but used different methods to address it. Teacher 1 taught students using close reading and the RACE strategy. RACE is an acronym for a strategy used in reading to assist students with comprehending reading texts. The student is required to restate the question, answer all the questions, cite the evidence from the source, and explain the evidence. Teacher 2 also worked on sequencing and point of view during reading instruction.

Both ASP teachers used different methods to determine the order of the material presented during the ASP. Both teachers used the material presented on the state mandated test (CRCT) to determine the order of the material they presented and what they would present. Teacher 1 focused her instruction on the academic strands from the state mandated tests that were missed the most from the prior year's test. Teacher 1 worked on reading passages with sequencing, informational text features, prefixes and

suffixes, and close reading. Teacher 2 indicated she worked on reading foundational skills, such as sight words and phonics, with students reading below grade level so they would learn to read independently. The next theme, instructional strategies, used to teach reading emerged during the ASP will be discussed.

Instructional strategies. Instructional reading strategies had several minor themes such as specific reading strategies used, reading strategies related to schema theory, technology or computer based reading strategies, and materials teachers supplied to support increasing ELLS reading achievement. Lydia Breiseth (2015) manager of Colorin Colorado the bilingual website for ELLs indicated reading strategies used in the general classroom can be modified to support ELLs with reading comprehension. Breiseth (2015) indicted the three main strategies to support ELLs with reading comprehension are building background knowledge, explicitly teaching vocabulary, and frequently checking ELLs comprehension of the text. Afterschool teachers indicated they have used the following strategies including those mentioned by Breiseth (2015). Both teachers indicated working with previewing vocabulary. Teacher 1 indicated vocabulary work with sight words, Science and Social Studies vocabulary that was embedded in the reading. Teacher 2 indicated learning how to use words in different contexts and using grammatical structures using shorter passages to allow students to practice the reading skills. Teacher 2 used visual images on *Google*, *BrainPop* and other electronic sources to support building student's vocabulary.

Both teachers were provided this definition of schema theory. Schema theory, which indicates a student's prior knowledge and experiences, is necessary to comprehend

new ideas or concepts. Information related to schema theory could be found in responses throughout the interview. Teachers were asked to provide specific examples of strategies used during the ASP that were related to Schema theory. Both teachers used visual images to build background knowledge. Teacher 2 allowed students to draw pictures in the margins of the reading books to activate prior knowledge and provide a visual anchor as student's moved through the text. Teacher 2 used bilingual books to capitalize on student's first language and pointed out cognates (words that have similar spelling and meaning in English and Spanish).

During the ASP teachers used the computer program Classworks to support reading instruction. The teachers described how they used this program and other computer technology strategies to teach ELLs reading during the ASP. Both teachers allowed ELLs to use the Classworks program to work on their individualized learning plan. Teacher 2 expanded the use of the program by using it in whole group to do a mini lesson focusing on skills students had learned previously. Teacher 2 also had students to work on skills they had worked on that day in the regular classroom to provide extra practice.

Afterschool teachers both indicated they used other technology or computer based programs during the ASP to support reading instruction during the ASP. Both teachers showed videos to support vocabulary development. Teacher 1 used *Starfall* since it worked on word families. Teacher 2 used the computer to show students images to learn new words and technology websites to support learning.

Teachers also shared materials used during the ASP that were not furnished by the program. These instructional materials were used to add support to the reading instruction for ELLs. Teacher 1 used visual posters and personal sorting games during the ASP that were not provided by the ASP. Teacher 2 used bilingual books with information in English and Spanish to help students identify key vocabulary words that were not provided by the ASP. The final theme to be considered is ASP modifications.

Afterschool reading program modifications. Teachers were asked about the reading ASP and their overall perceptions of what modifications were needed and what should remain the same. Teacher 1 stated no modifications for the ASP but would like for the ESOL teacher to inform her of the weaknesses she should address. Teacher 2 wanted the students leveled or placed in groups according to their reading levels. Teacher 2 indicated the current grouping caused her to teach to the middle but she desired to teach students the grade level stands and provide foundation skills to read independently.

ASP reading curriculum supports that should stay were indicated by both teachers. Both teachers wanted the Classworks program to stay to provide students with independent learning time. Teacher 2 indicated this independent time on the computer provided for the gradual release of responsibility for learning so the students will feel safe to try and is not so dependent on the teacher for learning support. Teacher 2 wanted the use of shorter passages to work on the same skills to present information in smaller chunks to support comprehension of texts using verbal discussion.

Phase 2 conclusion. The face to face interview data after it was transcribed produced the themes of professional development (hereafter referred to by PD),

curriculum presentation, instructional strategies and afterschool reading program modifications. PD provided to teachers allowed time for planning but teachers were allowed to work independently or in teams. No reading instructional strategies PD were provided for ASP teachers. Curriculum presentation was another theme that emerged from the interview data. ASP teachers worked on finding the main idea in reading passages with students. Both teachers indicated they used the state mandated test as a guide to address the order the material would be presented to the students during the ASP. The next theme discussed from the interview data were the instructional strategies used during the ASP. The teachers used building background knowledge and teaching vocabulary during the ASP that correlates with the framework of schema theory to teach students based on their knowledge and experiences. Both teachers worked on finding the main idea using a variety of instructional strategies such as studying the meaning of words and heavy use of visuals to support the verbal instruction. Both teachers indicated there were no changes needed to the ASP, which was the final theme discovered during the coding of the data. Both teachers wanted the computer program Classworks to continue to be a part of the program as it worked with students on their own individual reading levels and students progressed according to their achievement on the computer lessons. The qualitative data provided a more vivid explanation of the 2014 ASP teacher instruction and how the ELLs made significant progress from pretest to posttest.

Conclusion

The methodology used to conduct this mixed methods explanatory sequential design study examined if the third grade ASP was effective to increase ELLs reading

achievement. The quantitative ELL reading pretest and posttest data were analyzed to examine if the ASP increased reading achievement. The qualitative data from third grade reading afterschool teachers' examined their perceptions of the reading curriculum delivered during the ASP. The purpose of this mixed methods explanatory sequential research study compared the effectiveness of the ASP on ELLs reading achievement and examined the afterschool teachers' perceptions of reading instruction for ELLs during the ASP. In the quantitative phase, ELLs made significant reading progress showing significantly higher reading mean scores from pretest to posttest during the ASP.

The teachers used instructional strategies during the program that have been listed as critical to use when teaching ELLs reading explicitly teaching vocabulary. The teachers built background knowledge using visuals, teaching in small group, and computer resources such as *Classworks* and *Google images*. Teachers even used their own materials such as bilingual books, posters, and personal sorting games to provide instructional support to the ELLs during the program. The pretest and posttest required students to read and understand a paragraph and a poem with a picture. The ASP teachers provided ELLs the opportunity to practice reading skills taught using paragraphs instead of two to three page passages. The ASP teachers indicated by having ELLs discuss and practice reading instruction and incorporating the vocabulary lessons throughout the tutoring assisted the ELLs to make reading progress from pre- to posttest. The increased scores suggested the ELLs benefited from the reading instruction in the ASP.

In the qualitative phase, two afterschool reading teachers of third grade ELLs provided information on the ASP and curriculum presented through face to face

interviews. The qualitative interviews with the third grade teachers indicated they were using varied instructional strategies including the use of technology and bilingual books. Many of the strategies used provided ELLs support with building schemata. The ASP teachers indicated the reading program allowed ELLs time to practice reading foundation skills. Teachers used the ASP to model the reading processes to support ELLs to comprehend text and decode words.

The qualitative findings of the strategies used during the ASP were consistent with the ideas found in schema theory. Schema theory indicated a student's structure of prior knowledge and experiences relating to the new concepts during learning are critical for a student to become a successful reader (Little & Box, 2011). The ASP teachers used visuals to support ELLs to increase reading achievement. According to Little and Box (2011), visual aids are used to connect prior and new knowledge. The afterschool teachers previewed vocabulary using visuals, graphic organizers, bilingual books, and discussions, to support students with building knowledge and connecting prior knowledge to reading text. According to Fisher and Frey (2013), students should be presented with background knowledge prior to reading to learn new vocabulary and support comprehension of the text. ASP teachers indicated ELLs discussed their learning often and drew pictures to activate prior knowledge to support learning new words and academic concepts.

Close reading was another strategy used by teachers to instruct learning during the ASP. Close reading also called analytic reading required a student to interact with a complex text many times to comprehend layers of meaning that leads to a deeper

understanding of the reading material (Boyles, 2013). Teacher one indicated she used Science and Social Studies texts to explicitly teach vocabulary to ELLs to build vocabulary and provide background knowledge that the students lacked according to teacher one. Teacher two did not call it close reading but she indicated how she used the printed text to support vocabulary development and to help ELLs understand what they were reading. ASP teachers indicated the ELLs built their reading foundation skills, increased sight word vocabulary, and learned how to use reading strategies to become independent readers.

The qualitative findings highlighted the instructional strategies used to increase the ELLs reading mean scores from pretest to posttest. According to Sibold (2011), when ELLs struggled with reading comprehension it could be attributed to lack of understanding vocabulary. Teachers in the ASP worked on building vocabulary and mentioned it often during the interviews. Teaching ELLs using visuals and graphic organizers were indicated as effective strategies to increase reading comprehension (Little & Box, 2011, and Sibold, 2011). The only modification needed to address teaching the ELLs addressed by one ASP teacher was to group ELLs by reading levels to allow teaching reading foundation skills and grade level standards together. The ASP teachers indicated they taught ELLs explicitly how vocabulary words can be used in speaking.

Based on the findings of this study, no professional development was provided to the teachers to address reading strategies to increase ELL's reading achievement prior to teaching in the ASP. Providing reading professional development to ASP reading

teachers will ensure ELLs are provided the research based instructional strategies to increase reading achievement. My project (see Appendix A) is a 4-day professional development that will provide support for afterschool teachers using the following recommendations based on Baker et al.'s (2014) educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*:

1. Teach academic vocabulary
2. Integrate oral and written language instruction into content area teaching
3. Provide small group instruction interventions to students struggling in literacy and English language development.

The results of the study were used to develop professional development for teachers to provide quality reading instruction for ELLs during the ASP. Section 3 describes the project chosen using professional development for afterschool teachers' to address ELL reading achievement considering the data analysis in Section 2.

Section 3: The Project

Introduction

The findings from Section 2 indicated that the teachers in the ASP at the study site had not been provided current professional development (PD) designed to teach ELLs. The proposed project will be a PD program for third grade ASP ELL reading teachers, designed from the research and data gathered from this study (see Appendix A). The third grade ASP reading teachers indicated that they were provided planning time but no PD on research-based reading strategies before the program. Each teacher had taken a county PD course: Teaching Academic Language and Content to ELLs, years before. Teacher 1 had taken the course 7 years prior and Teacher 2 had taken the course 2 years prior to the 2014 ASP.

This project is intended for use by third grade ASP ELL reading teachers to enhance their teaching practices. Teachers on all grade levels in the school will be invited to attend the PD because the recommendations presented during the PD can be used by all teachers in the school. The quantitative results from the study indicated that ELLs made significant gains from reading pretest to the reading posttest. The qualitative results from the study indicated teachers were using a variety of instructional reading strategies. There was no guidance offered to the ASP teachers on the best strategies to use for ELLs. Teacher 1 did not mention the use of the ELLs language proficiency level as a framework to guide the reading strategies offered to the students. Previous research had indicated that the language proficiency level of ELLs must be taken into account during reading instruction (Conger et al., 2012). The results of this study indicated that ASP ELL

reading teachers were not provided specific graphic organizers to use during reading instruction. According to Fountas and Pinnell (2010) graphic organizers are visual diagrams that show the relationship among ideas used by educators to help students understand important information during reading or to understand the way an author has structured text. The purpose of the PD will be to provide teachers with research-based ELL reading practices to enhance their teaching skills and provide graphic organizers using the ELLs language proficiency as the framework.

In Section 3, a brief description of the proposed PD and the goals therein will be explained. The rationale for selecting the project and literature review supporting the project will be discussed. Then, the specific details of the project, including the resources needed, implementation procedures, and the roles and responsibilities of others involved are presented. The next section includes a plan for evaluating the PD, the justification for the evaluation, and the indicators of success of the program. Finally, the implications for local community and far reaching social change will be discussed.

Description and Goals

The goals of the PD are to provide third grade ASP teachers and all teachers attending with knowledge to teach academic content and literacy to ELLs. The project has four goals:

1. Teach academic vocabulary using varied instructional activities;
2. Integrate oral and written English language instruction into academic content areas;
3. Provide frequent planned activities to develop written language skills; and

4. Provide small group instruction to ELLs to develop language proficiency and literacy instruction

Rationale

This project was developed after ASP teachers interviews indicated no particular PD had been provided to address teaching ELLs to read and increase English language proficiency. The participants indicated that they were using reading strategies they had learned in county developed ELL reading PD more than two years prior. Teacher 1 suggested teaching the reading skills the school wide ELL teachers indicated as a need could also be taught. Baker et al. (2014) indicated educators need evidence-based recommendations to teach ELLs in the elementary grades.

The data presented in Section 1 showed evidence of a reading achievement gap between ELLs and their grade level peers. There are approximately 4.4 million ELLs in public schools in the United States (USDOE, 2015). The NAEP 2015 fourth grade assessment in reading indicated that there is a 21 point difference in reading scale scores between Whites and Hispanics in Georgia, which increased one point from the year 2013 (NAEP, 2015). ELLs comprise 56% of the current school population in a northern suburb of Georgia. Current 2015 state mandated district and school English language arts data indicated the ELL achievement gap still existed between all students that included ELLs and the ELLs subgroup data. The pilot year for the test was 2015, so individual scores should be interpreted with caution (GaDOE, 2015).

The ASP did not offer reading PD providing current research-based reading strategies and activities to teach ELLs reading. ASP reading teachers needed to know the

current research about skills and activities to address teaching reading to ELLs to attempt to close the reading achievement gap as indicated by the current national, state, and local reading assessments. ASP reading teachers also needed strategies to increase ELLs' English language proficiency as they learned academic content in schools.

The school chose the ASP to address students performing below grade level in reading. Current research indicated 16% of students who do not read on grade level by third grade will not graduate from high school on time. According to Hernandez (2011), this percentage increases to 35% when students live in poverty. Based on the current state mandated assessment and the school's population that receives free and reduced lunch, the statistics from Hernandez would mean 35% or 70 students from the 200 students currently in third grade would not graduate from high school in 4 years. Providing third grade ASP teachers the skills and activities to teach academic content and literacy to ELLs will provide a solution to the reading achievement gap between all third grade students and ELLs in my school. The skills and activities can also be used by ASP when teaching during the regular school day to enhance the learning of ELLs who do not participate in the ASP. This would also mean more ELLs would graduate from high school and have an opportunity to attend institutions of higher learning.

Review of the Literature

The literature review contains studies that indicated the effect teachers can have on their teaching skills and student learning when provided with quality PD. The PD literature provided information on the skills teachers need to improve ELLs reading instruction. With this PD knowledge, ASP teachers can improve ELLs' reading

instruction to address the problem of the reading achievement gap between ELLs and non-ELLs. The teachers will also take the instructional strategies learned in the PD into the classrooms to be used to teach ELLs and all students to increase reading achievement. The literature review will address adult learning using the andragogical adult learning theory as the framework for providing adult learning. Next, PD and teacher quality related to ELLs' reading achievement will be discussed. Then research based instructional strategies for ELLs learning to read will be addressed.

The online library at Walden University was used to provide the sources from the educational databases of ERIC, Education Research Complete, ProQuest, and SAGE Premier. The keywords searched during this project study were: *andragogical theory*, *professional development*, and *reading instructional practices for ELLs*. There was a plethora of information on professional development and ELL reading instructional strategies.

Andragogical Theory and Adult Learning

Knowles, Holton, and Swanson (2011) stated it is necessary to understand how adults learn when implementing a PD program. According to Lindeman (1926), adult learning begins by giving attention to problem situations that are impeding the adult from reaching self-actualization. According to Knowles et al., the adult learners' experiences are just as important as the teacher's knowledge. Lindeman (1926) summarized the foundation of adult learning theory that has been supported by research. The following assumptions are:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy;
- Adults' orientation to learning is life-centered; therefore, organizing adult learning should be based on life situations;
- Experience is the richest source for adult learning; therefore, adult education should focus on the analysis of experiences;
- Adults have the need to be self-directing; therefore, teachers should engage in the process of mutual inquiry and then evaluate their conformity to it; and
- Individual differences among people increase with age; therefore, adult education must make provisions for difference in style, time, place, and pace of learning. (Knowles et al., 2011, pp. 38-39)

Knowles (1990) described the andragogical model by defining the meaning of an adult. A person becomes an adult when they gain a concept of self-directing and are responsible for their own lives (Knowles, 1990). This includes learning and making their own decisions (Knowles, 1990). The andragogical theory is based on the following assumptions:

- Adults need to know why they need to learn something;
- Adults have a concept of being responsible for their own decisions and lives and have a psychological need to be seen and treated by others as being capable of self-direction;
- Adult learners come to a learning activity with a variety of different experiences;

- Adults need to be ready to learn the things they need to know and be able to do to cope with real life situations successfully;
- Adults are motivated to learn to the extent they think the learning will help them perform tasks or problem solve real life situations; and
- Adults are responsive to external motivation but the most powerful motivators are the internal pressures such as job satisfaction and self-esteem (Knowles et al., 2011, pgs. 63-67).

Harper and Ross (2011) conducted a study at the University of Southern Mississippi where adult learners were allowed to design their own degree plan with some boundaries. Using the andragogy principles as their framework for the undergraduate interdisciplinary studies degree program with college students, students indicated they felt control over their education processes (Harper & Ross, 2011). The students indicated they were motivated to learn and this was indicated by their coursework and grades (Harper & Ross, 2011).

Online learning has become a method for adult learning. A study conducted by Johnson (2014) indicated the andragogy principles of adult learning are similar in the online environment. The case study involved nine participants at an online university. Johnson found that andragogy had a positive effect on online postsecondary classes. Students experienced a positive change in their performance level, student motivation, and student engagement.

A northeast Texas school district and a regional Texas university formed a partnership to develop a professional development school (PDS) in 2005 using the

principles of Knowles andragogy theory (Green & Ballard, 2011). The two main goals of the program were that adults would be learners and pass state mandated certification tests, and students in the Title I school would show improved gains on the state standardized, Texas Assessment of Knowledge and Skills (Green & Ballard, 2011). The PDS candidates who have completed the program have passed the state certification tests at a rate of 100% (Green & Ballard, 2011). The student scores on state standardized assessments rose in every content area each year from the initial year of the PDS (2004-2005) to 2009/2010 (Green & Ballard, 2011). Research on adult learning provided an understanding of how to engage teachers in learning during PD to integrate skills in their daily practices, which will result in increased reading scores for ELLs in Grade 3.

Professional Development and ELL Teacher Education

Teacher PD is designed to provide teachers with the knowledge and skills needed to help students learn. The U.S. population has changed and there are now 30 million more immigrants than there were 3 decades ago (Migration Policy Institute, 2015). ELLs have diverse cultural, linguistic, and socioeconomic backgrounds and must acquire English proficiency and academic content mastery at the same time in schools (Boyle et al., 2014). Georgia ranked 10th in the nation with 5.50% of its student population indicated as ELLs (Ruiz Soto, Hooker, & Batalova, 2015). The school district used in this study was ranked in the top 25 U.S. school districts by ELL enrollment in 2011-2012 (Ruiz Soto et al., 2015). Professional development provided teachers of ELLs will be discussed next.

The Study of School Turnaround examined 35 case study schools receiving School Improvement Grants (SIG) over a 3 year period from 2010-2011 to 2012-2013 (Boyle et al., 2014). Eleven schools with 45% of ELLs were examined to find how PD efforts improved teaching capacity for ELLs using instructional strategies and PD (Boyle et al., 2014). Boyle et al. (2014) specified teacher survey respondents indicated they participated in ELL PD for the 2011-2012 school year; however, ELL PD accounted for less than 20 hours of the total PD hours. Teacher survey respondents who indicated they participated in ELL PD to increase English proficiency or ELL instructional strategies to support teaching academic content were more likely to report the PD increased their effectiveness as an ELL teacher (Boyle et al., 2014).

Teachers have also expressed concerns about how to assess ELLs to address their learning needs. Kim, Erekson, Bunten, and Hinchey (2014) indicated teachers' knowledge to assess ELLs is crucial to improve teaching and achieving outcomes of Race to the Top and Common Core State Standards Policies. Kim et al. reported teachers frame their problem solving and decision making during PD. An ESL veteran teacher working with a university for six years on ELL assessment met with new teachers in her elementary school to design an ELL assessment project (Kim et al., 2014). The ESL teacher and new teachers discussed ELLs and their assessments with the ESL teacher interpreting the results (Kim et al., 2014). The ESL teacher also discussed group activities for the ELLs and instructional strategies to address learning needs (Kim et al., 2014). Communication between classroom and ESL teachers enhanced the value of the professional development especially since it was school based (Kim et al., 2014).

Short (2013) provided information to assist with implementing PD for teachers integrating language development in the classroom with academic content to ELLs. The Sheltered Instruction Observation Protocol (SIOP) model incorporated best practices for teaching academic English and provided teachers with methods for improving student achievement to ELLs (Short, 2013). According to Short (2013), PD offered teachers should include pedagogical strategies. These strategies could be effective with ELLs and designed to help ELLs learn academic language and academic content (Short, 2013). The SIOP model is based on empirical data has resulted in a refined program of PD for teachers and measured the results of ELLs academic instruction (Batt, 2010; McIntyre, Kyle, Chen, Munoz, & Beldon, 2010; Short, Echevarria, & Richards-Tutor, 2011). The SIOP model offered face to face workshops, classroom observations and coaching, school based collaborative learning communities, and technical assistance (Short, 2013). Short (2013) stated that the job embedded program allowed teachers to practice the techniques they learned and reflect on the accomplishments and the challenges. Short (2013) confirmed that the adult learner has different experiences and needs to be given time to learn new techniques during PD. Effective PD improves teaching performance that has a positive impact on student performance (Short, 2013). PD is important to increased ELL reading achievement, but what instructional strategies should teachers of ELLs be provided.

Research Based Instructional Reading Strategies

Little and Box (2011) provided an effective reading strategy that used the schema theory method of semantic mapping to facilitate vocabulary development and

comprehension for at risk readers. Little and Box (2011) indicated students come to school with varied experiences but lack the prior knowledge and experience to relate to academic vocabulary and comprehend the meaning of the text. Semantic mapping is used to create graphic organizers using student generated ideas related to the concept to be read in the text (Little and Box, 2011). The teacher uses the student generated prior knowledge and places it into related conceptual categories to support student learning (Little & Box, 2011). Semantic mapping provides prior knowledge on a subject in addition to major vocabulary and concepts (Little & Box, 2011). This strategy makes use of the schemata students already possess and information presented during the semantic mapping activity is related to the information they are getting ready to read (Little & Box, 2011). According to Little and Box (2011), semantic mapping allows students to gain prior knowledge and essential information prior to reading the printed text to facilitate reading and comprehending the printed text.

Slavin, Madden, Calderon, Chamerlain, and Hennessey (2011) examined reading approaches that are best for ELLs to increase reading achievement in k-6 schools. Slavin et al. indicated the quality of instruction was more important than if a student was taught using their native language. Slavin et al. concluded that small group reading instruction and one on one tutoring are the interventions best suited to increase reading achievement for ELLs. The interventions worked best when combined with PD including coaching, feedback, and support for teachers using the new strategies (Slavin et al., 2011; Vadasy & Sanders, 2011).

The Institute of Education Sciences first published a practice guide for teachers to teach ELLs literacy instruction using research conducted through 2005 to increase reading achievement (Gersten et al., 2007). This guide stressed the use of beginning reading instruction with ELLs and effective literacy interventions in the primary grades (Gersten et al., 2007). Gersten et al. (2007) recommended that vocabulary instruction and peer assisted learning be implemented in the classroom to support ELLs reading instruction. The current educator's practice guide, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, has updated the instruction of ELLs due to the Common Core State Standards for English Language Arts (Baker et al., 2014). Baker et al. (2014) focused the current practice guide to improve academic content vocabulary, writing, and content learning of ELLs in elementary and middle school. The elementary level will be the focus of this study to provide instruction to ELLs receiving direct instruction in English and ELLs who have been classified as fluent in English. ELLs who are no longer receiving direct support instruction were included in the current practice guide because those students are still learning academic English (Baker et al., 2014). Baker et al. indicated the formal English used in school and text is considered academic English. This guide focused on ELL's primary language and the relationship to learning academic English (Baker et al., 2014). The PD program will provide teachers information to support using the following recommendations to support teaching ELLs in elementary school:

- Teach academic vocabulary using varied instructional activities;

- Integrate oral and written English language instruction into academic content areas;
- Provide frequent planned activities to develop written language skills; and
- Provide small group instruction to ELLs to develop language proficiency and literacy instruction.

Implementation

Potential Resources and Existing Supports

The four training days will be scheduled on four non-school days that may be Saturdays or school based PD days. There will be four scheduled follow up sessions. The school has common 45 minute planning sessions each day, which could be used by teachers for ongoing follow up with the instructor. The teacher participants will not require substitutes or need to provide substitute plans during the time involved in the training. I will facilitate the PD training and will ask for credit toward certificate renewal for my time and effort to produce the training. The teachers will receive continuing education hours toward the state certification renewal process. The following resources will be needed for the PD:

- Support from administration to provide the PD;
- Support from the third grade teachers and other participants to participate in the PD and to implement the recommendations with fidelity;

- A room will be needed to provide seating and tables for the number of teacher participants. The room will need to have internet services, Microsoft PowerPoint, and the screen to project information presented;
- Third grade teachers will bring their district provided laptops;
- Necessary supplies for the PD will be colored dry erase makers, colored markers for paper, colored pens, colored paper, printers, sticky notes, and third grade textbooks for all academic areas;
- Support from the technology group to develop a community for third grade teachers to collaborate and discuss implementation;
- PD template of information provided to district office to provide PD hours to teachers training transcripts; and
- Support from teachers to complete the PD post assessment survey.

Other resources that may be needed are readily and available in the school. The teachers will need to work in small groups to interact during the presentation and develop specific plans with strategies they will use in the classroom. One other resource that is available is the ELL instructional coach provided to each school by the district. The ELL instructional coach will review the PD materials and provide suggested county materials to be used during the PD.

Potential Barriers

The potential barriers that could interfere with the success of the program are the administrative team not supporting the project. Another barrier is the scheduling of a PD on a non-school day. The teachers would not be required to attend and this would affect

the teachers implementing the recommendations. The teachers may not implement the practices with fidelity or may not implement the practices at all. Teachers may not want to change their current practices even though our teachers are required to use research based instructional strategies. Another barrier to the PD would be to provide follow up when all teachers could meet to discuss information being shared in the PD communities' database on the internet. A final barrier of the PD is my ability to work with teachers and provide support and guidance in a timely manner.

Proposal for Implementation and Timetable

The third grade teachers attending the Teaching Academic Content and Literacy PD to ELLs in elementary school will be voluntary (see Appendix A). The participants will attend four Saturday sessions over a period of five months, May to September. All four training sessions will be a total of 8 hours similar to our current PD sessions. February through May will consist of soliciting third grade teachers and registration through the local school communication and instruction website and during grade level collaborative planning. The program flyer is in Appendix A of the project section. The advertisement will describe the PD, the proposed dates for the PD, and the staff development hours to be awarded toward state license certification renewal. Information for the PD will be shared with the county ELL instructional coach and the school leadership team to allow them to have knowledge of the goals of the program to support providing instructional literacy strategies to increase ELLs' achievement in the school and to decrease the reading achievement gap.

After the registration period, from February to May, teachers will complete an online needs assessment survey. The survey will provide a guide to design the PD to accommodate the needs of the teachers and provide the recommendations indicated in the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014). The calendar for the program, syllabus, and Powerpoint presentation are located in Appendix A of the project section.

Day 1 will be conducted on the first Saturday in May after school is out. Teachers will know their schedules for the upcoming school year and the students enrolled in their classes. Conducting the training during this time will allow teachers' time to learn, plan, and prepare for students for the upcoming school year. All trainings will be held in the media center that has wireless internet capabilities, the large screen for projection, and books for teachers to use to plan lessons. Teachers will have use of their county issued laptops for the session.

The morning of the first PD training will begin with teachers completing the sign in sheet to confirm their attendance at the session. I will welcome the teachers and we will complete an activity to introduce each other and get acquainted. Tables will be arranged in small groups of four. I will review the agenda for the meeting and provide feedback from the PD needs assessment the teachers completed after they registered for the class. Teachers will be provided time to provide additional information and elaborate on the information presented. The background information on the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014) will be shared with the participants. Mini interactive

activities will be done for the remainder of day one, which will include teachers working in small groups to demonstrate the use of the recommended instructional strategies to teach academic content and literacy to ELLs for day one. Teachers will use the information on the county lesson plan website to modify lessons to include the use of the recommended strategies. Teachers will choose a grade level text to develop a lesson for intensive academic vocabulary instruction after completing the recommended parts of the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014) for Recommendation 1. Teachers will review what they will do on each day in the classroom to incorporate the steps described to teach an academic set of vocabulary words and share with the group. We will discuss how building vocabulary supports ELLs to build background knowledge to support understanding grade level text. At the end of day one the teachers will complete a ticket out the door activity. The teachers will respond to three prompts regarding the session for teaching academic vocabulary:

- What I learned;
- Please review this again on the next session; and
- Questions or comments

For Day 2, the PD will focus on Recommendation 2, using short videos, visuals and graphic organizers to help students make sense of the academic content. Before getting started, all questions from the ticket out the door or teacher input will be addressed. Teachers will review the information from the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle*

School (Baker et al., 2014) and mini interactive activities will be interspersed to allow teachers to practice the use of the strategies. Teachers will use the Recommendation 2 and integrate the strategies into a lesson. Teachers will use grade level text and develop a lesson over several days and share with the group how they will build oral and written English language instruction into their content area teaching. We will discuss how the use of the strategy supports ELLs with building schema to comprehend grade level texts. At the end of day two the teachers will complete a ticket out the door activity. The teachers will respond to three prompts regarding the session for teaching academic vocabulary:

- What I learned;
- Please review this again on the next session; and
- Questions or comments

Training Day 3 will focus on providing students with structured opportunities to develop writing skills. Before getting started, all questions from the ticket out the door or teacher input will be addressed. Recommendation 3 from the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014) will be presented in short interactive sessions allowing teachers to practice using the materials presented. At the end of the training teachers will develop a grade level lesson using the recommendations over several days. We will discuss how the use of recommendation 3 supports ELLs to build background knowledge to present written material in a focused comprehensible format using grade level vocabulary. At the end of Day 3 the teachers will complete a ticket out the door activity.

The teachers will respond to three prompts regarding the session for teaching academic vocabulary:

- What I learned;
- Please review this again on the next session; and
- Questions or comments

The final day of PD will focus on Recommendation 4 to provide small group instruction intervention to ELLs. Before getting started, all questions from the ticket out the door or teacher input will be addressed. Small interactive sessions will be integrated into the training to allow teachers to practice and discuss the suggested instructional tasks. At the end of Day 4 teachers will develop a grade level lesson using the recommendations and share with the group. We will discuss how the use of the recommendations may help students build background knowledge to comprehend the literacy activities in the classroom. At the conclusion of this session teachers will complete the PD evaluation to determine if the goals of the PD were met. The evaluation will include whether the strategies presented will address ELL literacy in academic content and help ELLs build schema to support them during their learning.

Roles and Responsibilities of Researcher and Others

My role and responsibilities are to present the PD program to administrators, teachers, and any staff that are in attendance. I will also provide additional support to teachers throughout the school year to use the recommendations presented during the PD. I will complete the necessary paperwork to ensure teachers receive continuing education credit toward their certification renewal. The administrative team's responsibility is to

listen to the material presented to make revisions to current PD for teachers in the school especially those involved in the ASP. The will also contact teachers on their grade levels who need additional support teaching ELLs to attend the PD. The administrators will monitor instruction in the classroom to view the recommendations being used to support ELL literacy instruction. The teacher's job will be to actively participate in all training sessions and use the practices and strategies presented in the PD. The teachers will also develop lessons to use in their third grade classroom to support ELL literacy in their classrooms. The teachers can seek additional support and share the information with colleagues who are not in attendance. The technology team will ensure teachers laptops are working and we have access to the county lesson plans and databases. The county ELL instructional coach will review the information being presented to ensure it provides the instructional strategies needed to increase the reading achievement of ELLs and provide support to the facilitator as needed.

Project Evaluation

Prior to the PD, teachers will be provided a needs assessment survey to address teaching ELLs literacy. Data collected from the needs assessment survey will provide a guide as I plan the training program to accommodate the information from the survey. The needs assessment will be developed by the literacy coaches and me at my school (see Appendix A).

According to the National Staff Development Council (2016), PD regularly assesses the effectiveness of the ELL professional development in achieving goals to teach the recommendations, improving teaching, and assisting students in meeting state

academic standards. Throughout the PD, teachers will be evaluated on their use of the strategies presented during the training based on the goals of the PD. The administrators, teachers, and county ELL instructional coach will provide feedback on the utilization of the practices in the formal lesson plan and the implementation. Teachers will be provided a ticket out the door at the end of each training day to indicate what they learned, and what they still need to know in order to be successful implementing the recommendations. At the conclusion of Day 4, teachers will complete an evaluation to determine if their learning needs were met and if the material presented will assist with teaching academic literacy content to ELLs.

The afterschool teachers responded during the interviews that they had not received PD to support teaching ELLs prior to the ASP or that school year. Follow up training and support will be provided for teachers to discuss the evaluation from training Day 4 and the information will be shared with the administrative team, the literacy coaches and the school wide ELL teaching team. A discussion will take place on how the strategies are being used, any roadblocks to using the strategies, and any materials they need to implement the four recommendations from the educator's practice guide:

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Baker et al., 2014). There will be three additional follow up training sessions during the teachers planning periods. During these follow up training sessions a discussion of how the recommendations met their needs to build prior knowledge to support ELL literacy and increase ELLs learning academic contents will be discussed.

More training or assistance will be provided as needed by teachers in a group or individually.

Implications Including Social Change

Local Community

Locally the PD project study can address the reading achievement gap between ELLs and all students in reading in the school and district. This PD can help provide teachers with research based instructional strategies to teach ELLs academic content and literacy to help them pass the state mandated reading test in third grade to be promoted. As teachers learn these strategies, they can implement them throughout the school day and provide lessons to assist students with mastering the academic content especially in reading and increase English literacy. With this increased knowledge ELLs could possibly be on third grade level for reading and this would increase their chances of graduating from high school.

An implication would be if the third grade ELLs made a drastic improvement in reading literacy and the school district could mandate all teachers of ELLs learn and implement the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* recommendations to increase ELLs learning (Baker et al., 2014). Using the strategies learned would affect all academic areas and ELLs would develop the schema or background knowledge to be used to support their learning in all academic content areas.

The importance for students and families would be increased opportunities for lifelong learning that would lead to better paying jobs. The community would have

former ELLs that could assist other ELLs with learning that would have personal experiences to guide their teaching. The ELLs would have jobs to support their families and not need to depend on social programs. The increased achievement would allow more ELLs to contribute by participating in local, state, and national government processes. This would allow more ELLs to participate in planning events for the local, state, and country that ensures their ideas and needs are met.

Far Reaching

Far reaching the project could provide other schools with an ELL achievement gap an instructional tool to develop teacher's skills using instructional strategies to increase ELLs achievement by learning to teach academic content and literacy to ELLs. The project was developed using information from the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014) and can be used by elementary and middle school teachers. The guide presents recommendations to enhance ELL instruction so they have opportunities to listen, speak, and write about academic content (Baker et al., 2014). This study may be of interest to other public schools in the United States that experience the need to close the ELL achievement gap and prepare ELLs to graduate from high school, college, and other institutions of higher learning.

Conclusion

I presented my proposed project, a PD program designed to enhance teaching skills to teach academic content and literacy to ELLs using the information from the educator's practice guide: *Teaching Academic Content and Literacy to English Learners*

in Elementary and Middle School (Baker et al., 2014). I presented a description of the PD, the project goals, rationale, and a literature review. Then I presented a comprehensive discussion of the project, resources needed, implementation process, timetable, and roles of the people involved. Next I presented the plan for evaluating the PD and social implications.

In Section 4, I indicate my reflections of the project. I discuss the project's strengths, limitations, recommendations in addressing the problems and my overall insights on this scholarly project. The implications for social change are addressed including the possible directions for future research.

Section 4: Reflections and Conclusions

Introduction

The project strengths, recommendation for remediation of limitations, and my reflections and thoughts regarding the project are presented in Section 4. My thoughts regarding the development of teaching academic content and literacy to ELLs PD to the evaluation of the project are expressed. In the reflections I discuss what I learned as a scholar, practitioner, and self-developer. The implications, applications, and directions for future research regarding the project are also conveyed.

Project Strengths

One strength of this project study was that the PD program was created based on afterschool teachers' interview responses regarding a lack of reading PD. Baker et al. (2014) indicated the need to provide updated information provided from research to include academic vocabulary when teaching ELLs. The project emphasized the importance of teaching academic vocabulary, academic content, and writing to ELLs due to the Common Core State Standards for English Language Arts (Baker et al., 2014). The project was also designed to address the needs of current ELLs receiving direct instruction in English and former ELLs who no longer receive direct support to learn English, but are not speaking English at the same level as non-ELLs.

Another strength of the project was that material presented for the third grade teachers may be used by teachers throughout the elementary school. The project was designed using research that recommended instructional strategies designed to enhance

teachers' effectiveness to teach academic content and literacy to ELLs. This allows teachers to use research based materials to implement the Common Core State Standards. Another strength was the project was interactive, which allowed teachers to apply their learning using the grade level content materials. The teachers will use the information learned to support ELLs to read and write on their grade level. The final strength is that the PD was job-embedded and follow up assistance will be provided after training throughout the school year. Reeves (2012) indicated that PD that is deliberate and focused and includes self-assessment and feedback with the opportunity to apply feedback recommendations are key to improved performance.

Recommendations for Remediation of Limitations

The PD has some limitations that will be discussed. The first limitation is that the project was developed based on interview data from only two third grade female afterschool teachers. No men were included in the study. The small sample size may prevent generalization of the findings to other groups. Recommendations for future research would be to include larger samples and both genders to allow generalization of the findings.

Another limitation is that the project focuses on the third grade in only one elementary school in a large school district. The PD could be tailored to support all grade level teachers in the school, since the study site has more than 55% of students identified as ELLs. The PD could be tailored to support other elementary schools in the district exhibiting ELL achievement gaps to enhance the teaching skills of all staff and increase ELL's academic content literacy.

Another limitation is that the PD will involve the trainer spending a large amount of work and time on planning and preparing for the sessions. The trainer will have to provide specific feedback attending to the needs of the participants, which could also include classroom observations. Funding may be needed to compensate an additional trainer to support the needs of the participants since the trainer already works at the school as an assistant principal with other obligations. I will conduct the first four Saturday sessions presenting the recommendations without financial compensation. The only compensation I will receive is the continuing education development hours that would count toward license renewal. I would ask the principal and the county ELL office if funding provided to the school could be used to hire additional county ELL support staff during their non-contract hours. If money is not available, I would ask if additional staff could count the time served to assist in the program as one of the non-designated professional development days already on the school calendar or receive compensation time. Compensation time means the additional staff would be able to take time off work without using their own personal leave in exchange for the time worked during the PD.

The last limitation is the time designated for the training. The Saturday trainings will require mandatory teacher attendance. The PD could attract other staff members if it were during the 10 days already designated as PD days on the school calendar. These teachers would not be required to work a 6 day work week and the PD could be presented multiple times across the 10 day designated PD days. Another option would be to record all sessions of the PD for teachers to view or review as needed.

Recommendations for Alternative Approaches

An alternative approach to the PD would be to design an ASP curriculum providing teachers with the lessons to use during the ASP. Teachers responded during the interviews they were not given a curriculum guide and decided what they would teach based on information presented on the state mandated contents. The curriculum would provide instruction based on the content weights of specific objectives and the amount of time spent on the objectives would be determined by the weights on the state mandated tests. The higher the percentage of the objective on the test would mean more instruction on that specific objective. Another approach for the project would be to design structured ASP planning sessions to review the weights for the state mandated tests and provide suggested lesson plans to teach ELLs English literacy and reading instruction.

Scholarship

The learning curve to undertake this process was huge since I had not attended a formal graduate program since receiving my specialist degree in 1993. Writing the study to address a current problem on my job added a leadership dimension to my administrative duties I had never experienced. I had to think about what I could research to contribute to increasing student achievement with a diverse culture. I had to develop a proposal using this information and get IRB approval to collect and analyze data used in the ASP and teacher interviews. The process required me to manage my time to complete research and synthesize and analyze material read. There were research designs that were used to complete specific types of studies that were shared during readings. When researching articles, I viewed the different types of research I had read about in the

textbooks paying close attention to be sure the articles were peer-reviewed. The project development and evaluation are discussed next.

Project Development and Evaluation

I learned that conducting a project was the result of the findings from the research. As I worked on the research project, I had several ideas in mind from brainstorming with colleagues on what could constitute possible projects. After the interviews with the ASP teachers who indicated they had not had PD on teaching ELLs within the past 2 years, it was evident that PD was needed to address teaching reading to ELLs especially in the study site with a population of 50% of ELLs since 2010-2014. Third grade was the first year ELLs were required to pass the state mandated test and providing the PD to third grade teachers would support increasing the number of ELLs reading on grade level and passing the state mandated tests.

I had a conversation with the county ELL instructional coach and reviewed her materials. She indicated she had been teaching the current ELL reading course for 6 years and I wanted to provide updated materials to teachers including current research. I looked in the Walden University online library and Google scholar using key words such as: *English language learners and reading, English language learners and professional development, English language learners and professional development, and teacher training*. It was not until I visited the NCES website and viewed the materials that I found the educator's practice guide: *Teaching Academic Content and Literacy to English Language Learners in Elementary School and Middle School* (Baker et al., 2014). Viewing the guide several times, especially since the practices were refined since the

2007 publication based on current research, I knew I had found a PD for third grade teachers that supported teaching academic content and literacy to ELLs. Not only would teachers have the PD, but they would also have a practice guide to refer to during the course of the school year along with continued support for reflection and refinement of practices (Reeves, 2012).

The evaluation of the project will be done after the presentation of each recommendation. The evaluation will ask the teachers what they learned during each PD session, and what they would like more information on. The teachers can provide comments on the PD that will be addressed at the next PD session. I will use the information from the evaluation after each session to respond to the teachers' requests and comments. Using the immediate feedback from the evaluations, I will modify the information that will be presented in the following PD session to ensure the needs of the teachers were being met. It will also allow clarification of the recommendations and provide time for additional resources to support lesson planning.

Leadership and Change

My leadership and change started at the beginning of this process, during advisement. Even though I was a veteran administrator there were many areas in my work that needed to be changed. I had to develop more technology skills to manipulate the online learning resources and find the support needed throughout the program. The classwork provided the needed information but it was up to me to take educational theory and practices and integrate them into my daily work. Sharing the information with colleagues throughout the scholarly process allowed me to witness the process of change

first hand. Some colleagues were open to the new information to use in their work and others just wanted to keep on doing the same thing they had always done in spite of the information presented on the ELL reading achievement gap. During the course of study, I found resources that supported me in affecting change in my school.

McTighe and Wiggins (2013) addressed working together in collaborative groups instead of isolation to develop lessons and critically analyze what works in schools. A guide for how to use essential questions with staff and colleagues addressed how to reform schools and to understand the need for change using collaborative inquiry (McTighe & Wiggins, 2013). McTighe and Wiggins indicated an essential question is used to examine a key idea or process in depth to come to an understanding. According to McTighe and Wiggins collaborative inquiry would have the school staff to work together to explore the needs for various initiatives using essential questions to provide staff a framework to search for solutions to problems. The use of essential questions has provided me with a framework to work with staff to explore initiatives to increase ELLs reading achievement. DuFour, DuFour, and Eaker (2008) addressed forming professional learning communities provided collaboration time for staff on an ongoing basis could change school cultures and the teaching profession. The school in which I completed my research was just beginning to move to a collaborative environment involving staff to provide input to increase student achievement.

I had moved to a new school in 2010 and the new school was not operating with professional learning communities. The professional learning handbook, *Learning by Doing* (DuFour, DuFour, Eaker, and Many, 2006) was a resource to use with my teams as

we moved to develop professional learning communities by grade levels, curriculum content, and parent involvement. I worked with staff using another resource to work collaboratively that allowed staff to provide insights to improve our school. DuFour and DuFour (2012) provided an updated handbook refining the professional learning communities' processes.

Changes happened in the study site because the student transition rate varied from 32% in 2010 to 38% in 2015 at the study site. We monitored the ELLs academic needs in our school and adjusted the learning plans to support their learning. Future-Focused Leadership addressed how to keep up with change by staying in touch with trends and issues in education and to provide a plan for action in which all educators are provided the opportunity to be leaders (Marx, 2006). I understood the different types of educators that worked in my school using another resource for support. Muhammad (2009) found that schools are made of four types of educators: believers, tweeners, survivors, and the fundamentalists. The fundamentalists are veteran educators who believe there is no need to do things differently, who benefit from the current educational system and are a threat to school improvement (Muhammad, 2009). Muhammad addressed how to deal with the fundamentalists and other groups mentioned above to improve a school's culture. The PD developed can cause a change in ELL reading achievement when the teachers use the instructional strategies to support all students during the reading process.

Analysis of Self as Scholar

The doctoral process helped me learn how to review information presented in classes to increase my knowledge of the research process. Reviewing published research

helped me understand there were multiple ways to find answers to problems. I also learned that scholarly peer reviewed information was more reliable than other sources. Discussions in class with my peers helped me listen to multiple ideas and provide resources to support information shared. This was my first experience using APA style of writing and it was different from the Turabian style I had used in the past. Through this process I have learned to research thoroughly ideas using search engines to find evidence and create scholarly work.

Analysis of Self as Practitioner

In my role as an assistant principal, I am constantly looking for methods to increase student achievement. I shared the information as I was learning with my collaborative teams on ELL instructional strategies. I observed the methods teachers were using to instruct ELLs in the classroom and looked for semantic mapping, teaching academic vocabulary, and how teachers were integrating writing into their content specific lessons.

As a practitioner the information learned was shared with colleagues during meetings, professional learning communities, and also in personal conversations. The processes helped me to practice the communication skills needed to provide specific feedback during my work as described by Susan Scott (2011) in the book *Fierce Leadership*. The work during this time was used to support my work in the study site, design a project as a result of the research findings, and to develop a PD program for teachers designed to support ELLs with learning academic content and literacy.

As I developed the project I had to first research how adults learn. Then I addressed the goals for the program and how it would be evaluated. I also had to consider when the PD would take place, what resources were needed, and the length of the program to allow teachers time to use their skills in the classroom and reflect with colleagues to refine the information presented during the PD. I also realized the importance of the PD on teacher effectiveness and the use of job-embedded PD would ensure teachers were learning needed skills in a process of refinement and improvement of their professional practices (Reeves, 2012).

Analysis of Self as Project Developer

Developing PD for teachers in my school was not a new venture for me. What was different this time was using the information learned from andragogical theory. Prior to developing this project, I had not thought about the best way to teach adults to ensure they are learning. Another difference was not just looking at data to provide a PD. The entire ASP process was examined and I utilized ASP teachers' interviews to provide a more in-depth rationale on PD needed for teachers. The research reviewed on PD helped me to develop a project aligning the standards from Learning Forward (2016) using a needs assessment, research based instructional strategies to teach academic content and literacy to ELLs, and an evaluation tool to provide ongoing support to teachers to ensure the strategies were being used with fidelity.

As I addressed Research Question 2, after transcribing, coding, and analyzing the ASP teacher interviews the teachers indicated no PD was provided to teach the ASP and they had not had any PD to teach ELLs within the past two years. One teacher indicated

she wanted the school's ELL support teachers to tell her what she needed to do. It was because of these comments and needing to address Research Question 1 on the effects of the ASP that PD for teachers would be the appropriate avenue to make change.

The development of the PD required thought to address the needs of the teachers. I considered several avenues for learning but as I researched the literature the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* provided current research based instructional strategies that would provide teachers with skills to enhance their craft of teaching. The enhancement of these skills using the PD would provide support for ELLs to learn academic content and increase their English literacy to pass state mandated tests. ELLs with the increased achievement could pass state and standardized tests to decrease the reading achievement gap that has existed in US public school assessments since 1992 (Hemphill & Vanneman, 2011).

Reflection on the Importance of the Work

From the literature I learned ASPs were developed due to the change in child labor laws in the late 1800's. (Mahoney et al., 2009). There were many different types of ASPs and some were found to be effective to increase achievement and some were not (Maynard et al., 2013). Fidelity to implementing the recommended strategies was a problem that was found when evaluating ASPs (Maynard et al., 201). ASPs can be used to increase ELLs achievement and decrease the achievement gap when students are provided instruction that allows them to use their background knowledge for learning new content.

Explicitly teaching ELLs academic vocabulary can increase their English proficiency and support learning academic content (Baker et al., 2014; Lesaux et al., 2010). Providing the instructional strategies to educators in my school will support ELLs learning English and enhance reading instruction. This will increase our school achievement when compared to other schools in our district and decrease the ELL achievement gap in reading when students take the state mandated test and the reading tests assessed by NAEP.

The Project's Potential Impact on Social Change

The importance of the PD can provide teachers with instructional strategies to close the achievement gap between ELLs and non-ELLs in reading is one positive impact on social change. This project was developed when ASP teachers interviewed indicated there was no PD within the past two years that addressed teaching reading to ELLs even though the current study site population had more than 50% of the student population designated as ELLs. The ASP was designed to address low performance of students on prior state mandated tests and in third grade it was based on current school assessments and teacher recommendations. No study had been conducted on the ASP and the information found could be used to provide teacher's with instructional strategies to increase not only ELLs but all students reading achievement. The perceptions of the ASP provided by the third grade teachers could be used to make modifications to the curriculum presented during the ASP.

This research study could add to the existing body of literature on teaching strategies used by two afterschool teachers with ELLs to increase reading achievement

during an ASP. This study was conducted using an ASP, but the information presented could be used with other extended learning programs beyond the regular school day. Creating the PD allowed me to practice using the scholarly information to address the national, state, district and local ELL reading achievement gap. I am ready to provide third grade teachers and other teachers with the PD addressing research based instructional strategies to increase their skills teaching ELLs academic content and English literacy. The project's positive social change can provide increased reading achievement, which will allow more ELLs to pass the state mandated to increase their participation in lifelong learning at institutions of higher learning and become active participants in our democratic society and global economy.

Implications, Applications, and Directions for Future Research

The purpose of the PD was to provide third grade teachers with instructional strategies to teach ELLs academic content and English literacy. This may increase the rate at which ELLs were being successful on the state mandated test and decrease the reading achievement gap between ELLs and non-ELLs. The PD will provide teachers with current research based instructional strategies and the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* to use for future reference (Baker et al., 2014). As teachers develop their reading teaching skills ELLs will increase their literacy skills and comprehend academic texts at a more proficient level leading to increased achievement across all academic content areas.

The project was designed for third grade teachers in the school who have ELLs in their classrooms. This is the first year all third grade students, including ELLs, are

required to take the state mandated test in reading for promotion. Any teacher in the school willing to participate will be allowed to attend due to the large number of ELLs in the school. Teachers are required to teach academic content to all students including ELLs who are also becoming proficient in the English language. This PD could be expanded to include all grade levels. Grades kindergarten, one, and two each have over 55% of the students on their grade levels receiving direct support from the school wide ELL teachers at the study site. Teachers on these grade levels can start implementing the recommendations provided in the PD so ELLs would become proficient in English and literacy faster than waiting until grade three.

There are several applications on which this PD could be designed. This PD program is designed to be implemented with all four recommendations on different days until the completion of all four recommendations have been covered. This PD can be divided up to be implemented one recommendation with the examples in small segments. This could be delivered during literacy collaborative planning provided one day a week for 45minutes. The PD could also be redelivered to long term subs and retaught to staff members who need more time to learn and implement the ELL instructional strategies. Baker et al.'s (2014) educator's practice guide could be provided to all staff at the school as a resource to use on their own if they do not want to attend the PD.

The educator's practice guide (Baker et al., 2014) could also be shared with the county ELL department. They would review the materials and decide if it were beneficial to share with other schools with an ELL achievement gap in reading on the state mandated tests. The educator's practice guide is designed for middle schools so the PD

could be shared with the ELL staff at the middle school level. The county ELL department can also decide what information from the educator's practice guide should be integrated into the existing county ELL PD program.

The projects implications for future research should be conducted to determine the effectiveness of the recommendations provided during the PD. This could be done by conducting a program evaluation study. A mixed methods approach could be conducted to compare the effects of the PD program with ELLs reading test scores and/or English literacy proficiency. Information could be shared with the Institute of Education Sciences to provide guidance to possibly participate in a longitudinal study to determine the effectiveness of the PD recommendations over a period of time.

Conclusion

A PD program was developed after the findings of mixed methods explanatory sequential research design study was conducted of the 2014 ASP. The problem was ELLs not passing the state mandated reading tests at the same rate as non-ELLs in the state, district, and school. Evidence from NAEP (2015) also indicated the reading achievement gap existed on the national standardized reading test. I conducted the study to examine the effects of the 2014 ASP on ELLs reading achievement and the third grade teachers' perceptions of the curriculum presented during the ASP. ELLs reading tests scores were provided before the ASP, and after the ASP was completed. Face to face interviews were conducted with two third grade afterschool teachers, which provided teacher's perceptions of the 2014 ASP. My findings indicated the ELLs reading mean score significantly increased from pretest to posttest. The findings from the ASP teachers

indicated no professional development was conducted to provide current research based instructional ELL reading strategies within the past two years. Based on my findings, I designed a PD to develop third grade teachers ELL reading instructional strategies using the recommendations from the educator's practice guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014).

Because I believe all students can learn I wanted to investigate the achievement gap between ELLs and non-ELLs in reading. I found the reading achievement gap has existed since 1992 and continues to exist in the data presented from NAEP in 2014 (Hemphill & Vanneman, 2011). The problem exists in my current school, district, and state and I wanted to find ways to support our classroom teachers and ELLs to decrease the reading achievement gap. I will present the project study findings to the administrative team and the school wide leadership team after the principal provides permission. Using the information from my learning I understand that change takes place one step at a time (Spiro, 2011). I will present the information from my learning on the change process and project to my administrative team indicating how the education I received can possibly provide ELLs the opportunity to become lifelong learners and decrease the ELL reading achievement gap by taking one step to enhance teacher's ELL instructional strategies using academic content and integrating English proficiency for ELLs daily. This step may pave the path to increasing ELLs reading achievement nationwide so they can become more effective members of our democratic society and the global market.

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Appendix A: The Project



A1.1 The Flyer

**TEACHING
ACADEMIC CONTENT
AND LITERACY TO
ENGLISH LEARNERS**

Goals of the ELL Professional Development

- 1. How to teach academic vocabulary**
- 2. How to integrate oral and written English language instruction into content area teaching**
- 3. How to provide structured opportunities to develop writing**
- 4. How to provide small group instruction to ELLs struggling in literacy and English language development**

4 Full Days of Professional Development including follow up sessions

You will receive

***EDUCATORS PRACTICE GUIDE: TEACHING ACADEMIC CONTENT AND LITERACY TO
ENGLISH LEARNERS IN ELEMENTARY AND MIDDLE SCHOOL***

35 HOURS OF PROFESSIONAL DEVELOPMENT HOURS

ONGOING TRAINING AND IMPLEMENTATION SUPPORT



A1.2 Needs Assessment Professional Development Survey

Thank you for attending the Teaching Academic Content and Literacy to English Learners in Elementary School Professional Development. Please complete this brief

survey to help us to provide the professional development training that can enhance teaching English language learners to increase their achievement.

1. How many years of teaching experience do you have?
2. Do you have an ELL endorsement? If no, why not?

3. Would you like to learn effective instructional strategies to teach ELLs academic content and literacy?

4. What would you like to learn to teach ELLs more effectively in the classroom?

5. What professional development activities have you participated in to support teaching ELLs?

6. If you have not participated in professional development, why not?

7. What was the most effective ELLs professional development that you have attended? Why?

8. What do you need to know to become a better ELL teacher?

A1.3

Professional Development Plan

Activity Title	Description	Date

<p>Session 1 Needs Assessment</p> <p>Recommendation 1 Provide a set of academic vocabulary words intensively across several days using a variety of instructional activities</p> <p>Presenters Helen M Mayfield ELL Staff</p>	<p>Day 1 Introductions</p> <ul style="list-style-type: none"> • 8:00 – 10:00 Meet and Greet - Teachers will sit at tables in groups of 2-4 to complete the introductory activity. Complete needs assessment survey. • 10:00- 10:15 Break • 10:15 – 12:00 • Provide teachers the goals of the professional development. Teachers will review the Powerpoint and receive the Educators Practitioner’s Guide for Recommendation 1 • 12:00 – 1:00 Lunch • 1:00 – 3:30 Teacher develop lesson plans to use with recommendation 1 using the text they have selected • 3:30 to 4:00 Discuss how needs will be addressed throughout face to face presentation and ongoing support • Meet in media center to discuss lesson plans briefly. Teachers will provide specific feedback and ask questions. Share 	<p>Day 1</p> <p>Follow up at next grade level ELA collaborative planning 45 Minutes</p>
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	<p>results of needs assessment survey.</p> <ul style="list-style-type: none"> • Summarize recommendations • Ticket out the Door What I learned 	
<p>Session 2 Reflections on use of Recommendation 1 Recommendation 2 Integrate Oral and Written English Language Instruction into Content-Area Teaching Presenters Helen M Mayfield ELL Staff</p>	<ul style="list-style-type: none"> • 8:00 – 10:00 Each teacher will share what has worked using the recommendation, what has not worked, and will receive specific written or one-on-one feedback from instructor. • 10:00 – 10:15 Break • 10:15 - 12:00 Teachers will review the Powerpoint and the Educator’s Practioner’s Guide for Recommendation 2 • 12:00 – 1:00 Lunch • 1:00 – 3:30 Teacher will develop lesson plans to use with Recommendation 2 using the text they have selected • 3:30 to 4:00 Meet in Media center as whole group to discuss the lesson plans briefly. Teachers will provide specific feedback and ask questions. 	<p>Day 2 Follow up at next grade level ELA collaborative planning 45 Minutes</p>

	<ul style="list-style-type: none"> • Summarize recommendations • Ticket out the Door What I learned 	
<p>Session 3 Reflections on use of Recommendation 2</p> <p>Recommendation 3 Provide Regular, Structured Opportunities to Develop Written Language Skills</p> <p>Presenters Helen M Mayfield ELL Staff</p>	<ul style="list-style-type: none"> • 8:00 – 10:00 Each teacher will share what has worked using recommendation 2, what has not worked, and will receive specific written or one-on-one feedback from instructor. • 10:00 – 10:15 Break • 10:15 - 12:00 Teachers will review the Powerpoint and the Educator’s Practioner’s Guide for Recommendation 3 • 12:00 – 1:00 Lunch • 1:00 – 3:30 Teacher will develop lesson plans to use with recommendation 2 using the text they have selected • 3:00 to 4:00 Meet in Media center as whole group to discuss the lesson plans briefly. Teachers will provide specific feedback and ask questions. • Summarize recommendations 	<p>Day 3</p> <p>Follow up at next grade level ELA collaborative planning 45 Minutes</p>

	<ul style="list-style-type: none"> • Ticket out the Door What I learned 	
<p>Session 4 Reflections on use of Recommendation 3</p> <p>Recommendation 4 Provide Small-Group Instructional Intervention to Students Struggling in areas of Literacy and English Language Development</p> <p>Presenters Helen M Mayfield ELL Staff</p>	<ul style="list-style-type: none"> • 8:00 – 10:00 Each teacher will share what has worked using recommendation 3, what has not worked, and will receive specific written or one-on-one feedback from instructor. • 10:00 – 10:15 Break • 10:15- 12:00 Teachers will review the Powerpoint and the Educator’s Practioner’s Guide for Recommendation 4 • 12:00 – 1:00 Lunch • 1:00 – 2:00 Teacher will develop lesson plans to use with recommendation 4 using the texts they have selected • 2:00 to 3:30 Meet in Media center as whole group to discuss the small group plans. Teachers will provide specific feedback and ask questions. • 3:30 – 4:00 Complete the project evaluation survey • Ticket out the Door 	<p>Day 4</p> <p>Follow up at next grade level ELA collaborative planning 45 Minutes</p>

	What I learned	
Session 5/45 Minutes	Ongoing Support	ELA Collaborative Planning Follow Up Session
Session 6/45 Minutes	Ongoing Support	ELA Collaborative Planning Follow Up Session
Session 7/45 Minutes	Ongoing Support	ELA Collaborative Planning Follow Up Session
Session 8/45 Minutes	Ongoing Support	ELA Collaborative Planning Follow Up Session
Planning is already built into our schools weekly calendar for collaborative planning daily for 45 minutes.	Mondays are Open Tuesdays Technology Wednesdays Math Thursday Language Arts Fridays Open	Follow up Sessions can be after school, during weekly planning, or on weekends.

A1. 4 PowerPoint Handouts

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

by What Works Clearinghouse



Introduction/Day 1

- Number of ELLs in the school
- Number of ELLs in the grade level

Day 1 Goals

- Learn the role of the Institute of Education Services
- Present the Educator's Practice Guide
- Introduce recommended practices to teach academic content to English Learners in Elementary School
- Focus on Recommendation 1

Introductory Game: Animal Attributes by Stephen S. Kaagan

I teach much like an (animal) because ...

I collaborate with other teachers much like (an animal) because ...



Reflection Questions

1. Describe the group of animals that were created?
2. What can be said about the differences in the way we teach?
3. Describe the helpful animal attributes? Which attributes make our work more difficult?
4. What do we need in order to succeed?
5. What role should metaphor-making play in our efforts to become more effective educators?
6. How could metaphor-making enhance student learning?

Teaching Academic Content and Literacy to ELLs in Elementary School

Educator's Practice Guide



Practice Guide: Introduction

Reasons the guide was updated

Who is the practice guide for?

What is the focus of the guide?

The Four Recommendations address

1. Academic Vocabulary
2. Content Area instruction
3. Writing Instruction
4. Small Group Intervention

Recommendation 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choose a small set of academic vocabulary for in-depth instruction.
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- Teach word-learning strategies to help students independently figure out the meaning of words.

Recommendation 2

Integrate oral and written English language instruction into content-area teaching.

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- Provide daily opportunities for students to talk about content in pairs or small groups.
- Provide writing opportunities to extend student learning and understanding of the content material.

Recommendation 3

Provide regular, structured opportunities to develop written language skills.

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.
- For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.
- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.

Recommendation 4

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
- Design the content of small-group instruction to target students' identified needs.
- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.
- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.

Recommendation 1

Research provided strong evidence that teaching academic vocabulary is beneficial and provides intensive instruction for ELLs in classrooms with non-ELLs (Baker et al., 2014)

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Baker et al., 2014)

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction (Leseaux, Jaffee, Falter, & Kelley, 2010)
- Choose a small set of academic vocabulary for in-depth instruction (Leseaux et al., 2010)
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening) (Leseaux et al., 2010)
- Teach word-learning strategies to help students independently figure out the meaning of words (Leseaux et al., 2010)

What is Academic Vocabulary?

- Words used in school in the classrooms and normally not used in social situations (Baker et al., 2014)

Two types of Academic Vocabulary

- General academic vocabulary- academic words used in writing across many different academic subjects. Meaning of words may change in different contexts (Baker et al., 2014)
- Domain specific vocabulary- words linked to a specific subject (Baker et al., 2014)

How to Implement Recommendation 1

1. Choose a brief piece of information text normally grade level text that includes academic vocabulary for intensive academic instruction (Leseaux et al., 2010)

Informational Text Characteristics

- Text should be engaging (Leseaux et al., 2010)
- Contain target academic words (Leseaux et al., 2010)
- Connects to unit of study and builds on the student's schema or knowledge of the topic (Leseaux et al., 2010)
- Provides details and examples so student can comprehend the passage (Leseaux et al., 2010)
- Contains ideas that can be discussed from a variety of perspectives (Leseaux et al., 2010)

How to Implement Recommendation 1

2. Choose a small set of academic vocabulary for in-depth instruction (Leseaux et al., 2010)

Academic Vocabulary Word Characteristics

- Words essential to understand the text (Leseaux et al., 2010)
- Words used frequently (Leseaux et al., 2010)
- Words that may appear in other content areas (Leseaux et al., 2010)
- Multiple meaning words (Leseaux et al., 2010)
- Words with prefixes/ and or suffixes (Carlo et al., 2004)
- Cognates (Carlo et al., 2004)

How to Implement Recommendation 1

How To Step 1: Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.

The diagram illustrates the characteristics of an informational text chosen for Step 1. It features a central text box with several callouts pointing to specific parts of the text:

- Contains ideas that can be discussed from a variety of perspectives.** This callout points to a paragraph discussing the effects of the 1918 influenza pandemic.
- Connects to unit of study and builds knowledge. The editorial treatment of details.** This callout points to a paragraph about the impact of the pandemic on the world.
- Variety of target academic words.** This callout points to a list of bolded academic words: *epidemic*, *influenza*, *pandemic*, *resistant*, *immune*, *fatal*, *debacle*, *hospitals*, *deaths*, *millions*, *hundreds*, *thousands*, *trillions*, *millions*, *hundreds*, *thousands*, *trillions*, *millions*, *hundreds*, *thousands*, *trillions*.
- Provides detail and examples, supporting comprehension.** This callout points to a paragraph describing the impact of the pandemic on the world.

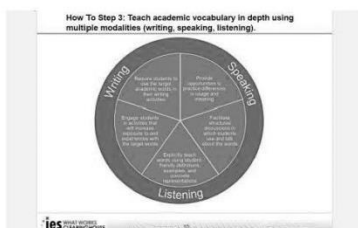
How to Implement Recommendation 1

3. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening) (Leseaux et al., 2010)

Activities for explicit instruction

- Provide student friendly definitions of academic words and apply to context of text (Leseaux et al., 2010)
- Explicitly clarify and reinforce definitions using examples, non-examples, and concrete representations (Leseaux et al., 2010)

How to Implement Recommendation 1



How to Implement Recommendation 1

Review Word Map Exhibit 1.4

Review Multiple Meanings Activity Exhibit 1.5

Teachers will develop an examples of each activities in groups of two

Share activities with large group

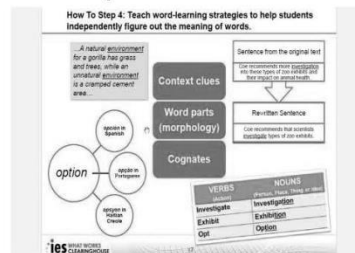
How to Implement Recommendation 1

4. Teach word learning strategies to help students independently figure out the meaning of words (Leseaux et al., 2010)

Independent student activities

- Context clues (Leseaux et al., 2010)
- Word parts (Leseaux et al., 2010)
- Cognates (Baker et al., 2014)
- Rewriting sentences using different forms of root words (Baker et al., 2014)

How to Implement Recommendation 1



How to Implement Recommendation 1

Putting it All Together

Review pages 24- 29 to see how academic language is developed over 8 days using a variety of activities.

How to Implement Recommendation 1

Putting all Four How to Steps together
 We will meet here at 3:30 to discuss lesson plans.
 3:30
 Share results of needs assessment and summarize the days learning.
 Ticket out the door

Day 2

Day 2 Goals

- Summarize recommendation 1 practices
- Teachers share lesson plans for recommendation 1
- Introduce Recommendation 2

Recommendation 2

Research provided strong evidence that integrating oral and written English language instruction into content area teaching, provided structured opportunities for students to participate in academic discussions about content to clarify, build schemas, and anchor instruction to comprehend the content with ELLs and non-ELLs (Baker et al., 2014)

Integrate oral and written English language instruction into content-area teaching.

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content (August, Branum-Martin, Cardenas-Hagan & Francis, 2009).
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction (August et al., 2009)
- Provide daily opportunities for students to talk about content in pairs or small groups (August et al., 2009)
- Provide writing opportunities to extend student learning and understanding of the content material (August et al., 2009)

How to Implement Recommendation 2

1. Strategically use instructional tools such as short videos, visual, and graphic organizers to anchor instruction and help students make sense of content (August et al., 2009)

Video and Visual Characteristics

- Use short video clips less than five minutes (August et al., 2009)
- Use visuals such as pictures experiments demonstrations and 3-D models – to anchor content instruction in a shared experience (August et al., 2009)
- Make sure they provide background knowledge to build schema (August et al., 2009)
- Make sure they are interesting and engaging for the students (Silverman & Hines, 2009)

How to Implement Recommendation 2

Use of Graphic Organizers

- Demonstrate how to read and complete graphic organizers with students before independent work with graphic organizers (Baker et al., 2014)
- Using think-alouds show students how to obtain important information from texts and videos (Baker et al., 2014)
- Teachers and students should explain why information is important (Baker et al., 2014)
- It is best to use one type of graphic organizer to allow students to become proficient before introducing another one (Baker et al., 2014)

How to Implement Recommendation 2

3. Provide daily opportunities for students to talk about content in pairs and small groups (August et al., 2009)

Small Group or Student Pairs Talk Characteristics

- Facilitate discussion opportunities for students to talk and learn from one another multiple times daily (Baker et al., 2014)
- An assessment tool for teachers to know what students are understanding (Baker et al., 2014)
- Group students heterogeneously (Baker et al., 2014)
- Allow ELLs to discuss in their native language giving students the opportunity to clarify ideas before they try to express them in English (Baker et al., 2014)
- Have students read and discuss short passages, role-play a word or concepts meaning, or complete a Think-Par-Share activity (Lesaux et al., 2010)
- Teachers provide guidance to facilitate a focused discussion or scaffold activities (Baker et al., 2014)
- May be necessary to use prompts to help students respond (Baker et al., 2014)

How to Implement Recommendation 2

Use of Graphic Organizers

- Graphic organizers can help scaffold learning by allowing organization of material around a common text structure (Vaughn et al., 2009)
- Graphic organizers can help make patterns and relationships among facts, terms, and concepts obvious (August et al., 2009)
- Teachers can complete parts of the graphic organizer in advance and have students finish it using the material they are reading or from a video (Baker et al., 2014)

How to Implement Recommendation 2

2. Explicitly teach the content-specific academic vocabulary and general academic that support the content being learned (August et al., 2009)

Teaching Vocabulary Characteristics

- Decide which words should be explicitly taught to students (Baker et al., 2014)
- Explicitly teach academic vocabulary necessary to understand content material (Silverman & Hines, 2009)
- Explicitly teach academic terms to understand specific content words
- Technical terms may be introduced using everyday language (Brown, Ryoo, & Rodriguez, 2010)
- Explicitly teach multiple meaning words providing practice activities to apply the use of the words and building schema (Baker et al., 2014)
- Use visuals and examples from text whenever possible (Baker et al., 2014)
- Teach students how to use the dictionary and other student friendly sources to look up words they don't understand (Baker et al., 2014)

How to Carryout Recommendation 2

**How To Steps 1 & 2:
Instructional Tools & Explicit Instruction**

Ms. Concha's 6th Grade Sheltered Science Class¹

- Ms. Concha wants her students to be able to identify and articulate relevant evidence that supports the following claim: *Antibiotics cure infection by killing all types of bacteria in the body, including the harmful bacteria that cause infection.*
- Text used: *The Human Microbiome article²*
- Words taught: *relevant* (makes the activity comprehensible); *antibiotic* and *bacteria*
- Claim reduction: *Antibiotics kill bacteria*

¹Curriculum developed by the Learning Design Group at the Lawrence Hall of Science, curriculum.lawrencehall.org. Work funded in part by NSF Grant #1110504 (2011, Reports of the University of California)

ies INTEGRATED INSTRUCTIONAL ENVIRONMENT

How to Implement Recommendation 2

**How To Steps 1 & 2 (cont.):
Instructional Tools and Explicit Instruction**

- Ms. Concha provides students with a series of cards (A – G) containing information that either supports or does not support the claim (i.e., is the information relevant to the claim or not?)
- Exhibits of the 7 card options follow

How to Implement Recommendation 2

POLL: Which single card (A, B, C, D) provides information that is relevant to supporting the claim that antibiotics kill bacteria?

<p>Quote from The Human Microbiome article: "These microbes interact with antibiotics. Antibiotics are medicines that kill bacteria."</p> <p>Quote from The Human Microbiome article: "Under scrutiny, not all bacteria are helpful. Harmful bacteria can invade the human microbiome through cuts, scratches, and even the air we breathe. The invasion of harmful bacteria is called an infection, and infections can make people very sick."</p>	<p>Quote from The Human Microbiome article: "The number of bacteria in the microbiome of one human is millions of times greater than the number of people living on Earth!"</p> <p>Quote from The Human Microbiome article: "Even though they are not tiny, bacteria are tiny things. They don't have bones, teeth, or hair, so they can't be seen with the naked eye. They are tiny things that are everywhere and being spread with all other living things."</p>
A	B
C	D

How to Implement Recommendation 2

The answer is
A

How to Implement Recommendation 2

**How To Steps 1 & 2 (cont.):
Card Sort Options – Antibiotics Kill Bacteria**

<p>Quote from The Human Microbiome article: "These microbes interact with antibiotics. Antibiotics are medicines that kill bacteria."</p> <p>Quote from The Human Microbiome article: "Under scrutiny, not all bacteria are helpful. Harmful bacteria can invade the human microbiome through cuts, scratches, and even the air we breathe. The invasion of harmful bacteria is called an infection, and infections can make people very sick."</p>	<p>Quote from The Human Microbiome article: "The number of bacteria in the microbiome of one human is millions of times greater than the number of people living on Earth!"</p> <p>Quote from The Human Microbiome article: "Even though they are not tiny, bacteria are tiny things. They don't have bones, teeth, or hair, so they can't be seen with the naked eye. They are tiny things that are everywhere and being spread with all other living things."</p>
A	B
C	D

How to Implement Recommendation 2

POLL: Which card(s) provide information that is relevant to supporting the claim that antibiotics kill bacteria?

How to Implement Recommendation 2

The answer is
F and G

How to Implement Recommendation 2

How To Steps 1 & 2 (cont.): Card Sort Options - Antibiotics Kill Bacteria

The slide displays two main components: a diagram of a petri dish with four numbered sections (1-4) and a pie chart. The text on the slide describes the purpose of the card sort activity, which is to help students understand how antibiotics kill bacteria. It mentions that antibiotics work by either stopping bacteria from growing or killing them. The diagram shows a petri dish with four sections, and the pie chart shows the distribution of cards used in the activity.

How to Implement Recommendation 2

How To Step 3: Provide daily opportunities for students to talk about content in pairs or small groups.

How to Implement Recommendation 2

How To Step 3: Opportunities to Talk

- Ms. Concha groups her EL students in pairs to engage in the card sort activity. She puts two Spanish speaking students, Sofia and Eva, together.
- Eva possesses higher English language proficiency than Sofia.
- Brief excerpt of their conversation follows.

How to Implement Recommendation 2

How To Step 3 (cont.): Sofia and Eva's Interaction?

Turn	Speaker	Transcript
1	Sofia	¿Por qué está? ¿Cómo se cura? ¿Por qué? [Sofia places card in irrelevant pile.]
2	Eva	Éste habla sobre los card, "Infectaciones, or (if bacteria are helpful) harmful bacteria can invade the human microsome through cuts, spoiled food, and even the air we breathe. An infection of harmful bacteria is called an infection, and infections can make people very sick."
3	Sofia	[Sofia places in self-translation reading about the card with English: "make people very sick. I think this has (Sofia points to irrelevant pile) because (Sofia) support the claim."
4	Eva	Why?
5	Sofia	Because dice (if values) [Sofia reads off card] Unfortunately not all bacteria are helpful, harmful bacteria can invade the human microsome through cuts, spoiled food, incontinence through cut. I think, you no puede (Sofia tries to read into it) (Sofia) do this thing well).
6	Eva	Ok, I think here is (Eva points to cards in irrelevant pile) here are information because they are like no connecting in the claim because they don't have any antibiotics and safe and bacteria. Are I right? And here (Eva points to cards in the relevant evidence pile) they have, we have to use and read if they are (Eva points to claim card) antibiotics killing bacteria. And here this say (Eva points to card in irrelevant evidence pile) antibiotics kill bacteria, that's why it's here.

How to Implement Recommendation 2

Summary of Ms. Concha's Approach

- How-to 1:** Approaches that help make sense of content
 - Card sort activity grounded in text provides linguistic and visual information for the students to consider in relation to the task.
 - Allows students to physically engage with words, sentences, visuals, and ideas.
- How-to 2:** Explicit vocabulary instruction
 - Targets key vocabulary.
 - Reduces linguistic complexity.
 - Allows for cognitively complex explorations of content.
- How-to 3:** Opportunities for students to talk
 - Heterogeneous grouping by English language proficiency.
 - Homogeneous grouping by native language (Spanish).
 - Paired work for completing the activity.
 - Allows language of discussion to vary.

How to Implement Recommendation 2

4. Provide writing opportunities to extend student learning and understanding of the content material (Brown et al., 2010)

Writing Opportunities Characteristics

- Allow students to apply learned concepts and skills (Brown et al., 2010)
- Written responses to prompts, and the use of graphic organizers (Brown et al., 2010)

How to Implement Recommendation 2

Putting all Four How to Steps together

We will meet here at 3:30 to discuss lesson plans.

3:30

Summarize the Recommendation 2

Ticket out the door

Day 3

• Day 3 Goals

- Summarize Recommendation 2 practices
- Teachers share lesson plans for Recommendation 2
- Introduce Recommendation 3 to develop written language skills

Recommendation 3

Research found statistically significant effects when professional development of teacher interventions using text-based analytical writing on English language learners' written language ability (Kim et al., 2011)

Provide regular, structured opportunities to develop written language skills.

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills (Kim et al., 2011)
- For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing (Kim et al., 2011)
- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing (Kim et al., 2011)
- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response (Kim et al., 2011)

How to Implement Recommendation 3

2. Provide language-based supports to facilitate students' beginning writing and continued development of writing for all writing assignments (Kim et al., 2011)

Language-based Writing Support Characteristics

- Provide language-based supports using the academic language in writing (Kim et al., 2011)
- Provide graphic organizers to support students with writing assignments (Kim et al., 2011)
- Use sentence starters or writing frameworks to help students summarize and analyze material for writing activities (Kim et al., 2011)

How to Implement Recommendation 3

1. Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills (Kim et al., 2014)

Writing Skills Characteristics

- Work on writing assignments linked to content and issues discussed in the classroom (Kim et al., 2011)
- Promote the development of language skills using specific objectives related to developing English language skills or learning academic vocabulary (Baker et al., 2014)
- Consistent use of instructional routines to support student use of notes and graphic organizers, to complete sentences, then paragraphs, and then to a complete essay (Kim et al., 2011)
- Explicit teaching to support the writing tasks (Baker et al., 2014)

How to Implement Recommendation 3

3. Use small groups or pairs to provide opportunities to work and talk together on varied aspects of writing (Kim et al., 2011)

Small Group or Pairs Writing Opportunities Characteristics

- Place students in pairs or groups of three to five to complete writing assignments together (Kim et al., 2011)
- Student collaboration and dialogue focused on written language development working on spelling, sentence structure, quick writes targeting vocabulary acquisition, to long term research projects (Baker et al., 2014)
- Peer collaboration to brainstorm and organize ideas (Leseaux et al., 2010)

How to Implement Recommendation 3

4. Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback (Kim et al., 2011)

Student Assessment Writing Characteristics

- Assess student's writing on an ongoing basis which can also be used to assess student comprehension of academic content (Kim et al., 2011)
- Provide specific corrective feedback allowing opportunities to practice writing development using the current academic materials (Baker et al., 2014)
- Use formative writing assessments to provide specific writing instruction to students (Baker et al., 2014)
- Provide students the writing rubric prior to beginning the writing assignment to allow students to analyze their writing during writing assignment development (Baker et al., 2014)

How to Implement Recommendation 3

Putting all Four How to Steps together

We will meet here at 3:30 to discuss lesson plans.

3:30

Summarize the Recommendation

Ticket out the door

Recommendation 4

Research indicated small group instruction provided a positive impact on foundational reading skills, vocabulary, listening comprehension and reading comprehension (Baker et al., 2014)

Provide small-group instructional intervention to students struggling in areas of literacy and English language development (Baker et al., 2014)

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development (Burns, 2011)
- Design the content of small-group instruction to target students' identified needs (Baker et al., 2014)
- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy (Burns, 2011)
- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies (Burns, 2011)

How to Implement Recommendation 3



Day 4

• Day 4 Goals

- Summarize Recommendation 3 practices
- Teachers share lesson plans for recommendation 3
- Introduce Recommendation 4

How to Implement Recommendation 4

1. Use assessment information to identify students who continually struggle with language and literacy development (Burns, 2011)

Assessment Characteristics

- Standardized tests (Burns, 2011)
- District assessments (Burns, 2011)
- English learner assessments (Burns, 2011)

How to Implement Recommendation 4

2. Design small group instruction to target identified student needs (Baker et al., 2014)

Small Group Instruction Characteristics

- Foundational reading skills, including decoding (Baker et al., 2014)
- English language development (Baker et al., 2014)
- Comprehension strategies (Baker et al., 2014)
- Comprehension of grade level texts (Baker et al., 2014)
- Fluency at the passage level (Kieffer & Lesaux, 2012)
- It is recommended that teachers design small group instruction that has a balance between foundational reading skills, reading comprehension instruction, and language instruction. (Baker et al., 2014)

How to Implement Recommendation 4

Small Group Instruction for Students Struggling with Language and Literacy Characteristics

- Heterogeneous groups benefit from hearing opinions and oral language expression from students at different proficiency levels (Baker et al., 2014)
- Monitor academic progress frequently (Baker et al., 2014)
- Regroup students based on progress (Baker et al., 2014)
- Fast paced instruction with 6-8 engaging activities in a 30 minute lessons (Baker et al., 2014)

How to Implement Recommendation 4

- Sample Vocabulary Prompts

Exhibit 4.3 Sample vocabulary prompts (Nelson et al., 2011)

Tell me how *hor* is different from *damp*.
Tell me what it is like if the light is *dim*.
It is important that we do not tell *lies*. We must tell the *truth*. If I broke a lamp I would tell the truth and say that I broke the lamp. Tell me about a time *when* you told the truth about something.

How to Implement Recommendation 4

3. Provide additional instruction in small groups of 3-5 for students struggling with language and literacy (Baker et al., 2014)

Small Group Instruction for Students Struggling with Language and Literacy Characteristics

- Homogenous groups focusing on foundational skills (Baker et al., 2014)
- Heterogeneous groups focusing on writing and oral language (Baker et al., 2014)

How to Implement Recommendation 4

4. Students struggling with basic foundational skills, should also work on vocabulary development, reading comprehension, and listening comprehension (Nelson, Vadasy, & Sanders, 2011)

Small Group Instruction for Struggling Reading Characteristics

- Address basic foundational reading skills with complex literacy skills such as vocabulary, reading comprehension strategies, and listening comprehension (Burns, 2011)
- Address literacy and language needs simultaneously (Nelson et al., 2011)
- Emphasize vocabulary for developing English language skills (Nelson et al., 2011)
- Use vocabulary prompts that require students to use the English language (Lesaux et al., 2010)

How to Implement Recommendation 4

5. Provide scaffolded instruction that includes frequent practice for student to review newly learned skills and concepts in various context over several lesson to ensure retention (Baker et al., 2014)

Scaffolded Instruction Characteristics

- Instructional activities divided into small manageable units (Burns, 2011)
- Breaking complex tasks into smaller parts (Burns, 2011)
- Use modeling and think-alouds to show students how to complete instructional tasks (Nelson et al. 2011)
- Provide students time to complete think-alouds independently (Baker et al., 2014)

How to Implement Recommendation 4

Scaffolded Instruction Characteristics

- Frequent checks for understanding (Baker et al., 2014)
- Provide immediate corrective feedback (Burns, 2011)
- Allow students time to practice skills with support and guidance before moving to a new skill (Baker et al., 2014)
- Frequent review of previously taught material and frequent practice opportunities (Burns, 2011)
- Practice to verbalize responses (Burns, 2011)

How to Implement Recommendation 4



How to Implement Recommendation 4

Devise small groups for reading and math using the data you have been provided for your class

Be prepared to explain your rationale for each group

We will come back together at 2:00 in the media center

Wrap Up

- Review the four recommendations
- Next meeting date
- Project evaluation
- Ticket out the Door

Thank you for attending the professional development

Teaching Academic Language and Content to English Learners in Elementary School by What Works Clearinghouse

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A1.5 Professional Development Evaluation

1. Were the goals of the professional development clear?
2. Did the professional development address the goals as expected? Why or why not?
3. Was the material presented using clear and logical methods? Why or why not?
4. Which specific strategy or strategies will you use to teach ELLs?
5. What strategy or strategies would you like more information about?
6. What materials do you need to implement the strategies learned?
7. Did the professional development address your needs?
8. Would you like the follow up sessions to be held weekly or biweekly?

Appendix B: Local School Request Form

Appendix A: Local School Research Request Form



LOCAL SCHOOL RESEARCH REQUEST FORM

Name of School: [Redacted] Elementary School
 Name of Researcher: Helen M. Mayfield
 Position or Grade: Assistant Principal

A. Research Project

a. Title: Afterschool Program (ASP) Effects on English Learners Reading and Teachers' Perceptions of the Reading Curriculum

b. Statement of Problem and research question: The problem is English language learners are not passing the state mandated test at the same rate as all third grade students. The research question is what effect does the afterschool program have on ELL reading achievement.

c. Subjects or population for the study: Third grade afterschool ELLs and third grade afterschool teachers.

d. Reason for doing this research:

- Graduate Study at Walden University/College
- Publication/Presentation
- Other (please specify) _____

e. Dates research will be conducted: May 2014 to May 2016

B. All research and researchers must a) Protect the rights and welfare of all human subjects, b) Inform students and/or parents that they have the right not to participate in the study, c) Adhere to board policies and applicable laws which govern the privacy and confidentiality of students records.

C. This request applies to research conducted within and by local school personnel. All other research requests must be submitted by completing a [Redacted] Research Application and submitting it electronically according to instructions. For complete details and instructions, please visit our Web Page at the following link: [Redacted] you can simply go to [Redacted]. When you open our webpage, click on "I want to" section.....Apply for Research Approval." This will take you to our webpage.

D. Principals ONLY need to approve Local School Research Requests. The copy sent to the Research & Evaluation Office is for filing purposes only. No further approval is necessary.

E. After approval by the principal, please forward a copy of this completed form to:

	Via US Mail:	Via Fax:
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Principal's Signature _____ 5/14/2014 Date of Approval

Appendix C: 3rd Grade ELA Pre/Posttest

Name _____

Pretest Date: _____ Score ____/10

After School Program 3rd Grade ELA Pre/Posttest

Posttest Date: _____ Score ____/10

Dad's Special Box

Brian had been told not to play in his parents' bedroom time and time again. Brian wanted to look in his dad's special box on the top of his dresser. Brian went into the room and reached up high and got the special box. Just as he picked it up, he heard his dad's car in the driveway. Oh no! He got scared and dropped the box. Everything inside the special box fell out. Brian thought he picked up everything, but he missed a gold coin that rolled under the dresser. When his dad came inside, he asked Brian what he had been up to that afternoon. Brian told his dad that he had been riding his bike.

1. Brian was asked not to do something. What was it?

Standard: RL.3.1 DOK: 1

- A. Brian was not supposed to ride his bike.
 B. Brian was not supposed to play in his parent's bedroom.
 C. Brian was not supposed to eat cereal from the cereal box.
 D. Brian was not supposed to do his homework.

2. What is the meaning of the word special?

Standard: L.3.4a DOK: 2

- A. Common
 B. Unusual
 C. Plain
 D. Simple

3. Which word best describes Brian's actions when he did not put the gold coin back in the box?

Standard: RL.3.3 DOK: 3

- A. Sneaky
 B. Dangerous
 C. Careless
 D. Creative

4. What happened first in the story?

Standard: RL.3.1 DOK: 1

- A. Brian got the special box.
 B. Brian put the special box back on his dad's dresser.
 C. Brian picked up everything but the gold coin.
 D. Brian rode his bike.

5. What caused Brian to drop the special box?

Standard: RL.3.3 DOK: 1

- A. Brian thought the box was too heavy to hold.
 B. Brian got scared by a spider on top of the box.
 C. Brian heard a noise that scared him.
 D. Brian was surprised to find a gold coin in the box.

6. Read this sentence.

Standard: L.1.b DOK: 2

Mrs. Daniels, the media center specialist, said, "Childs, please settle down."

What is the correct way to write the underlined words?

- A. "Childs please settle down."
 B. "Children, please settle down."
 C. "Children, please settle down?"
 D. Correct as is



Read the poem. Then answer questions 7 through 9.

Exploring While I Sleep
 I dream of silly things
 When I am asleep.
 At times I talk to animals,
 And they talk back to me!
 5 I can run really fast;
 I can swim really far.
 I travel far away;
 I don't even need a car.
 I get to make new friends
 10 Like a monster or a fairy.
 We always have a lot of fun,
 Since the monsters are not scary.
 I really like to go to sleep;
 It makes me want to shout.
 15 All night long, I love to dream.
 What do you dream about?

7. What does the title of the poem tell the reader about the passage?

Standard: RL.3.5 DOK: 2

- A It tells that the selection is about famous explorers.
- B It is about a person who did important things at night.
- C It shows that it's about animals that come out at night.
- D It is about something a person can do while sleeping.

8. How does the author feel about dreaming?

Standard: RL.3.6 DOK: 2

- A She is afraid of the monsters in her dreams.
- B She likes the worlds she sees while asleep.
- C She wants to find a way to stop dreaming.
- D She doesn't get enough sleep due to dreams.

9. Why did the author write this passage?

Standard: RL.3.6 DOK: 2

- A To explain what dreams mean
- B To describe what her bed feels like
- C To tell why she enjoys sleeping
- D To teach a lesson about dreaming

10. Which answer choice is the correct way to write the following sentence?

Standard: L2.a DOK: 2

She showed them the book volcanoes and other natural wonders of the world.

- A. She showed them the book Volcanoes and Other Natural Wonders of the World.
- B. She showed them the book Volcanoes And Other Natural Wonders Of The World.
- C. She showed them the book Volcanoes and other natural wonders of the World.
- D. Correct as is

Appendix D: American Book Company's Permission Letter

Date: January 16, 2015

Helen,

You have American Book Company's permission to use our source materials as part of your analysis for your dissertation. All we ask is that you have American Book Company cited in your attributions and provide us a link to your dissertation when complete. We are very interested in the results you find! All the best on your doctoral studies.

Sincerely,

American Book Company
americanbookcompany.com
888-254-5877

Appendix E: Afterschool Teachers' Interview Protocol

Date

Name

- 1. How long have you been a teacher?**

- 2. How long have you taught third grade?**

- 3. How many years have you been an ASP reading teacher?**

- 4. Explain instructional strategies you have used in the ASP to teach reading to English language learners (ELL)?**

Probes

What instructional strategies provided by the district professional development were used?

How did you modify the instructional strategies from the professional development?

- 5. What instructional strategies do you feel are needed to address the reading achievement gap in English language learners during the ASP?**

Probes

What strategies used are related to constructivism theory?

What strategies used related to schema theory?

- 6. What professional development if any were you provided to teach reading to English language learners?**

Probes

What reading strategies were taught during the professional development?

Had you used the strategies to work with ELLs prior to the professional development?

How did you use the information from the professional development to teach reading to ELLs?

- 7. What specific reading standards were addressed in the ASP that are part of the Georgia Common Core standards?**

Probes

How did you choose the specific standards to work on?

Were there any standards that you would have worked on if you had more time?

- 8. What specific strategies did you use to help students with schema during reading?**

Probes

What types of visuals were provided?

What materials were used that were from the ELL cultural background?

How were students allowed to provide input into what they needed to help them learn to read?

9. How did you determine the order of the reading curriculum provided for the students in the ASP?

Probes

Given the results of the posttest, what would you do differently?

What specific order would you address the reading curriculum in?

Which curriculum items would you add or delete now that you have seen the test?

10. How much planning was done with the other afterschool reading teachers?

Probes

Why do you think more or less planning time is needed?

11. What was the focus of the planning done with the Afterschool reading teachers?

Probes

What do you wish you had done during the planning?

How would you plan differently for the afterschool reading program next year?

12. How did the English language learners use the computer program *Classworks* to support reading instruction?

Probes

How did you use the reports from the *Classworks* program to guide reading instruction?

What do you wish the *Classworks* program did or did not do?

13. What resources did you use to assist English language learners with reading that were not supplied by the ASP, if any?

Probes

Why did you use the resources?

Why would you suggest these resources be used for the afterschool program next year?

14. Do you think modifications are needed to increase reading achievement of ELLs in the ASP, if any?

Probes

What are the modifications and why are they needed?

15. What afterschool reading curriculum supports were in place that should stay to increase ELL reading achievement?

Probes

Why should these supports stay?

How do they increase ELL reading achievement?

16. What curriculum modifications that you have not mentioned assisted English language learners with reading during the ASP, if any?

Probes

Why are these curriculum modifications important?

Is special training needed to implement these modifications into the Afterschool reading program?

17. What comments, questions, or concerns do you have for me?

Adapted from

Ainsworth, M., Ortlieb, E., Cheek, E., Jr., Pate, R., & Fetters, C. (2012). First-grade teachers' perception and implementation of a semi-scripted reading curriculum, *Language and Education* (26)1, 77–90. doi:10.1080/09500782.2011.618540

Appendix F: Routledge, Taylor, & Francis Group Permission Letter

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Our Ref: DE/RLAE/P2924

Date 19th January 2015

Dear Helen Mayfield,

First-grade teachers' perception and implementation of a semi-scripted reading curriculum – Language and Education, Volume 26, Issue 1, PP 77-90 – authors - Mary Taylor Ainsworth, Evan Ortlieb, Earl H. Cheer Jr, Roberta Simnacher Pate & Carol Fetters.

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