

SUSTAINED PROFESSIONAL DEVELOPMENT: A CASE STUDY OF
K-12 EDUCATORS' IMPLEMENTATION OF AN ESL
PROFESSIONAL DEVELOPMENT PROGRAM

By

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To the Faculty of Washington State University:

The members of the Committee appointed to examine the dissertation of PATRICIA J. VALDEZ-ZONTEK find it satisfactory and recommend that it be accepted.

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Abstract

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The purpose of this case study was to establish the degree to which participants in a professional development program based on strategies for teaching English Language Learners and current research about effective professional development continued using the acquired knowledge and skills after the conclusion of the program. This case study examined the performance of teachers over a five-year period. This program involved a heterogeneous group of K-12 school districts in Washington State facing a growing number of ELL students and a small private university which, due to location and history, has had extensive experience with training ELL teachers.

The study included both quantitative and qualitative data. Quantitative data from participant scores on the state endorsement test attested to the quality of the content, but, more significantly, an analysis of participant interviews using case study principles from Yin (1984, 1998) and Merriam (1998) provided qualitative data that were analyzed to address three possible outcomes of the program: whether participants actually (1) implemented the program knowledge and skills into their classroom practice, (2)

continued to do so after program completion, and if so, (3) attributed that continued implementation to elements of the professional development program.

The data analysis supported five themes from current research on effective faculty professional development programs for ELL teachers that were also used in designing this professional development program: (1) program sustainability; (2) collaboration between program participants; (3) partnerships formed with faculty, administrators, and community members outside of the program; (4) enhanced awareness of students' culture(s); and (5) opportunities to reflect on the relationships between program content and the classroom.

An analysis of participant interviews determined the frequency with which sustainability and its component factors were mentioned and the relative importance participants placed on each. "Sustainability" itself proved the most commonly-discussed theme, but collaboration, cultural awareness, and reflection all met the threshold of significance commonly associated with case study methodology, while partnership lagged behind. Thus, while the analysis of quantitative and qualitative data indicated a successful, sustainable program, further improvements are possible. Nevertheless, this program can serve as a model for ELL professional development programs.

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Dedication

This dissertation is dedicated to all language learners. May your educational experiences be enriched by this research.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Background

Nationally, the number of English Language Learner (ELL) students in public schools increased from approximately two million students in 1993-94 to three million students in 1999-2000. Regionally, over half the national total of U.S. public school ELL students in 1999-2000 resided in the West (Hoffman and Sable, 2006). In the 2003-04 school year, ELL services were provided to 3.8 million students (11 percent of all students). California and Texas reported the largest number of students receiving ELL services. Despite this continued growth, very few educators have been adequately prepared (and very few future educators are adequately preparing) to address this surging population. The problem has been particularly acute in the western United States, which has seen a surge in ELL students, thereby putting pressure on districts to generate effective professional development programs to address the increase (Meyer, Madden, and McGrath, 2004). For example, in 2011, the state of Washington reported 89,288 formally-qualified ELL students, representing 8.6% of the total K-12 student population—almost double the 45,801 ELL students reported in 1996 (OSPI, 2011). Moreover, the numbers have continued to grow: researchers projected that by 2025, ELL students will reach 25% of the total K-12 student population nationally (Meyer, Madden, and McGrath, 2004).

Traditionally, educators have believed that quality professional development positively impacts student achievement. For example, utilizing the work of Greenberg Research, Inc., and The Feldman Group, a National Foundation for the Improvement of

Education (NFIE) national survey of more than 800 teachers found that 73% of the survey respondents have engaged in professional development to improve student performance, which according to participating teachers served as their top priority for pursuing professional development (NEA Foundation, 1996). This belief in the power of professional development to meet challenges to the educational system has led to the suggestion that local school districts (the level of school administration accountable to a local area's population) must provide teachers with the necessary tools and support required for success in the challenging work of effectively teaching English Language Learners. However, the research which will be examined in Chapter Two, seconded by the results of this case study itself (presented in Chapter Four), indicate that teacher development must come from partnerships of internal program development, customized to fit the individual district's goals and the realities of the many obligations of the teachers.

Thus, on the one hand, any successful faculty development must be grounded in imparting accurate information and skills about the subject matter and its pedagogy. In fact, the research cited in Chapter Two has backed the argument that better information and skills lead to better results. Therefore, one emphasis of any "best practice" faculty development program must be making sure that the content of the program meets this standard. Because the State of Washington required any teachers who sought the ELL endorsement to pass a standardized test based on current knowledge of theory and practice in this field, it proved easy to measure whether the program examined in this study met this standard.

On the other hand, other research into faculty development itself that will be examined in detail in Chapter Two has refined this argument, stipulating that excellent content alone has not produced highly-effective faculty development. Specifically, recent research in language acquisition and faculty development has shown that these programs of faculty development have been most effective when, in addition to a well-informed, high-quality grounding in current knowledge of the subject material (here theories of language acquisition and the ELL methods derived from those theories), they included one or more of the following:

- (1) Sustained on-site professional development, continuing beyond initial training or educational sessions instead of simply offering a single workshop or short series of workshops;
- (2) Collaboration among educators;
- (3) Partnerships which drew together researchers, educators (including leadership), and communities;
- (4) Cultural awareness, both generally and that with a local focus which addressed more specifically the needs of respective districts;
- (5) Opportunities for reflection on every aspect of the program, including underlying theories, teaching methods, and implementation in the classroom, building, district, and community.

These key concepts provided the theoretical framework on which the faculty development program examined in this study was implemented in partnerships between Heritage University and local school districts over the past four years. Because of its location in the agricultural Yakima Valley in central Washington and its mission to

provide quality education to a multicultural population of place-bound students, Heritage University has long been at the forefront of preparing teachers for ELL (formerly English as a Second Language) and Bilingual Education endorsements through the State of Washington. The program at the heart of this study fulfilled the university's mission by bringing a graduate-level program embodying current knowledge about ELL language acquisition and ELL pedagogy with a schedule flexed around school district calendars to attract participants. The program's curriculum consisted of job-embedded coursework designed to improve the teaching of the ELL students ubiquitous in the various districts of teachers enrolled in the program. Cultural awareness pervaded the program as well and adhered to the community enrichment and multicultural aspects of the university's mission. The program embraced the concept of sustained professional development. The training took place over a calendar year, with graduate-level courses during the school year augmented by a three-week intensive course during the concluding summer. Additionally, classroom observations of the participants occurred as part of the program curriculum. Observed implementation of the program's goals in the participants' teaching was required for favorable evaluation.

Problem

Despite the research trends in disparate fields noted above and developed in detail in Chapter Two, scholars find limited research when looking specifically at English Language Learners and advocacy for system-wide reform for schools and school districts. This study attempted to extend beyond the existing models to implement ELL instruction, such as early- and late-exit, pull-out, English-only, and dual language, and focus on the development of a community of learners: educators

enrolled in a sustained professional development program model for English Language Learners within their classrooms, buildings, and districts. In doing so, this study sought to fill the gap in existing research, which rarely addressed the impact of well-designed, properly-sustained professional development on ELL instructional practice.

Purpose

The purpose of this case study was to establish the degree to which participants continued their professional growth related to English Language Learners after the conclusion of the sustained professional development model. Within this context, this case study examined a private university in the Pacific Northwest's attempt to create a sustainable professional development model for K-12 educators focused on the improvement of ELL instruction. Specifically, the study drew on WEST-E test scores (the test used by the State of Washington as part of earning an ELL or Bilingual endorsement) obtained at completion of the program, follow-through of the participants' implementation of program instruction, and participant self-reporting on the impact the professional development model had on daily professional practice in order to evaluate continued professional growth among the program participants.

The fundamental question was as follows:

Q: If teachers who participated in this ELL professional development program implemented the program knowledge and skills into their classroom instructional practice and continued to do so after the end of the formal sessions, what elements of the professional development program contributed to that continued implementation?

To provide the data necessary to address the fundamental question for this study, this researcher solicited the following from the test results, actions, and

reflections of program participants:

1. Did participants learn and retain the disciplinary knowledge necessary for them to pass the Washington-state-required ELL endorsement assessment (WEST-E) upon completion of the program?
2. If participants *did* retain disciplinary knowledge, what factors might have contributed to that retention?
3. How did teachers who participated in the professional development program exhibit professional growth in the area of ESL education?
4. To what extent was the professional development program a catalyst for improved professional practice focused on the needs of ELL students?

Elements of the Study Defined

WEST-E Examination summary.

Beginning in 2005, Washington added the requirement of the passage of assessments that test content knowledge aligned to Washington standards for the candidates applying for endorsements on the state residency teaching certificate. The ELL and Bilingual WEST-E exams are multiple choice exams with approximately 110 questions aligned to the ELL and Bilingual endorsement competencies. Test-takers have five hours to complete the exam and must receive a minimum passing score of 240 to earn their endorsement. The test is divided into five core areas: Language and Literacy Development; Culture; Planning and Managing Instruction; Assessment; and Professional Leadership.

Action Plan summary.

The Action Research Plans served as a vehicle for the exhibition of the

participants' study in the area of English as Second Language pedagogy beyond the conclusion of their participation in the professional development model. In particular, the professional development program was designed to help participants become agents of change for ELL students. One of their tasks was to create a plan that will somehow bring about a change in teaching that will have a positive impact on student achievement for English Language Learners. The team could have consisted solely of other participants in the professional development model or it might have involved key stakeholders from the participants' worksite. The Action Research Plan topic was determined by the participant and could be developed individually or as a team. The topics typically ranged from specific areas of interest in which the participant(s) desired more in-depth knowledge to plans generated to share knowledge and skills gained in program with building colleagues. Action Research Plans have even taken on the role of educating the key leaders in the building – such as principals – so that better-informed decisions would be made to provide programs and services to English Language Learners.

Definition of other important terms.

The following pedagogical and cultural terms require clarification within the context of this study:

- ***Bilingual*** – refers to speakers of more than one language or educational programs that utilize more than one language as a part of the instruction of the curriculum.
- ***English Language Learner (ELL)*** – refers to individuals whose first language is not English but are in the process of acquiring English.
- ***English Language Learner Academy (ELLA) and English Language Learner Institute (ELLI)*** – comprise the two parts of Heritage University's professional

development program aimed at training teachers to better meet the needs of ELLs in their classrooms, *ELLA* consisting of fall and spring sessions oriented toward pedagogical application of ELL concepts (such as instructional techniques, lesson plans, etc.) and *ELLI* consisting of a summer session aimed at ELL content knowledge (such as linguistic theory, the history and theory of ELL education, and sociolinguistics).

- *English as a Second Language (ESL)* – defines the approach where educators are trained in language acquisition theory and instructional methods that use English as the language of instruction and focus on developing oral language, reading, and writing in English so that ELLs can function effectively in the classroom.

Methodology

This study included test score evaluation and individual participant interviews among the data collection methods employed in a case study of a professional development program. These methods were considered the most effective ways of determining (1) participants' retention of ELL theory pertinent to language acquisition, teaching methodology, and best practice in the field, (2) possible explanations of that retention based on the participants' reflections, (3) participants' reflections on the subsequent application of theory to professional practice in their classrooms, and (4) participants' accounting of their extension of the program's concepts in other ways or to other groups within the educational community. The interviews lasted up to 90 minutes and were designed to facilitate an open discussion regarding the impact of the sustained professional development model. Questions were presented to participants in a general

format to avoid leading the responses. The general nature of the questions aimed at providing unsolicited evidence related to the research questions in order to ascertain the impact of the program on instruction.

The researcher gathered both quantitative and qualitative data by examining test scores, conducting the interviews, taking field notes, and transcribing audiotape of the interviews. Analysis of the data followed. The essence of the interviews was captured and portrayed through the use of quotes and the presentation of themes that emerged as a result of the analysis. Emphasis was placed on identifying common themes and patterns found in the data regarding participants' pedagogical awareness of English language learning. The technique of capturing the comments of participants for analysis has appeared in professional literature including the work of Rikard, Knight, and Beacham (1996), who emphasized accuracy in capturing commentary since only one interview may occur, along with Jackson and Leroy (1998), who emphasized categorization for enhanced analysis. Munby, Lock, Hutchinson, Whitehead, and Martin (1999) emphasized the need to dwindle the captured commentary down to just a few pages to elucidate patterns, while Whitney (2005) described the critical role of overlapping diction to find common themes.

Validity

The validity of this study derives from several sources. First, the researcher drew on current research and research-based best practice in designing the faculty development program. Second, the researcher utilized primary materials (test scores, participant interviews, and the researcher's own observations of the participants) in the study. The participants in the study offered their thoughts and sentiments during the

interviews, and analysis of those interviews showed consistent responses across the participant group, even among those with the slimmest backgrounds in language instruction. The study has presented many of these participants' offerings through direct quotes and paraphrases. The analysis contained in this study subsequently drew on these common threads found in the commentary to aid in program evaluation. Presumably, the participants provided credible data, given that they were frontline educators involved in the effort to enhance ELL students' English language acquisition; hence, conclusions drawn from that data should be credible as well. Finally, quantitative data such as WEST-E exam results and the inclusion of program concepts in the participants' action plans (and actual implementation of those action plans) received analysis in order to further validate the conclusions of this study.

Ethics

This study provided subjects (the program participants) with a safe environment for reflection and feedback. The participants were graduates of the sustained professional development model and thus beyond any possible repercussions during their professional development experiences. In addition, participants consented to interviews, and confidentiality was promised and has been maintained in the analysis, as emphasized in the work of Kvale and Seidman (Kvale, 1996; Seidman, 2006). In light of Rubin and Rubin's research in basic ethics, deception of participants did not occur (Rubin and Rubin, 1995). Moreover, Merriam's key to ethics, an explanation of the study's purpose, was made evident to the participants throughout the process (Merriam, 2009). To this end, the participants received a synopsis of the results and any current or future recommendations that come from the study with the hope that this information will both

improve their work and enhance the development of the program.

Limitations

The limitations of this study were twofold. First, human nature often reveals a discrepancy between what people say and what they actually do. Thus, it can be difficult to ascertain the effect of a sustained professional development model based simply on statements by participants. However, the search for common threads of meaning across the interview group of ten participants mitigated the impact of individuals who might have provided misleading data based on differences between their actions and words. The second, separate limitation came from the fact that the researcher was also the director of the sustained professional development program and thus needed to focus on objectivity in analysis by keeping in mind that program improvement via reflection and the analysis of data were more important than preserving the program's status quo.

Significance

This study possesses both a general and specific significance. Generally, the study provided feedback on the effects of a sustained professional development program on the participants in such a program. As discussed at length in Chapter Two, criticism of the one-, two-, and three-shot session approach to professional development has shown that these quick-fix programs have not been effective, as indicated by studies such as Frad and Okhee (1998) showing that short-term faculty development activities lacked lasting impact on participants because such programs did not continue long enough to change behaviors or follow up to see that changed behaviors persisted, which is why Clair called for alternatives to short-term workshops (Clair, 1995). Moreover, simply offering sustained programming has not overcome the problems associated with shorter

workshops. Rather, *quality* sustained programming must replace the short workshop approach. Thus, Ferguson and Donno (2003) called for post-collegiate curriculum training, (that is, sustained professional development incorporating the best of current disciplinary knowledge), a call echoed by Echeverri (2006) on the grounds that faculty development has only led to improvement when the program advanced participants' knowledge and skills. Ascertaining the quality of the sustained professional development model via this study has provided a vehicle for improvement of the program in the continuing effort to augment the pedagogy of educators and administrators.

Specifically, the participants in the program worked with ELL students enrolled in the participants' schools. The growing ELL student body has required enhanced instruction from teachers and institutions in order to meet the needs of students as they wrestled with language issues en route to mastery of the curriculum, as argued by Cummins (1981), while Krashen (1982) expressed the additional need to provide language support as long as possible into secondary school. This research is further examined in Chapter Two. Therefore, the better preparation of teachers and educators provided by the sustained professional development model should lead to better overall results in the education of our student population because those teachers and educators should be better able to meet the needs of the students outlined by Cummins and Krashen and discussed in detail in Chapter Two - very much in alignment with intent of No Child Left Behind (NCLB) legislation. Since the geographic areas of the study participants (Central Washington and South Seattle) have had a comparatively high and diverse ELL population in recent history, these locations provided a very appropriate setting to test this program. The conclusions drawn from this study have assisted and will continue to

assist in program improvement that in turn translated into better service of the area's student population.

CHAPTER TWO

LITERATURE REVIEW

Background: General Research in Faculty Development

The implementation of professional development has possessed disparity ranging from teacher-led to administratively-imposed programs and from incremental changes to the complete overhaul of programs, while a consensus has also existed that professional development retains a paramount role in education (Guskey, 1995). Midway through the 1990s, a National Foundation for the Improvement of Education (NFIE) nationwide survey of 800 teachers found that teachers overwhelmingly sought participation in professional development in order to increase their ability to enhance student learning, largely through anticipated professional growth and consequent improved teaching skills. The National Education Association (NEA, 1996) drew on the survey results to call for a number of emphases, including the following:

- (1) Collaboration between educators;
- (2) Partnering between researchers, educators and communities;
- (3) Focus of professional development locally to address more specifically the needs of respective districts;
- (4) Support from leadership for professional development;
- (5) Sustained on-site programs.

It should not be surprising that teachers have always sought to improve their students' achievement, but at the time of this survey, a reform movement was afoot, symbolized by the passage of the Goals 2000 Educate America Act (1994), that placed great importance on student achievement. Goals 2000 came from a bipartisan effort to

improve American education. It contained several elements that would both capitalize on and call for professional development. Specifically, the act prioritized both access to and opportunity for sustained professional development. Key goals included getting the high school graduation rate to 90% or higher; demonstrating competency in challenging subject matter by students in grades four, eight, and twelve in the arts, civics, economics, English, foreign language, geography, government, history, mathematics, and science; making the United States first in the world in mathematics and science achievement; and forming of partnerships to engage parental and community commitment (Paris, 1994).

Research contemporary to the Educate America Act (1994) both presaged and echoed the emphasis on professional development in the reform movement of the 1990s. Eminent pedagogical researchers and writers A. Lieberman and L. Darling-Hammond headed up a field of professional development research. In particular, Lieberman attacked the all-too-common practice of one-shot workshops and contended that professional development needed to be a sustained part of the teaching profession made available with ready access and emphasis for teachers. Like Paris, Lieberman called for collaboration between teachers, partnerships with the larger academic community, site-specific content to reach the respective learners, and self-reflection to ensure that teachers believed their professional development translated into improved instruction, thereby enhancing student achievement (Lieberman, 1995; Lieberman, 1996). Darling-Hammond wrote and/or edited a number of pieces that also claimed a positive effect on student outcomes from professional development characterized by collaboration, committed leadership, long-term programs, and self-reflection (Snyder, 1994; Robinson and Darling-Hammond, 1994; Darling-Hammond, 1994). Similar assessments emerged

from other professional literature in the 1990s. Kremer-Hayon, Vonk, and Fessler edited *Teacher Professional Development: A Multiple Perspective Approach*, which included multiple selections that posited similar elements as necessary preconditions for quality professional development: partnerships between researchers and practitioners of education, self-reflection for assessment and evaluation, and the importance of tailoring professional development to meet the needs of instructors with their respective student bodies (Korthagen, 1993; Rosenberg, 1993; Haberman, 1993). Corcoran also insisted on collaboration, partnership between teachers, local focus and sustained training (Corcoran, 1995). Meanwhile, demonstrating that this reform movement was not just an American fad, educators across the Atlantic with publication in London and Paris made similar contentions in the name of improved professional development (Calderhead and Shorrock, 1997; Centre for Educational Research and Innovation, 1998).

Thus, the literature produced by adherents of the reform movement began to establish specific parameters for effective faculty development. As the 1990s faded into the new millennium, L. Darling-Hammond and fellow researchers monitored an important study measuring the efficacy of professional development programs in San Diego, a district undertaking significant reforms. Darling-Hammond et al. (2005) made the role of professional development clear: “The core of the reform was . . . professional development opportunities,” and collaboration with researchers, partnership between teachers and sustained training characterized this professional development (Darling-Hammond et al., 2005, 20). Factual support for the positive impact of the reform’s core, professional development, came from statistics revealing marked improvement in student achievement during the measured period, 1998-2001. Darling-Hammond et al.

summarized the results, “San Diego witnessed substantial increase on the state assessments after the reform’s inception [thereby] validating the reform” (55). Students scoring higher than the 50th percentile on the SAT-9 reading assessments rose from 41% to 48% while student scores in math rose from 45% to 54%. In the same period, the number of second graders scoring above the 50th percentile in reading escalated from 43% to 61% while student scores in math from 50% to 64%. At the same time, students scoring in the lowest quartile dropped from 36% to 29% while those scoring the top quartile increased from 20% to 24%. These increases ranked significantly higher than average state increases even though San Diego remained comparatively impoverished and grew in participation rate by 20% (Darling-Hammond et al., 2005). The San Diego study made a solid case for the positive effect of sustained professional development on student achievement, given the longitudinal nature of the study and the number of students affected by the reforms.

Concurrently, a 2000 U.S. Department of Education study surveyed teachers about professional development. Strong support for sustained professional development as opposed to isolated workshops was made evident in that 72% of the respondents believed that professional development with follow-up training improved student learning whereas only 54% believed that professional development training not followed upon benefitted students with improved learning. Teachers voiced that improved teacher confidence from professional development helped enhance student learning. Also, educators expressed once more the need for collaboration between researchers and educators (U.S. Department of Education, 2001).

Researchers continued the call for professional development along the same lines – sustained training, collaboration, partnership, reflection, and local focus – as the reformists of the 1990s rallied to the revised model of professional development epitomized by the successful programs in San Diego (Darling-Hammond et al., 2005). Mitchell and Mitchell professed the attributes of sustained professional development in a 2005 article entitled “What Do We Mean by Career-long Professional Growth and How Can We Get It?” Schepens called for collaboration between research institutions and front-line educators (Schepens, 2005). Siegel and Yates insisted that reflection through self-assessment and self-evaluation would provide feedback on the effect of participants in professional development as opposed to feedback on the performance of the facilitator/instructor (Siegel and Yates, 2007). Further studies showed a direct correlation between education and training in pedagogy and student achievement as determined via studies in math and science assessments (Darling-Hammond, 2006). A National Education Association working paper summarized such results: “A school is more likely to be effective in supporting high levels of student learning and well-being when it also plays a significant role in teacher learning” (Little, 2006, 1). By the end of the 2000s, J. K. Rice referred to the primary attribute of professional development as “investing in human capital” to “produce more effective teachers as measured by student learning” (Rice, 2009, 236). Yet again, the researcher called for the common elements of sustained programs, collaboration, partnerships, and the targeting of specific school district populations (Rice, 2009).

Studies of Second Language Acquisition (SLA) Pedagogy

Thus, the quest for reform in the 1990s had produced quantifiable results, which led to further calls with the same themes again in the next decade. The research did not equivocate; moreover, though some research results validated these concepts in general terms, other researchers specifically applied them to faculty development serving the English Language Learner (ELL) population. Because this research provided a framework on which the faculty development program in this study was built, it warrants more detailed presentation, organized around the principles outlined in Chapter One for effective faculty development. As stated earlier, that framework must begin with a solid grounding in current theories of language acquisition and the ELL methods derived from those theories.

What have recent researchers concluded about ELL language acquisition? To begin with, just as research indicated that sustained professional development enhanced instruction, a correspondingly significant body of research in the area of English language acquisition supported the hypothesis that ELL students benefit from sustained language instruction, provided that the instruction is based on an accurate model of language learning. In this seminal work, Cummins maintained that students learn two types of language when learning a second language (L2), interpersonal communication (what Cummins termed "BICS," or Basic Interpersonal Communication Skills) and more formal academic communication (what Cummins termed "CALP," or Cognitive Academic Language Proficiency). For most ELL students, the interpersonal language skills developed after a year or two of L2 exposure, but the academic language proficiency took five to seven years. Cummins' research thus indicated that maintaining

academic instruction in a learner's native language (L1) for five to seven years resulted in higher achievement, as opposed to lower achievement in subjects with less academic language instruction, primarily due to a lack of L2 comprehension (Cummins, 1981). Similarly, Krashen stressed the importance of distinguishing *L2 acquisition* and *L2 learning* with *acquisition* (the former akin to Cummins' less formal language development and the latter akin to Cummins' cognitive academic development). Krashen argued that keeping L2 learners uninhibited, e.g., in their L1 or with non-threatening time limits and support in L2, enhanced their overall language learning and academic achievement (Krashen, 1992). Meanwhile, several studies by Collier reinforced the view that supporting ELL students with instruction in their first language (L1) ultimately leads to enhanced achievement in academics in their English, their second language (L2). In other words, emphasis on academic achievement in both languages trumped attempts merely to immerse students in their L2 without supporting L2 language acquisition strategies (Collier, 1992). Similarly, Freeman and Freeman contended that instruction for ELL students should support their L1 and that students should learn meaningful academic content while developing their L2 skills. Simplified exercises and focus merely on L2 acquisition slowed both academic progress and L2 comprehension for educational literacy, i.e., the language skills necessary for higher education and skilled labor (Freeman and Fremman, 1998). Finally, Crawford's monograph also provided evidence for extending bilingual education to the maximum time extent possible in order to enhance learning, as opposed to an earlier shift to monolingual instruction, which left ELL students lagging behind (Crawford, 1999). Thus, language acquisition theorists have come to a consensus that, in the long run, ELL students benefit from extended

bilingual instruction emphasizing the acquisition of academic language proficiency.

Extensive research also garnered support for implementing specific models for English Language Learners. For instance, Ramirez compared structured English immersion strategy and late-exit transitional bilingual education models with the more commonly found early-exit bilingual education practices. The Ramirez study revealed that structured English immersion and late-exit transitional bilingual education program ELL students showed significant higher achievement in mathematics, English language, and English reading skills (Ramirez, 1991). Cloud, Genesee, and Hamayan extended the conversation to dual language instruction. They maintained that an academically-challenging curriculum across both languages best helps students to progress linguistically and educationally. Their work also underlined the importance of keeping consistent standards for the minority and majority language learners to manage equitable progress (Cloud, Genesee and Hamayan, 20000). The oft-cited Collier and Thomas study developed over fourteen years in five states and 23 different school districts and utilized more than two hundred thousand student scores. The study found that dual language programs resulted in higher achievement across core subjects than programs that focused on the traditional English as a Second Language (ESL) approach, which emphasized the transition of ELLs into English-only coursework as quickly as possible. The key was that students remained in dual language programs as long as possible because the comparative achievement gap between dual language ESL students and traditional ESL students increased during secondary education in favor of the dual language students (assuming that the dual language students began the program in elementary school) (Collier and Thomas, 2001). Likewise, Soltero's work advocated dual language programs as a

superior approach to maximizing Limited English Proficiency (LEP) student achievement both in literacy and academic content areas. Soltero recommended at least six- to eight-year program participation and in addition noted that it remained imperative that family-school collaboration occurred while programs contain similar numbers of L1 and L2 students with goals of equal bilingual literacy and content mastery (Soltero, 2004). Clearly, a consensus in support of extended dual language programs for ELL students has grown among prominent researchers.

Research Oriented Toward Successful ELL Professional Development

Once the best disciplinary content for faculty development has been determined, the next step must be to design the best plan for imparting that content to program participants. A review of professional development literature for teachers of students described as English Language Learner (ELL) quickly uncovered the rationale for enhanced professional development and several elements associated with it. The need for professional development for educators of ELL students in Washington became quite evident when examining the results of a series of surveys encompassing educators across the state in 2008. The preponderance of those educators surveyed from teacher through superintendent indicated that teacher preparation programs did not prepare teachers adequately to teach ELL students (State of Washington Professional Educators Standards Board, 2008). The larger nation-wide argument calling for this crucial ELL teacher training hinged on the basis that merely 12% of teachers have received any instruction on how to work with ELL students while approximately 50% of all teachers have taught classes with ELL students in them, while the ELL student population has continued to climb (Meltzer and Hamann, 2006; Meskill, 2005; Reeves, 2006). In fact, C. Meskill, of

the State University of New York at Albany, predicted that in the first half of the twenty-first century, virtually all teachers will instruct ELL students (Meskill, 2005). At the same time, the No Child Left Behind legislation and movement have required accountability for educators to reach all their charges, including L2 language learners. Thus, the need for improved ELL teacher professional development has moved beyond “important” toward “urgent.”

This sense of urgency informed many researchers’ proposals and permeated the programs they implemented for professional development of ELL educators. In consequence, many approaches have been tried, but a survey of the current literature found the following elements pervading the literature of successful programs:

- (1) Sustained on-site professional development, continuing beyond initial training or educational sessions instead of simply offering a single workshop or short series of workshops;
- (2) Collaboration among educators;
- (3) Partnerships which drew together researchers, educators (including leadership), and communities;
- (4) Cultural awareness, both generally and that with a local focus which addressed more specifically the needs of respective districts;
- (5) Opportunities for reflection on every aspect of the program, including underlying theories, teaching methods, and implementation in the classroom, building, district, and community.

"Sustained programming" means that the professional development must extend beyond one-shot, two-shot or three-shot workshops and institute a process for learning

and implementation. "Collaboration" translates into teachers working with one another to develop synergy toward working with L2s. "Partnership" exhibits strengthened relations between teachers and administration, researchers and practicing instructors in order to refine and improve the education training of L2 teachers. "Cultural awareness" means the inclusion of values clarification regarding attitudes and perceptions with respect to ELL students proves key as teachers more aptly will work with their students if they do not stigmatize them. "Reflection" describes the process whereby educators take the time to examine their pedagogy and use their analyses to chart an improved future course. A survey of journal articles spanning the last dozen years or so indicated the trends in cutting-edge professional development for ELL teachers and reinforced the view that sustained programming, collaboration, partnerships, cultural awareness, and reflection have served as the common threads of effective programs.

Sustained programming.

Many educators have argued that faculty development must be carried out in a consistent, sustained manner. Multiple studies demonstrated that sustained professional development has proven superior to the one-shot, two-shot, and three-shot workshop approaches so common across the spectrum of education. For example, Frad and Okhee (1998) showed that short-term faculty development activities lacked lasting impact on participants because such programs did not continue long enough to change behaviors or follow up to see that changed behaviors persisted. Based on these findings about the inefficacy of those approaches, Clair (1995) argued that "alternatives to short-term workshops are needed" (p. 193). Consequently, Clair advised, "I suggest ongoing teacher study groups, comprising critical reflection and problem posing, to provide an in-depth

opportunity to explore complex issues” (Clair, 1995, p. 195). Fradd and Okhee added that “short-term activities have little, if any, impact on enhancing teachers’ ability to effectively assess students’ learning needs” (Fradd and Okhee, 1998, p. 763). Moreover, simply offering sustained programming has not overcome the problems associated with shorter workshops. Rather, *quality* sustained programming must replace the short workshop approach. Thus, Ferguson and Donno (2003) called for post-collegiate curriculum training, (that is, sustained professional development), a called echoed by Echevarria (2006) on the grounds that faculty development has only led to improvement when the program advanced participants' knowledge and skills. Hence, effective faculty development plans must include provisions to sustain and implement what the faculty members learn.

A more in-depth examination of this research revealed more of the reasoning behind this conclusion. For example, N. Clair of the University of Massachusetts addressed professional development in a 1995 article, “Mainstream Classroom Teachers and ESL Students” (Clair, 1995). Based on a one-year qualitative study of beliefs, practices, and professional development needs, Clair found that “quick fix” professional development lacked effectiveness as perceived by teachers. Also, teachers found themselves wanting immediate-satisfaction teacher tool kits or gimmicks. Rather, “alternatives to short-term workshops are clearly needed,” Clair wrote (p. 193) in the belief that the “one-shot staff development workshops” neither elucidated the complex ESL learning environment nor impacted the knowledge, skills and attitudes of teachers toward their ELL students (p. 195). Clair concluded, “I suggest ongoing teacher study groups, comprising critical reflection and problem posing, to provide an in-depth

opportunity to explore complex issues” (p. 195). Clearly, sustained professional development involving reflection along with collaboration provided keys for her view on L2 teacher training.

Similarly, a self-improvement study at the University of Miami (Florida), supported prolonged professional development because researchers found that persistent professional development best impacted teachers of ELL students (Fradd and Okhee, 1998). The study concluded that simple workshop participation often failed to translate into action by the participants. Fradd and Okhee wrote, “Short-term activities have little, if any, impact on enhancing teachers’ ability to effectively assess students’ learning needs.” They continued, “Opportunities to observe and reflect on classroom practices are required for teachers to become skillful in assessing and instructing students” (p. 763). Thus, one important feature of sustained programming was that it allowed other strands of professional development - such as reflection - to occur. Of course, the very idea of a school self-improvement study implied that administrators ought to apply the findings and suggested the need for an ongoing partnership between teachers and administrators in that implementation.

Other professionals in the field concurred that short-term faculty development often faded away. In their 2003 article, British researchers G. Ferguson and S. Donno called for change from the 1960s-era one-month teacher training courses for ELL teachers. The authors contended that more complexity now existed in teaching context and thereby required “greater recognition of realities of the work situation” (p. 31). Moreover, knowledge of language acquisition needed attention beyond simple teaching instruction. They argued that the course should only be a steppingstone to sustained

professional development, “a compulsory period of post course supervised practice” (p. 31). Clearly, sustained programming, whether American or international, has proven integral to effective professional development, particularly for ELL teachers.

J. Echevarria forwarded a similar case in the pages of *Principal Leadership* (Echevarria, 2006). Echevarria adroitly pointed out that “many of the techniques and strategies shown to be effective for ELLs are good for all students” (p. 1). Echevarria added, “Focused, sustained professional development around practices known to be effective will create opportunities for these deserving students to experience success in school and beyond” (p. 5). In other words, another reason that sustained programming proved a key piece in effective professional development was that it allowed an adequate length of time for the participants to integrate the practices learned into the classroom, the program, and the community and thus to aid in long-term student achievement.

Collaboration.

Naturally, cooperation with other faculty and administrators has in turn shown to be necessary to sustain a faculty development program. After all, those teachers and administrators must have created a culture in which sustained faculty development was even possible. For instance, Pennsylvania State University’s K. Johnson's article “The Role of Theory in L2 Education” emphasized the necessity of collaboration in professional development (Johnson, 1996). Johnson explained that both conceptual and perceptual experiences exist between school cultures and individual faculty members (especially new teachers), which justified the idea that veteran teachers should help develop new teachers. Johnson wrote of the need for collaboration where “novice teachers become socialized into a school culture” (p. 769). Johnson also applauded the

notion of cultural considerations (as suggested earlier, another key strand in effective professional development) in stating that teachers must “learn to construct curriculum that is uniquely adapted to their students” (p. 769). Moving toward implementation, Johnson added, “If teacher educators do this [‘situate learning about teaching within authentic contexts’], teachers will be constantly engaged in a process of sense-making, enabling them to not simply change what they do, but change their justifications for what they do” (p. 770). Thus, if the existing faculty and administrators did not see the knowledge and skills offered through faculty development as important and sustain it through mentoring and other forms of implementation, the participants in faculty development likewise lowered its value and did not continue to practice what they had learned, while a culture that stressed continued collaboration reemphasized the value of what they had learned.

A second reason that collaboration proved important to the success of a faculty development program was that the experienced faculty and administrators understood the connection between theory and practice and assisted the newer faculty in seeing that connection. Responding to A. Schlessman's (1997) comment that theory and practice must merge, K. Johnson in *TESOL Quarterly* clarified this contention as simply re-emphasizing the importance of theory for teachers in light of “the familiar context of their own learning and teaching experiences” (Johnson, 1997, p. 781). Johnson posited key terms such as “social context” and “interconnectedness” in calling for teachers “to construct justifications for their practice that are grounded in theories within the complex landscapes in which they work” (p. 781). Johnson’s work not only deemed collaboration necessary for novice teachers as they wrestled with theory and practice but added the

need for collaboration and partnerships between researchers/college instructors and educational practitioners at all levels.

Anecdotal support for collaboration also emerged from an article in *The Elementary School Journal* (Jimenez, Russell, River, 1996). Based on interviews of a “highly successful teacher” in urban southern California, the authors concluded that it has remained imperative that veteran teachers pass on their experience to novice teachers (p. 333). Therefore, professional development should include collaboration.

N. Clair's research at Brown University, found common ground with Johnson and Schlessman and recommended the use of Teacher Study Groups (TSGs), two of which were used for a year-long study as a method of institutionalizing collaboration (Clair, 1998). Clair described TSGs as “sustained opportunities” based on collaboration and the assumption of responsibility for developing and adopting best practices partially through critical reflection (p. 469, *passim*). Clair's analysis of the data supported the conclusion that participants deepened their theoretical and practical knowledge of L2 issues owing to increased sophistication in the discussions facilitated in the collaborative environment. Also, participants evaluated ELL student work with more positive diction at a rate directly proportional to time in the program. Clair stressed the importance of sustained programs offering collaboration and reflection and proffered that the one-, two-, or three-shot workshop approach to professional development for ELL teachers “runs counter to what is known about professional development.” Clair added, “They reduce teaching, learning, and education reform to the transmission of specific skills” (p. 468). In other words, true professional development required that “transmission” of specific skills and knowledge, but if the skills and knowledge were not embedded in ongoing collaboration

and linked to other professional knowledge and practices, the positive effects slipped away.

Unsurprisingly, a small host of articles from the past few years re-emphasized much of the research from the preceding decade. Those researching professional development for ELL teachers, whether abroad or in the United States, agreed that successful faculty development necessitated the inclusion of the elements previously outlined: prolonged duration, collaboration, partnerships between various concerned entities, cultural sensitivity, and reflection. A recent study in Turkey (Atay, 2006) provided one example with these seemingly-universal elements of effective professional development with particular stress on the role of collaboration. Based on working with a group of six pre-service and six in-service teachers teaching EFL (English as a Foreign Language) in Turkey, D. Atay used the “collaborative action research model” with predicted effects that “teachers become more reflective, critical, and analytical about their teaching behaviors in the classroom” (p. 3). Atay also sought to avoid the one-shot workshop approach and criticized the one-shot approach because “participants are passive recipient of knowledge, and their existing knowledge and beliefs are not acknowledged by the trainers” – hence, a lack of collaboration. Atay added, “Despite their popularity, one-shot knowledge-transmission INSET programs have serious limitations, and do not achieve their aims of effecting a change in teacher behavior” (p. 2). In concordance with the previously-cited researchers, Atay concluded, “The findings indicate that participating in collaborative research had a positive impact on the professional development of in-service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration, and encouraging them to

implement new instructional practices” (p. 10). Why? Atay explained that “[c]ollaborative action research gave the teachers a framework for systematically observing, evaluating, and reflecting on their L2 teaching practices, which are key attributes of the reflective approach to teacher education” (p. 12).

The notion of teachers teaching teachers about ELL for professional development played an important part in two studies put out by the research tandem of E. Hamann and J. Meltzer (Hamann and Meltzer, 2006; Meltzer and Hamann, 2006). They proposed four examples of professional development formats for schools. They admitted that no one-size-fits-all type existed and that the use of one or a combination of two or more of the formats depended on the situation. However, most of their formats demanded some form of collaboration and the one that did not worked better when mixed with the other formats (Hamman and Meltzer, 2006). The first example included programmed time to ensure that in-house veterans and experts got the opportunity to share their pedagogy. The second consisted of regular meetings by teachers and support staff combined with extra literacy support outside class time. The third type employed a workshop series by outside specialists aimed at high-impact literacy strategies. The final format included, teacher study groups, similar to Atay’s collaborative action research teams mentioned above, which guided themselves with literacy resource texts by utilizing peer coaching and an in-house bilingual/ESL advisor. However, the authors carefully noted that providing professional development opportunities alone proved inadequate. Rather, teacher accountability across the content areas in professional development implementation proved key, and collaboration enhanced accountability because the

participants were accountable to someone other than themselves (Hamann and Meltzer, 2006; Meltzer and Hamann, 2006).

Collaboration has led to a positive impact through mentoring as well as accountability, as portrayed in C. Olson and R. Land's 2007 article "A Cognitive Strategies Approach to Reading and Writing Instruction for English Language Learners in Secondary School" (Olson and Land, 2007). Based on an eight-year Pathway project in Orange County, California, with an average of 94 teachers and 2,000 students participating annually, the program paired experienced and novice teachers for collaboration. The teachers received instruction in scaffolding "as an especially effective model for planning and analyzing instruction in reading and writing" (p. 8). Student reflections revealed that they both recognized and appreciated the enhanced training of their teachers. Olson and Land determined that they "were able to achieve consistent, positive outcomes on multiple measures over time" (p. 16). They attributed the success to the "teachers teaching teachers" format, prolonged time period of eight years, comparatively high ratio of teachers to students, and the "density of treatment" due to strong commitment by teachers and students alike (p. 16).

Partnerships.

While collaboration with fellow teachers enhanced the effects of faculty development, partnerships with administration and other groups also strengthened programs. In particular, training to enhance attitudes and perceptions often must come from administration engaging in a partnership with teachers. This concept of partnerships among researchers, administrators, and teachers emerged in articles such as "Program Improvement for English Language Learners" in the journal *Thrust for*

Educational Leadership. Therein, Olsen and Jaramillo (1999) advised administrators that professional development has become essential in enhancing “affirmative steps . . . to assure full access to the curriculum” (Olsen and Jaramillo, 1999, p. 18). They reiterated the themes that the professional development must be sustained, collaborative, and inquiry-based. They wrote, “This kind of professional development allows educators to reflect together on research, examine their own practice and implement new teaching strategies together” (p. 19). Because these results benefited not only individual teachers and classrooms but schools as a whole, wise administrators became partners in organizing sustained faculty development.

Three articles from 2005 perhaps revealed the heightened sense of urgency for both faculty and administrators caused by accountability stimulated in part by No Child Left Behind measures. The same themes of sustained training, collaboration, reflection, and cultural awareness persisted through each article, with further emphasis on the value of partnerships. The impetus for the first article (Meskill, 2005) was that ELL training has lagged behind ELL student body percentage. C. Meskill of the State University of New York, Albany, presented the goals, structure, outcomes and implications of the Training All Teachers (TAT) Project. Program goals included the infusion of “ELL issues throughout the core curricula for teachers and school personnel in training” and the extension of “this knowledge into on-site partnerships with in-service practitioners and school personnel” (p. 1). The structure consisted of ELL experts working with volunteer SUNY-Albany faculty and their students with follow-on group workshops and peer presentations. The researchers measured the outcomes of five volunteers via a questionnaire that assessed ELL belief shifts, degree of integration of the ELL training

into their courses, and desire for follow-up on select ELL issues. The participants found themselves “hyper-aware” of ELLs (p. 6). They all integrated the training and sought follow-up for themselves and colleagues/students. Meskill concluded that effective ELL teaching requires integration across the professional development curriculum both to enhance its infusion and to keep it from becoming a segregated topic, especially given the increase in ELL students.

The second article also presented an institutionally-sustained project (Mahn, McMann, Musanti, Smith, 2005). This research drew on a two-year teaching/learning center pilot project done in the Albuquerque Public Schools where the training team sought to remedy the inadequate professional development for teachers working with ELLs by implementing a program that offered sustenance for two years, collaboration, and input from the teachers themselves. They hoped to create synergy from the team concept. The researchers found challenges in melding teams and in generating sustained administrative support allowing sufficient numbers of teachers to participate, hence making an impact. Although the results of the study remained inconclusive at the time of publication, the researchers preliminary data indicated the input of teachers as the strength of their program. The striking of a pedagogical conversation proved superior to expert-led workshops.

The third select article from 2005 concerned the need for educational leaders to pursue ELL professional development because solid pedagogy required it, given the challenge to the education system inherent in the growth of ELL students. M. E. Sokolik put this forward as a transaction necessary to a successful education system: administrations must support both tangible and intangible professional development, and

teachers must reciprocate by attending and implementing positive change (Sokolik, 2005).

Cultural awareness.

As previously stated, one important aspect of collaboration and partnerships has been the transmission of the educational unit's beliefs, values, and attitudes. Although attitudes about ELL students remained a common element in many articles about professional development for L2 teachers, Eastern Michigan University researchers S. Karabenick and P. Clemens Noda concentrated their 2004 article "Professional Development Implications of Teachers' Beliefs and attitudes toward English Language Learners" on this issue (Karabenick and Clemens Noda, 2004). Based on a survey of 729 teachers in one Midwestern suburban school district with a recent influx of ELLs, Karabenick and Clemens Noda's analysis revealed overall trends and typical responses along with differences between teachers with more positive attitudes towards ELLs in their classes versus those with less positive attitudes. Nuances associated with the positive attitudes included acceptance of native language use as a steppingstone, support for bilingualism, comfort for testing in native language, lack of association of comprehension with language fluency, and belief that ELLs did not create time and resource problems. These findings prompted the authors to incorporate cultural awareness and second language theory into professional development in combination with more standard content knowledge and instructional skills. Karabenick and Clemens Noda also included the idea of sustained training, as they implied that it was wise that "the district also elected to participate in the combined onsite and online professional development offerings of Project LEP-Tnet (a Title VII/Title III Teachers and Personnel

Training project sponsored by the U.S. Department of Education) to ensure continuity, quality, and consistency in the delivery of training” (Karabenick and Clemens Noda, 2004, p. 12).

Meanwhile, J. Gebhard, Indiana University of Pennsylvania, drew on his international and domestic ELL experience and produced a list heavy in its emphasis on proper attitudes and perceptions as essential to professional education. He established eight principles of teacher development with respect to attitudes:

(1) transcending the goal of improving our teaching by aiming at seeing teaching differently, (2) taking responsibility for our own teaching while recognizing the need for others, (3) taking a non-prescriptive stance; (4) basing teaching decisions on description, (5) being nonjudgmental, (6) being reflective, (7) going beyond a problem solving attitude, and (8) exploring through different avenues, such as by trying the opposite of what we normally do. (Gebhard, 2005, p. 1)

Gebhard also described processes for teacher development with emphasis on self-observation to include reflection and introspection on effective change. He suggested observing other teachers. Finally, he encouraged collaboration through “talk with other teachers about what we observe in a nonjudgmental and non-prescriptive way” (p. 13). Once again, this research offered evidence of the links among the five factors critical to successful faculty development that were indicated earlier.

Similar to Gebhard, J. Reeves showed that teacher attitudes toward ELL students played a significant role in student (and hence teacher) success, and this research revealed that much progress remained possible in this arena (Reeves, 2006). Reeves surveyed 279 high school teachers about their attitudes in four categories: ELL inclusion, coursework

modification for ELLs, professional development for working with ELLs, and perceptions of language and language learning. In the first category, she found that teachers largely held a welcoming attitude toward inclusion of ELLs tempered by the belief of the majority of the respondents that they did not have time to deal with the needs of ESL students” (pp. 6-7). Naturally, the second undercut the first. Second, Reeves reported that teachers demonstrated a “tolerance” for modification through simplifying coursework, lessening coursework volume, or allowing extra time (p. 7). Teachers perceived this as a positive attitude despite the implication that ELL students forced a "dumbing-down" of the curriculum. Third, the majority of the teachers felt untrained to work with ELL students, with slightly more than half wanting to receive additional focused training. Nevertheless, the researcher described the respondents as exhibiting “ambivalence toward professional development” (p. 8), particularly in directions forced on them by circumstances rather than choice. Finally, the vast majority of the teachers believed that English should become the “official language” of the United States, although most teachers expressed comfort with native language use at school. Over 70% of the teachers believed that ELLs should master English in two years or less (p. 8). Reeves accurately characterized this last finding: “Teachers are working under misconceptions about how second languages are learned” (p. 8). Ultimately, Reeves concluded, “The data reveal a teaching force struggling to make sense of teaching and learning in multilingual school environments” (p. 11). Thus, professional development ought to address attitudes and perceptions of teacher in order to support the potential positive impact of instruction - if only because even "positive" attitudes based on faulty

information and misconceptions about ELL teaching and learning can cause harm as easily as negative attitudes.

Reflection.

As noted above, K. Johnson's theory garnered at least one analyst, A. Schlessman, who found reflection paramount in pedagogical instruction (Schlessman, 1997). Schlessman's research, like Johnson's published in *TESOL Quarterly* concerned itself with Johnson's assertion that a dichotomy has traditionally existed between conceptual and perceptual experiences in teaching. Schlessman insisted that the two must merge so that teachers' understanding of concepts is not just theoretical but includes "seeing" (perceiving) those concepts' application in their teaching experiences. Consequently, Schlessman contended, teachers must think about their teaching to avoid "anti-intelligent" pedagogy (p. 777). Schlessman therefore concluded that professional development must facilitate reflection. The NAU researcher stated, "Reflection can help teachers modify and improve their thinking abilities as well as increase the effectiveness of their moment-to-moment activities" (p. 777). Thus, for Schlessman, professional development should aim at "helping teachers become fully aware of how they habitually think to enable them to concentrate on the development of their thinking and the continual reformulation of their activities" (p. 777). Reflection reigned paramount for her as a way to bridge theory and practice.

As with the other four themes, the international educational arena supported the progressive American contentions regarding the importance of reflection in the professional development of L2 instructors. Two noteworthy articles spanned the recent turn of the century. The earlier presentation, Thomas Farrell's 1999 article "Teachers

Talking about Teaching,” shared his study based on the experiences of English as a Foreign Language (EFL) teachers in Korea (Farrell, 1999). A number of teachers banded together in groups to converse about their teaching with the goal of improving it, a process he defined as “reflection” (pp. 2-3). He found two important considerations in that experience: First, smaller and newly-formed the groups relied heavily on participant-leader interaction. Second, the converse proved true with larger, older groups, which grew to stress participant-participant interaction. Ultimately, the leader and participants perceived benefit from the conversational reflection owing to the support provided by the group. Again, reflection proved beneficial, especially in combination with sustained collaboration.

A different perspective led Anglophone researchers to similar conclusions about ELL teacher professional development in a study carried out in China (Guangwei, 2005). Singaporean professor Hu Guangwei analyzed professional development as an outgrowth of China’s modernization since the 1970s. He focused on the L2 teaching community within China’s education system. Like his Euro-American counterparts, he called for professional development “that recognizes the complexity of learning to teach, the interplay of multiple factors in teacher’s work, the context-dependent nature of professional knowledge, and the value of practical experience in teacher education” (p. 29). Guangwei emphasized that professional development should “build on participants’ lived teaching experiences, create ample opportunities for reflection and active engagement in action research, [and] enable participants to become active agents of change” (p. 30). Guangwei’s “ample opportunities for reflection” did not equivocate on

the importance of reflection (p. 30) and thus once again linked reflection to the other important themes in successful ELL faculty development.

Broader Reviews of Research and Programs

The literature examined thus far appeared in academic journals, which lend themselves to specific treatment of a small number of claims. It proved fruitful to include longer texts which embedded those claims in a broader study of faculty development. Two books and a corollary document warranted special consideration due to their treatment of the subject of ELL teacher preparation at some length, though with a less-specific focus than the more numerous articles analyzed above. In the first book, a monograph entitled *Meeting the Needs of Second Language Learners: An Educator's Guide* (Lessow-Hurley, 2003). J. Lessow-Hurley of San Jose State devoted most of the short volume (92 pages) to defining second language learners, describing terms associated with them, explaining attributes necessary for teachers to reach such learners, and outlining the policies and practices in existence. Lessow-Hurley called for teacher development along many of the same lines developed above in concluding that “teachers need specialized competencies to work effectively with second language learners” (p. 50).

The second book, an anthology edited by Kip Tellez and Hersh Waxman entitled *Preparing Quality Educators for English Language Learners: Research, Policy, and Practice*, came out two years after Lessow-Hurley's work and offered a wide variety of articles ranging from research and policy to practice (Tellez and Waxman, 2005). The selections revealed that simply revising curriculum to teach L2s proved inadequate, but that radical changes in policies and practices were needed to ensure adequate delivery of

instruction to ELL students. Furthermore, many articles concurred that focused development of teachers garnered more favorable results than simple curriculum change. Most specific to the discussion of professional development, the editors asserted that in all of the research cited, in-service trumped pre-service as a delivery vehicle for instructing teachers.

Tellez and Waxman subsequently expanded on this contention in their corollary research review, “Quality Teachers for English Language Learners,” a document produced for Temple University’s Center for Research in Human Development and Education (Tellez and Waxman, 2006). In their research review, Tellez and Waxman, who contended that ELL teacher quality in general may be no better or worse than that of other special-needs teachers, proposed therefore that professional development required paramount consideration. They associated reform toward improving L2 teacher quality “with the belief that teachers learn best when they are teaching their own classes” (p. 7), thus permitting immediate linkage between theory and practice that cannot occur in pre-service training. After echoing the research consensus that one-shot workshops have lacked success, they summarized their findings as follows: “The most effective professional-growth opportunities are those whose topics emerge from teacher interests, require a long-term commitment from all parties, and engage in clear measurement and evaluation of goals and teaching targets” (p. 7). Tellez and Waxman offered three model in-service programs from Fresno, Tucson, and Watsonville as proof of their summary. The strength of Fresno’s program came from combining researchers at a local university with elementary teachers to conduct ongoing projects. The Tucson program again combined researchers in higher education with teacher professional development in a

program known as Funds of Knowledge for Teaching (FKT) that emphasized teacher collaboration and ethnographic pedagogy. The Watsonville project exhibited collaboration as well, particularly in upper grade levels, with the establishment of award-winning comprehensive literacy/social studies programs. Thus, the elements of sustained professional development, collaboration, ethnic sensitivity, and partnership resonated clearly in this review of successful programs (Tellez and Waxman, 2006). Though Tellez and Waxman went on to explore other aspects of faculty development not germane to the discussion here, their expanded and comparative study corroborated the numerous articles explored above.

Conclusion

The preceding review of literature described the consensus belief in the need for professional development and demonstrated the positive effects associated with properly-designed professional development. In addition to highlighting the importance of including current, accurate, and advanced knowledge and skills concerning ELL instruction in such programs, an analysis of the literature revealed five common and interconnected themes for effective professional development for ELL teachers: sustained training of participants, collaboration among participants as well as with other teachers, synergistic partnerships with administrators, cultural sensitivity, and critical reflection on all aspects of their teaching. (See Figure 1 below.) Unsurprisingly, these five elements appeared integral to good teaching practice in general, as noted in the introduction.

This literature review pertained to the study that follows in part because the program in the case study was designed to meet those specifications. Consequently, the

assessment of that program rests both on measures of its success and a determination of whether that level of success could be attributed to the incorporation of the five common themes found pervading the literature. Thus, while the participants' test scores and their discussion of that testing looked towards the inclusion of appropriate content, the case study's interviews investigated whether or not participants marked any impact attributable to sustaining the faculty development program, collaborating with others, partnering with others, becoming more aware of their ELLs and their cultures, and/or reflecting on their practices served to improve their work as teachers of ELL students. In retrospect, a framework for excellent faculty development for teachers of ELL students emerged from the extant literature and previous practice, and a faculty development program grew upon that framework. This in turn provided ways to analyze the program. Has the program proven successful? Has the program incorporated this framework? Were there clear connections between the program's success/failure and this framework? The participants' interviews combined with their action plans exhibiting the practices of program pedagogy (including cutting-edge knowledge of ELL language acquisition and pedagogy as well as demonstrating cultural awareness), collaboration, and partnerships beyond the classroom provided answers to some of those questions, while the WEST-E results together with interviews provided verification that participants acquired and retained crucial knowledge and skills related to teaching ELL students.

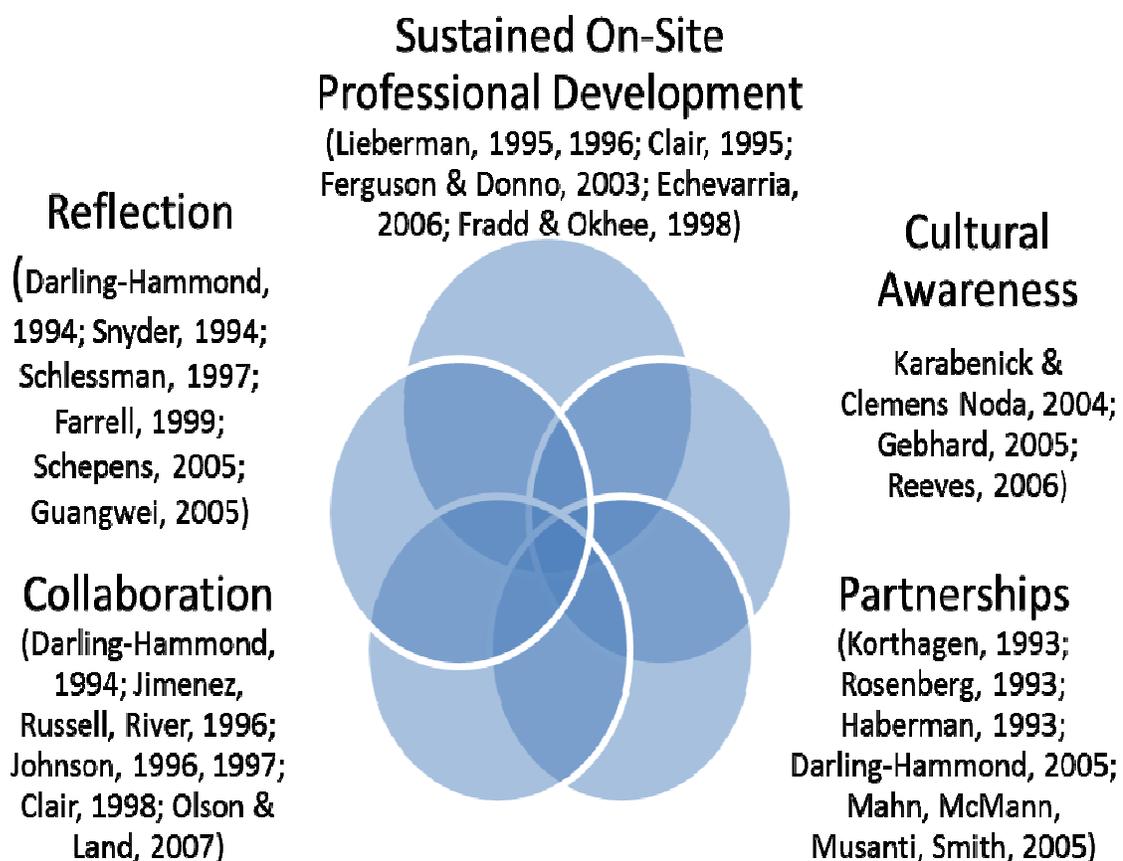


Figure 1. The theoretical framework of this case study. This figure indicates five important thematic elements of effective faculty development and key sources supporting those themes.

CHAPTER THREE

METHODOLOGY: STUDY DESIGN AND RESEARCH

Introduction

For reasons outlined in the previous chapters, this research involved a collective case study of the ELLA/ELLI professional development program operated in partnerships between Heritage University and several school districts in the State of Washington. With the support of other faculty members at Heritage and key teachers and administrators in those districts, this researcher attempted to design a professional development program which delivered accurate, advanced subject matter and incorporated the research-based "best practices" for ELL faculty development drawn from the literature in the previous chapter. To determine the success of the program, goals were identified and several measures of those goals were selected, including test scores and interview data collection. This chapter explains the overall study design in light of existing research practices. Discussion of the methodology includes an overview of the professional development program, an outline of the study design, details of the data collection methods (including a delineation of the process of site and participant selection), an explanation approach to data analysis, and consideration of the role of the researcher, the validity of the research, and potential ethical issues.

Overview of the Professional Development Program

The current study used interviews of program participants as one source of data for assessment along with observation, participants' scores on the WEST-E test, and documents produced by participants such as Program Action Research Plans, Portfolio (collection of student evidence). A brief explanation of the professional development

program will serve to place all these data streams in context. The program examined here aimed at improved ELL student learning via sustained professional development of educators. The three-semester, two-part program took place over the course of a calendar year. (See Appendix A.) Part one, set at the beginning of a K-12 school year, delivered the content of four graduate-level courses (10 semester credits) designed to introduce key concepts and best practices for English Language Learners, develop understanding of how those concepts and practices can be embedded in the classroom, and support that embedding. These courses were chosen because they provided participants an opportunity to learn research-based best practices to bring standards-based instruction and assessment for English Language Learners into their classrooms and buildings. The second part of the program, conducted for three consecutive weeks in the summer, provided learning opportunities to help teachers demonstrate the ELL endorsement competencies (WAC 181-82A) and develop a learning community focused on closing the achievement gap for ELL students. Part two integrated the critical content of three additional graduate-level courses (6 semester credits). In addition, culturally responsive teaching (CRT) strategies (that is, pedagogical techniques that factor learners' pertinent cultural nuances into instruction) were integrated and emphasized throughout the professional development model. Part one and two were interlinked and designed to build one upon the other. Participants then concluded the program by incorporating the knowledge and skills gained through the coursework into an Action Research Plan (ARP), developed as a capstone of the ELL professional development program to serve as a on-going vehicle for the continuation and implementation of the knowledge and skills gained in the year-long program. (See Appendix B.)

Study Design

Merriam defined *case study* as "an in-depth description and analysis of a bounded system . . . a single entity, a unit around which there are boundaries" (2009, p. 40). In other words, the researcher has fixed the boundaries of the study (which in this case included elements such as the number of interviewees and questions asked about a set number of professional development opportunities) in order to provide a rich description of a single program or situation (here, the ELLA/ELLI faculty development program), in order to shed light on similar phenomena, particularly those of a complex or highly theoretical nature (such as sustained professional development). Multiple sources concurred with this extended definition: (Gerring, 2007; Hancock and Algozzine, 2006; Merriam, 2009; and Yin, 1984). Merriam labeled the features of a case study as follows: (1) "particularistic," with focus on a specific single entity; (2) "descriptive," with thorough explanation of the entity; and (3) "heuristic," with illumination of the reader on the subject of the defined entity (Merriam, 2009, p. 43). Hence, this particular case study will require the identification and description of the design elements of the ELLA/ELLI professional development program followed by an attempt to lead the reader to a thorough understanding of the desired effect(s) of this program. Armed with this understanding and the evidence and arguments offered herein, we will be able to render accurate judgments about the program and program elements.

Case studies have long-standing status as a viable method of conducting educational research. Case study in education was rooted in anthropology, sociology, and psychology (Merriam, 2009). Case study researchers (for example, Yin, 2003; Bassey, 1999; and Stake, 1995), similar to researchers in these antecedent fields, utilized

a social scientific methodology that has traditionally consisted of asking explicit research questions (as seen in Chapter One and reiterated below in discussion of the data collection methods), developing a research design (here along the lines of a case study documented via interviewing and testing), reviewing theory and existing research (as found in the literature review and citations), collecting and evaluating data from the interview process (the subject of subsequent analysis, as described below), and formulating a conclusion based on the results analyzed (again, as will be seen Chapter Four). Thus, these elements with the presentation of supporting data will be offered throughout this manuscript. Yin further elucidated that exemplary case studies have addressed a significant topic with set boundaries, have accumulated larger bodies of in-depth research, have displayed sufficient evidence, and have offered engaging results (1998), all of which have been attempted in this case study.

Merriam added that researchers employing the case study approach interested themselves in “insight, discovery, and interpretation rather than hypothesis testing”; however, Merriam noted that criticism comes for case study research has typically arisen at this point (Merriam, 2009, p. 42). A consensus of researchers explained that said criticism emerged from proponents of the traditional scientific paradigm with emphasis on duplicative (reproducible) results (see for example Bassey, 1999; Merriam, 1988; and Yin, 1984). The critics referenced in these sources were concerned that bias would drive case study research and that it would consequently become too subjective (Stake, 1995 and Gerring, 2007). For example, critics believed that researched might neglect unwanted observations and data, but as Merriam pointed out, such critiques hinged on doubts about the professionalism of the researcher(s) that has held equally true in the hard

sciences such as chemistry, physics, or biology (Merriam, 2009). Merriam clarified a difference often not perceived by these critics: “Most case studies in education are qualitative and hypothesis-generating rather than quantitative and hypothesis-testing, studies” (Merriam, 1988, p. 3). Merriam further explained, “Qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive” (p. 39). Hence, criticism of case study research reflected more the validity discourse between the hard sciences and the social sciences than doubts within the social sciences themselves. Case study as a method has therefore relied on following proper social scientific protocol, as outlined above by Yin (2003), Bassey (1999), and Stake (1995), and attempted in this study as well.

Qualitative participant interviews (here, ten interview subjects) lay at the heart of this case study aimed at assessing the professional development program in order to validate and subsequently enhance this model of sustained professional development. Interview strategies have ranged from standardized and structured surveys (such as a census) to unstructured and informal interactions (such as those often associated with ethnographic participant observation). According to Merriam, qualitative interviews such as those in this study have fallen under the category of “semi-structured” because they fell between structured research such as a survey and unstructured observation such as group participation (Merriam, 2009, p. 15). Where qualitative interviews fell on this continuum depended on the nature of the questions and the interactions between the researcher and the subjects, a subject broached by Seidman (2006). In an attempt to pin

this down, Rubin and Rubin defined qualitative interviews as “modifications or extensions of ordinary conversations [about] the understanding, knowledge, and insights of the interviewees” (Rubin and Rubin, 1995, p. 6), but Mishler observed that “an interview is a joint product of what interviewees and interviewers talk about together” (Mishler, 1986, p. vi). In an attempt to integrate both aspects, Kvale suggested that “a qualitative interview seeks to cover both a factual and meaning level” (Kvale, 1996, p. 32). Finally, Lunsford Mears offered a possible resolution: interview data has provided research value because the interviews allowed non-participants to empathize with and learn from the participants while the participants received the opportunity to share their perceptions, thereby allowing them room for the personal reflection that often spawned personal development (Lunsford Mears, 2009). This study capitalized on the experiences of professional development participants (the interviewees) to determine the impact of the model and to help chart a course for improvement.

As noted above, skepticism about interviewing as a research method has persisted in light of the conversational nature of interviews. Mishler addressed this issue by noting that “mainstream tradition” often has accepted structured survey interviews as data while denying much of the value of qualitative interviewing by demanding “a dense screen of technical procedures” that stifle data collection from the interactive nature of qualitative interviewing (Mishler, 1986, pp. viii). In rebuttal, Seidman emphasized the value of interview discourse: “Social abstractions like ‘education’ are best understood through the experiences of individuals whose work and lives are the stuff upon which the abstractions are built” (Seidman, 2006, p. 10). The research here embraced the contentions of Mishler and Seidman that qualitative interviewing has in many cases offered a superior method of

data collection, and in data analysis attempted to follow Kvale's call to seek to present both fact and meaning (Kvale, 1996).

Interview Protocol

Chapter Two reviewed existing research on sustained professional development and Chapter Four will compare that with participant-produced Action Research Plans, and Portfolios, along with the researcher's observations of participants prior to their becoming interviewees, thus addressing the typical sources of data emphasized by case study researchers noted above. However, interviewing remained the paramount collection method to measure the impact on teachers and their students provided by ELLA/ELLI. Therefore, it was paramount to design interviews that met the criteria laid down by case study researchers above, including proper selection of interview site, interview participants, and interview design.

Site and participant selection.

Site selection.

The university that offered the ELLA/ELLI faculty development programs examined in this study evolved from a small Catholic college that underwent restructuring and relocation from Eastern to Central Washington in the early 1980s. Increasing in size and program offerings for both undergraduates and graduates, the college became a university in 2004. Heritage University's mission has been to deliver opportunities for higher education to a comparatively isolated multicultural population. The university's offerings provided a liberal arts focus in majors with both employability and service for the region, including education, bilingual/ESL studies, social work, business, and criminal justice among others.

In particular, the university's College of Education has provided undergraduate and graduate programs as well as faculty development initiatives at a variety of sites around the state, both at branch campuses (currently in Seattle, Moses Lake, and Tri-Cities) and on site in specific school districts. Professional development programs and graduate degree programs helped fulfill the university's mission of outreach. The university has continually sought the expansion of its education offerings in light of the ethnic diversity in many of the areas that it has served. For instance, the university has since its inception provided an active bilingual education department aimed at improving instruction for ELLs, which in recent years grew to include offering this professional development program. The university offered the professional development program at the participating district sites. Urban districts in the Puget Sound area as well as rural districts in south central Washington participated. Hence, interview subjects came from districts representing the various sites as well as from different faculty development cohorts.

Interview sites had to be selected to parallel the subject. To be sure, as Kvale pointed out, "The ideal interview subject does not exist," and this has held equally true for interview location selection (Kvale, 1996, p. 146). The most important feature of the place has been a relaxed atmosphere to create involvement (Rubin and Rubin, 1995). Seidman recommended up to 90-minute sessions, which dictated that the necessary level of comfort must include nearby bathroom facilities (Seidman, 2006). In this study, the interviewer met with interviewees at comfortable, convenient sites that facilitated the flow of interviewees. These sites were hotel suites stocked with snacks, coffee, and other drinks as well as comfortable seating and bathroom facilities. Each interview was

scheduled for 90 minutes and ranged in duration from 75 minutes to approximately 100 minutes. Clearly, the selected sites met the standards laid out above.

"Purposeful" selection of participants.

Seidman described the need for a “purposeful sampling” of interviewees that provided the full range of experiences (Seidman, 2006, p. 52). Thus, in this case, the interviewer selected ten interviewees intended to represent both the range of time in which cohorts have been completed after this plan was implemented and the range of locations (multiple sites, both urban and rural). However, to avoid a potential problem in comparing participants' scores in state testing caused by a change from the Praxis II test to the current WEST-E test, only participants in the cohorts finishing since the change and tested using the WEST-E were included in the selection pool. Therefore, the interviewees came from the cohorts completing the program in 2008, 2009, 2010, and 2011; moreover, since according to Professional Educators Standards Board (Sept. 2008), the testing change was made to better align the test with revised ELL competencies, participants' scores since the testing change should have better correlation to their acquisition of knowledge and skills related to those competencies. In addition, the interviewee selection pool included a range of genders, ages, and professional teaching experience. Through these means, the interviewer sought to achieve Seidman's “purposeful sampling” and “sufficiency” of range (Seidman, 2006, pp. 52, 55).

While these selection criteria met the initial requirement for geo-demographic diversity, candidate selection procedures were also designed to find interviewees who were able to articulate their experiences and reflections on those experiences. Along these lines, Kvale further insisted that an important criterion in selecting the participants

is their ability to answer questions sensitive to the study (Kvale, 1996). Researchers have been able to facilitate data collection by starting with knowledgeable interviewees because “saturation” of information determined when sufficient data has been accumulated (Seidman, 2006, p. 55; Rubin and Rubin, 1995). Here, "saturation" refers to redundancy in responses, by which it can be determined that the data set possesses a comparatively full range. That is, when multiple interviewees gave similar answers to multiple questions, the interviewers had evidence that the random sample size was large enough.

To assure this, the interviewer in this case created a pool of interviewees by first eliminating one group of outliers: cohort participants who had demonstrated difficulty in articulating the concepts of ELL language acquisition and teaching methods orally during the faculty development program. A small number of additional outliers were removed from the pool because of other considerations, such as administrators or coaches who had additional relationships with the interviewer (for example, an administrator who had taken part in the negotiation for and implementation of the ELLA/ELLI program in that district). Next, the interviewer sent email invitations to all remaining cohort members, in each case 50% or more of the original cohort (8-10 invitees). Respondents then became potential interviewees in the order of their response, thus providing some randomization of the interviewee pool while maintaining Seidman's "purposeful sampling." The researcher continued through the list of interviewees until strong evidence of redundancy appeared - in this case, after ten interviews had been conducted. Thus, since the researcher also taught in the program, recall of interactions with participants during the training, records, and subsequent interactions with participants allowed the researcher to

assemble not only a geo-demographic range but, through the participant selection process, a group of random participants who appeared sensitive to the content and context of the study - in short, former program participants who demonstrated meaningful professional development rather than mere rote learning were sought for interviews to “jump start” the data collection, as suggested by Kvale and Seidman (Kvale, 1996; Seidman, 2006). As the interviews were conducted and the data examined and analyzed, evidence of saturation through redundant answers was indeed found, as will be seen in Chapter 4.

Interview design.

Questioning strategy.

As seen, the interviewees were selected purposefully and the interviews conducted in congenial circumstances, but many researchers have contended that in order to provide useful data, interviews must also be properly designed and conducted. One recurring theme among researchers was the interview as an open-ended "conversation." For example, Powney and Watts in *Interviewing in Educational Research* (1987) stated that they "see research interviews as conversational encounters to a purpose" (Powney and Watts, 1987, p. vii). Kvale similarly explained that a qualitative interview is actually “conversation as research” (Kvale, 1996, pp. 5, 19). Mishler added that "an interview is a form of discourse" and described four essential components: an interview is a “speech event” in which diction is critical; the diction must get down to “narrative clause” (that is, critical diction tells a "story" that cannot be simply paraphrased); the discourse is generated jointly by the interviewer and interviewee; and the meaning of the questions and answers are “contextually grounded” (Mishler, 1986, pp. ix, 79). Hence, a well-

designed questioning strategy has proven key as the researcher sought to generate a conversation with the interviewee that yielded answers reflecting the beliefs of the respondent but in a vocabulary sensitive to the study. In the course of interviewing participants in this study, opportunities became available to explore topics in depth and extend the interview beyond the questions prepared in the research protocol, as many researchers have advocated (Cresswell, 2005; Glesne, 2006; Yin, 2009). Researchers have maintained that the interviewer should develop an interview guide that consists of main questions, secondary questions, and potential follow-up questions in the event that the conversation does not progress toward answers useful to the study (Kvale, 1995; Lunsford Mears, 2009; Merriam, 2009; Rubin and Rubin, 1995). Rubin and Rubin described this standard interview structure: “The tree-and-branch model, the interview is likened to a tree. The trunk is the core topic; the branches, the main question. You plan the questions to explore each branch with more or less the same degree of depth” (Rubin and Rubin, 1995, p. 159). Productive interview possessed open-ended questions and avoided multiple-part, leading, and yes-or-no questions (Merriam, 2009). Shorter questions eliciting longer answers characterized a well-designed interview (Kvale, 1996). Seidman maintained that the interview, though potentially multi-staged, can take place in a single day with “reasonable results” (Seidman, 2006, p. 22). The researcher should take notes and tape record during the session and reflect immediately afterward to adjust toward data analysis (Kvale, 1996; Merriam, 2009; Seidman, 2006). In this study, notes were taken during interviews, and all interviews were audio recorded and then transcribed for analysis. Printed transcriptions were reviewed for accuracy by the researcher and, where necessary, double-checked by participants before they were

analyzed. Corrections determined by this process were made to interview transcriptions, as suggested by many researchers (Creswell, 2005; Glesne, 2006).

Question selection.

As stated in Chapter One, the following research questions provided the focus for this study and hence framed the questions and discussions in the interviews.

The fundamental question was as follows:

Q: If teachers who participated in this ELL professional development program implemented the program knowledge and skills into their classroom instructional practice and continued to do so after the end of the formal sessions, what elements of the professional development program contributed to that continued implementation?

To provide the data necessary to address the fundamental question for this study, this researcher solicited the following from the test results, actions, and reflections of program participants:

1. Did participants learn and retain the disciplinary knowledge necessary for them to pass the Washington-state-required ELL endorsement assessment (WEST-E) upon completion of the program?
2. If participants *did* retain disciplinary knowledge, what factors might have contributed to that retention?
3. How did teachers who participated in the professional development program exhibit professional growth in the area of ESL education?
4. To what extent was the professional development program a catalyst for improved professional practice focused on the needs of ELL students?

The interviewer presented questions aligned with these research questions to

interviewees in a general format to avoid leading the responses. The general and open-ended nature of the ensuing discussions aimed to provide additional unsolicited evidence for the themes addressed by the semi-structured initial and follow-up interview questions. (See Appendix C.) Capture of additional data occurred from the interviewer's notes, while audio taping and transcripts enhanced accuracy. The researcher also collected interviewee notes.

Data Collection Methods

As stated above, data collected included participants' scores on the state-administered WEST-E ELL and Bilingual Education endorsement tests. The data also included semi-structured interviews with participants in this professional development program, who were teachers, coaches, and administrators working with ELL students in the school districts where the program was offered. In addition, field notes were recorded during observations conducted using an observation protocol of established district observation procedures. Finally, documents including Action Research Plans as well as sample lesson plans and portfolios produced by individual or groups of participants were also collected for analysis. Collected data was then analyzed in an integrated manner to provide more "insightful analysis" of both individual and organizational phenomenon that contributed to the "situation under investigation" (Moran-Ellis et al., 2006, pp. 52-53). As explained earlier, proponents of case study research have maintained the importance of utilizing multiple sources. For instance, Yin, a noted scholar of case study methodology, called for interviews, observation, and documents as essential sources (1984, 1998). Stake, Hays, Hancock and Algozzine reinforced this consensus insistence on interviews, observation, and documentation in case study research (Stake, 1995; Hays,

2004; Hancock and Algozzine, 2006). The present study relied on interviewing combined with observation and documents such as the Action Research Plans. Finally, multiple sources asserted that the use of a database encompassing a variety of related sources added credibility to a study and delivered an element of empirical research that maintained a stronger chain of evidence for assessments based on the data collection (Hamel, 1993 and Yin, 1984). Merriam also emphasized the importance of collecting data from such sources in order to get a thorough database (1998). Therefore, once data was collected from these sources and coded into themes reflecting the research questions, the *Atlas.ti* qualitative data analysis software program was employed to help organize and systematize the collected data for subsequent analysis. The following diagram (Figure 2) illustrates the data collection process:

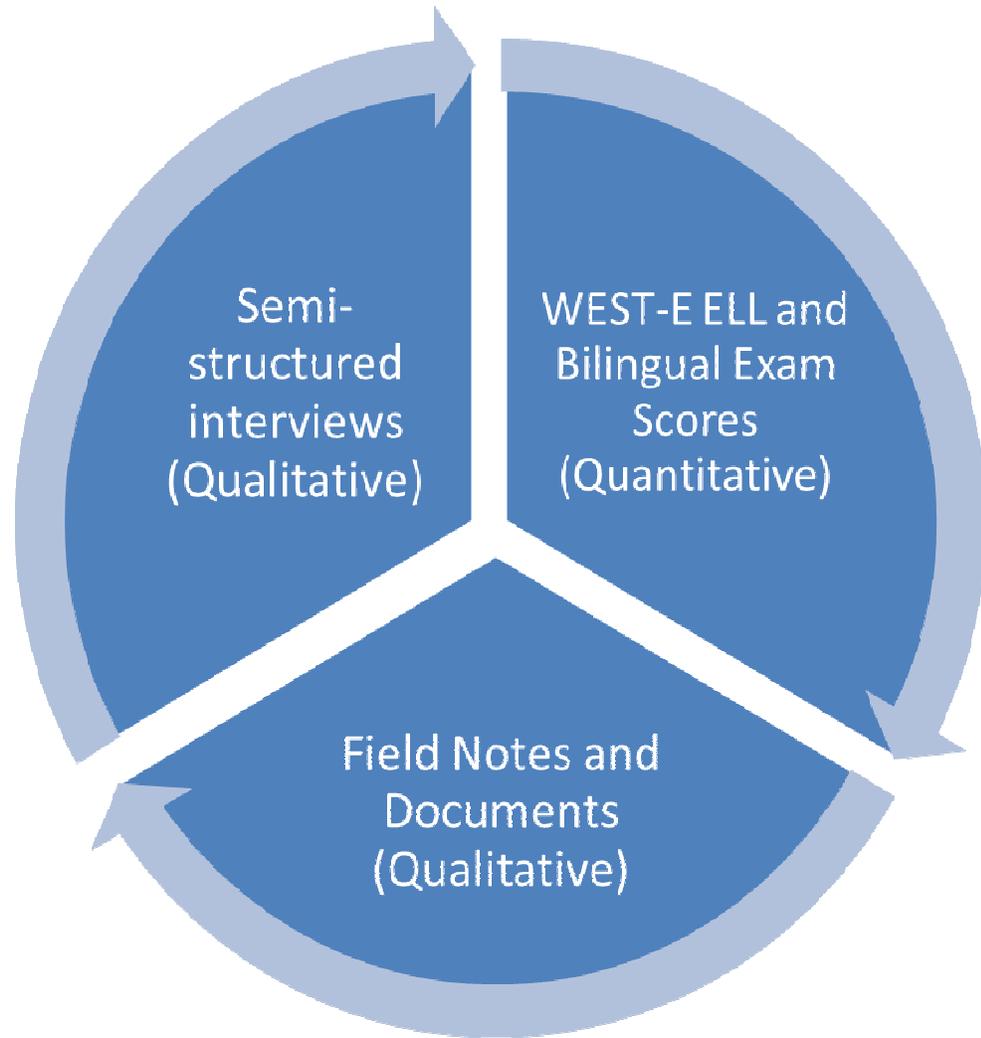


Figure 2. Data collection methods. This figure illustrates a collective case study model incorporating both quantitative and qualitative data (as discussed in Merriam 2009; Yin, 1984; Bassey, 1999; Stake, 1995).

Data Analysis

Whether examining data via case studies generally, or more specifically, interviews used for case study, organization of the data through some type of categorization proved essential. As suggested by Hancock and Algozzine, recurring themes, terms, concepts, and words emerged as the case study researcher conducted

analysis (Hancock and Algozzine, 2006). Merriam stressed the importance of these generalizations: “Category construction is data analysis” (1998, p. 180). Merriam further explained the need to make a manageable number of categories and sub-categories (Merriam, 1998), while Yin repeatedly maintained a similar need to use generalizing categories to seek converging lines of evidence (Yin, 1984; Yin, 1998). Pattern matching has helped researchers build explanations that repeated observations validated, which in turn assisted the researcher in eventually drawing conclusions and theory development (Stake, 1995; Yin, 1984). Case study research has been valuable to academia when it provided a link between theory and practice - here, for example, with the goal of translating the results of the case study into professional development for improved pedagogy, Merriam summarized the benefit of categorical data analysis: “The development of categories, properties, and tentative hypotheses through the constant comparative method is a process whereby the data gradually evolve into a core of emerging theory” (Merriam, 1998, p. 191). Such theory could assist other designers of professional development programs.

This study included analysis of interview transcripts, observation field notes, and documents and test scores. An examination of participant responses to interview questions as well as observation field notes and document analysis led to support for the original hypotheses as well as some unexpected conclusions, all of which will be discussed at length in Chapters Four and Five. Ryan and Bernard (2003) identified four operations involved in this process of analyzing qualitative data: “1) discovering themes and subthemes, 2) winnowing themes to a manageable few (i.e., deciding which themes

are important in any project), 3) building hierarchies of themes or code books, and 4) linking themes into theoretical models” (p. 85).

When research involves interview data, the researcher must find a way to make sense of interviewees’ words in order to produce quality results. Since the data emerges from conversation, then the researcher must systematically examine the data set (the interview transcripts) and look for patterns. Hence, Lunsford Mears explained data analysis as a search for patterns and themes (Lunsford Mears, 2009). Rubin and Rubin described this search as "coding." They wrote, “Coding is the process of grouping interviewees’ responses into categories that bring together similar ideas, concepts, or themes you have discovered” (Rubin and Rubin, 1995). They further explained:

Compare material within the categories to look for variations and nuances in meanings. Compare across the categories to discover connections between themes. The goal is to integrate themes and concepts into a theory that offers an accurate, detailed, yet subtle interpretation of your research arena. (Rubin and Rubin, 1995, pp. 226-227)

As in most case study research, the research discussed here involved this coding process. While some researchers prefer symbols, in this case themes and subthemes were identified in the transcripts and then codified into usable data using a method memorably described by Ryan and Bernard (2003) as “pawing through texts and marking them up with different colored pens” (p. 88). Interview transcripts and field notes were similarly pored over and marked with colored highlights, using different colors to mark different patterns in the data, including ideas that recurred across all or most texts analyzed (the "redundancy" mentioned above). As themes were identified, marginal notes were used to

suggest possible sub-themes (discernible patterns or sub-patterns within the primary themes) that were then subjected to a more rigorous analysis and, where supported by this closer reading, added to the list of themes and patterns. Interview transcripts were then entered into the *Atlas.ti* qualitative data analysis software, and the marked passages were given detailed labels using the application's coding feature. *Atlas.ti* is a Windows-based application which, per Creswell, allows the researcher to "organize text, graphic, audio, and visual data files, along with your coding, memos, and findings into a project" (Creswell, 2005, p. 235). Codes were categorized and titled in accordance with the five themes of exemplary faculty development programs and the underlying concept of accurate, advanced program content that were articulated during the literature review in Chapter Two.

Ryan and Bernard (2003) further recommended the technique of searching for "missing data" - that is, data that was expected to be present but is absent - as another important aspect of thematic analysis of data: "Researchers have long recognized that much can be learned from qualitative data by what is not mentioned" (p.92). Of course, "[d]istinguishing between when informants are unwilling to discuss a topic and when they assume the investigator already knows about the topic requires a lot of familiarity with the subject matter" (p.93). In this study, missing data was identified when few or no passages of coded text could be tied to a research question or to a design element in the faculty development program. Missing data points were then checked against observations and documents to determine whether they appeared in some data sets but not others.

Merriam insisted that the data must be both exhaustive on the topic and mutually exclusive, i.e., "narrative clauses" that cannot be substituted (Merriam, 2009; Mishler,

1986, p. ix). Ultimately, the researcher is confronted by a large volume of words that must be organized. Seidman described the process of organizing the data as “reducing” (Seidman, 2006, p. 119), which raised the phenomenological issue of interpretation. Glesne (2006) rightly posed the question: “How can you know your interpretation is the right one?” (p.167). In Chapter Four, this researcher will employ a constructivist-interpretative approach to the analysis of the collected data. This phenomenological approach, views "reality" as an interpretive construct which is built in the mind through dialogues with data as well as others, added to existing structures, and then carried into the act of perception and interpretation. Therefore, though there are many demonstrably wrong ways to interpret collected data, there is no indisputably "right" way to do so, just as there may be chess positions where many moves are demonstrably bad but more than one that might provide a way of "seeing" (interpreting) the position that in turn suggests playable ("good") moves (Schmidt, 1984). In the process of qualitative research, as Grieger (2008) explained, the constructivist paradigm employs dialogic interaction between researcher and participant to shape a partially-shared reality, which is also colored by the context and the life experiences of both the researcher and the participant (Heidegger's "*Vorhaben*"). While Grieger considered it imperative that “the researcher should acknowledge, describe, and “bracket” his or her values,” it is understood that these values ("prejudices") will never be completely eliminated (p.131).

This process has been likened to telling a story together. The raw materials of the story (experiences in the form of collected data) were organized into a narrative that expressed the broad themes - both those carried into the research and those that the researcher/interviewer and the participants together spun out of the raw materials.

Through this process, the collected data was transformed into findings. The researcher in this study took the qualitative data captured from the qualitative interview conversations via note-taking, taping, and transcript recording and broke the data down through a five-step process. Emphasis was placed on common themes and patterns found in the data regarding ELL pedagogical awareness cited in Chapter Two (a process outlined in virtually every authority on the research process: Jackson and Leroy, 1998; Rikard, Knight, and Beacham, 1996; Munby, Lock, Hutchinson, Whitehead, and Martin, 1999; Whitney, 2005). First, the data was broken down into key phrases and quotes from the participants - that is, the “narrative clauses” that cannot be broken down further without losing meaning (Mishler, 1986, p. ix). Second, in light of the study questions and the interviewee responses, the researcher established categories. Third, common elements (both included and omitted) were found through thematic analysis. Fourth, the data was entered into a database to facilitate correlation of all data streams. Fifth, and finally, the researcher analyzed the organized data to develop conclusions. That data and those conclusions will be explored at depth in Chapters Four and Five. However, before proceeding to that exploration, three more considerations must be made: the role of the researcher in the research design just outlined, the validity of that research design, and any ethical considerations that had to be addressed during the research process.

Role of the Researcher

In a case study, the role of the researcher “cannot be overemphasized” since the investigator has served as the “primary instrument for gathering and analyzing data.” (Merriam, 1988, pp. 19, 36). Case study theorists concurred the researcher had to generate and ask the right questions to obtain useful results and added that the researcher

also had to listen well to allow answers and informational goals to drive follow-up questioning (Yin, 1984; Hays, 2004). As with virtually any academic study, the researcher here collected and analyzed the data to produce conclusions. However, this researcher assumed a twofold role. First, the researcher organized, implemented, and taught in the professional development program model. Second, and more applicable to this study, the researcher served as the interviewer.

Mishler described the role of the interviewer in this fashion:

The interviewer's presence as a co-participant is an unavoidable and essential component of the discourse, and an interviewer's mode of questioning influences a story's production. Differences in whether and how an interviewer encourages, acknowledges, facilitates, or interrupts a respondent's flow of talk have marked effects on the story that appears.

(105)

Mishler's critique illustrated the formidable challenge of successful qualitative interviewing. Others have demanded a plethora of qualities and abilities of the interviewer. For example, Kvale identified interview qualifications that included being knowledgeable, structuring, clear, gentle, sensitive, open, steering, critical, being able to recall details of relevant memories, and being skilled at interpreting the interviewees' responses (Kvale, 1996). In turn, Seidman (2006) called for the interviewer to possess inductive approach capabilities, while Merriam (2009) demanded responsiveness. Lunsford Mears contended that the interviewer best functions when creating a "narrator-centered [interviewee-centered] model" (Lunsford Mears, 2009, p. 48). In light of these criteria, the interviewer employed expert advice to focus group moderators, who have

functioned much like interviewers but for a group as opposed to single participants. Even the "surface" required thought. Following the broad agreement of authorities on focus group moderation, the interviewer wore comfortable appropriate dress and maintained a friendly manner. Meantime, the moderator/interviewer attempted to actively listen, to frame questions with the right tone of voice and follow-up, to analyze non-verbal cues, and to foster open participation (See any of the following: Greenbaum, 2000; Vaughn, Schumm and Sinagub, 1996; Edmunds, 1999).

In this study, the interviewer/researcher developed the ELLA/ELLI program model and served as a chief instructor. The researcher managed potential bias by adopting the pervasive goal of utilizing the research to develop a better program model to serve future faculty development cohorts. For that reason, affirmation of program benefits and concepts for improvement received equal consideration. The researcher led several discussions and managed to gain a positive working environment with virtually all academy/institute participants and possessed first name acquaintance with each. In short, the researcher maintained solid rapport with all members of the group. Bearing in mind that the interviewer/researcher sought improvement of the ELLA/ELLI faculty development program as one goal of this research, academic criticism will remain welcome in the spirit of maintaining a positive forum for data generation. Moreover, the researcher had the training and experience required to maintain the necessary distance between hope and reality. The researcher/interviewer possessed interpersonal communication experience spanning more than fifteen years and ranging from national conferences (such as the series Addressing Goals 2000) to administrative experience in a state-level department of education (New Mexico) to teaching and administrative

experience in a number of school districts (including Eastmont School District in East Wenatchee, Washington, and Yakima School District in Yakima, Washington). In addition, the researcher participated in numerous accreditation site visits that relied heavily on interview protocols to garner needed information for reporting. For example, during February 2010, the researcher co-facilitated student and faculty interviews at Heritage University in connection with the Bringing Theory to Practice project funded by the Association of American Colleges and Universities (AAC&U). Most recently, in early 2011 the researcher conducted an interview-based evaluation of the progress of the newly-implemented dual language programs in the Highline School district in Burien, Washington, with interviews of students, staff, administrators, community citizens, board members, and parents.

During the interviews for this study, the interviewer/researcher wore the same casual dress used during the academy/institute and utilized the same approach employed then: “We’re here to grow and learn together.” The researcher also utilized the same communication techniques (such as active listening, reading of body language, and open demeanor) that have guided a heretofore successful academic career marked by achievement with pedagogy that should serve well in the interview conversations. The interviewer/researcher welcomed the opportunity to engage in successful interviews in order to assess and improve the ELLA/ELLI program.

Validity

Perhaps the biggest concern with respect to validity came from the fact that the interviewer also established, supervised, and taught in the ELLA/ELLI faculty development program. Concerns could exist that the researcher skewed data to produce

desired feedback as opposed to the "objective" analysis of data to deliver valid feedback. As mentioned earlier, two factors mitigated that possibility: First, the professionalism of the researcher/interviewer dictated an honest study with an inductive approach to data analysis in order to improve ELLA/ELLI based on participant feedback combined with professional academic progress. Second, and most convincingly, considering that the ELLA/ELLI faculty development program is ongoing and seeks to improve student learning through better professional development, the researcher was more motivated to seek valid feedback than the converse.

As for critics of the validity of case studies in general and particularly its distinctive supporting element - interviewing - the foremost case study proponents such as Merriam (1998) explained that emulation of the natural sciences methodology has enhanced validity. Yin (1998) likened duplicative results across the interview subjects to duplicating hard scientific results. Thus, the researcher established external validity as repetition or redundancy occurred, with the same descriptors emerging from multiple sources in data analysis (Merriam, 1998), just as outlined above for this case study. The investigator also worked toward internal validity by following Yin's (1998) dictum to match patterns across the multiple sources of evidence analyzed in this case study (interviews, observations, documents, and reviews of similar program research).

Several authors further reconciled qualitative interviewing with validity by offering definition and prescription. Lunsford Mears stated, "Validity in qualitative research can be viewed in terms of its credibility" (Lunsford Mears, 2009, p. 25), and then described qualitative interviewing as "measuring up to standards" and added that "validity, reliability, replicability, objectivity, and utility are traditional standards of

research” (Lunsford Mears, 2009, p. 24). Lunsford Mears’ contention that validity exists in qualitative interviewing received reinforcement from Rubin and Rubin, who maintained that transparency, consistency, and communicability provide validity (Rubin and Rubin, 1995,). This study attempted to follow those directions as well. The following chapters will share interview and observation data freely and attempt to establish a chain of evidence from the original concepts outlined in Chapter Two to their implementation in the ELLA/ELLI program to the expression of those same concepts in the participants' interviews, observations, and documents. Kvale similarly called for transparent procedures but also noted that with evident results, “appeals to external certification, or official validity stamps of approval, then become secondary” and added that “[v]alid research would in this sense be research that makes the question of validity superfluous” (Kvale, 1996, p. 252). Therefore, in this and other case studies with practical application, evident results such as successful test scores by the participants and improved performance by the participants' students can be seen as *prima facie* support for validity.

Case study researchers such as Kvale and Merriam have gone beyond definition and characteristics of validity to prescribe specific methods for achieving valid research with qualitative interviewing. For example, Kvale (1996) insisted that Interviewees should verify the collected data and added that the analyzed data must be sensible in general context and theoretically sensible as well. Merriam (2009) offered eight fairly specific methods of increasing validity: first, triangulation, the merger of multiple participant perspectives with interviewer expertise and professional methodology; second, interviewee checks of the data; third, pervasive examination of the data to reveal

continuity and omissions; fourth, reflection by the researcher; fifth, peer review; sixth, thorough description of setting, participants, diction, and findings; seventh, maximum variation in participants; and eighth and finally, solid documentation of the research process.

In order to validate this study to the maximum extent possible, the researcher/interviewer followed the guidelines of Merriam, all of which proved consistent with the definitions and characteristics offered by other authorities noted above. The researcher's expertise was triangulated with participant perspectives and previous research through the professional methodology incorporated in the study design. As noted in the participant selection piece of this manuscript, the interviewee selection process allowed for maximum variation of interviewees sensitive to the data. Following interviews and coding of the interview material, the researcher checked the diction/narrative clauses with the participants and generated additional self-reflections on the interviews. Thorough analysis of the data including noteworthy omissions yielded the results outlined in the next chapter, and these results were then submitted for peer review. All the while, the researcher documented the study's process as it unfolded.

Ethics

A vexing aspect of this study was that the data collection included criticism of the ELLA/ELLI faculty program while the researcher/interviewer was the director of the program. While the researcher attempted to conduct the interviews and interpret the data as objectively as possible, what assurance is there that the coming chapters will give a forthright account of the data, including participant and program performance, and a critical analysis of the thematic concepts built into that program? On the one hand, as

previously suggested in the case of validity, the assurance of ethical behavior on the part of the researcher comes from the researcher's commitment to quality education via ELLI/ELLI faculty development program. The program is ongoing; therefore, criticism will receive a welcome in the spirit of seeking constructive or re-constructive steps towards improving the program and providing a workable model for similar professional development. On the other hand, sharing and seeking input on data with participants provided an additional bulwark to validity as well as a way to alleviate ethical concerns. Because the integrity of the study was of keen importance, the participants needed to be included in the research process. Therefore, the researcher included them in several ways. First, the researcher acquired informed consent (a necessity for professional human research), whereby the interviewer apprised the participants of the study's purpose, confidentiality, and potential consequences, as suggested by many authorities (Kvale, 1996; Merriam, 2009; Rubin and Rubin, 1995; Seidman, 2006). In compliance with Washington State University research protocol, the interviewer utilized signed consent forms. The researcher ensured orally and in writing that no harm would come to interviewees. Confidentiality has been and will be honored throughout the ensuing discussion. All subsequent written documentation in this study and future presentations or publications deriving from it will be constructed in a manner that protects the identity of the research participants. Finally, participants have had the opportunity to check and clarify responses to interview questions and will receive copies of the data analysis and proposed implementations resulting from the study to ensure that the participants know that they were accurately portrayed and that they made a difference both in academia and in the improvement of this specific model of professional development.

CHAPTER FOUR

RESULTS OF THE STUDY

Introduction

As explained in Chapter Three, the analysis in this chapter was conducted utilizing the theoretical framework constructed in Chapter Two. Thorough examination of the data from WEST-E test scores, Action Research Plans and other documents produced by the faculty development program participants and the researcher, and interviews of said participants by said researcher will follow. That analysis will determine whether or not the faculty development program studied succeeded in simultaneously providing participants with quality knowledge and skills and enabling a sustainable faculty development program: one longer-lasting and more fully-developed than programs lacking the themes of Sustainability, Collaboration, Reflection, Partnerships, and Culture.

WEST-E Results

As explained in the previous chapters, any truly successful faculty development program must be founded on the transmission of accurate, sophisticated, and up-to-date content matter. In the state of Washington, all teacher candidates seeking an endorsement for a particular field as well as practicing teachers seeking an additional endorsement must pass the Washington Educator Skills Test for Endorsement (WEST-E) as well as meeting other requirements. The WEST-E tests for teachers seeking the English Language Learners P-12 or Bilingual Education P-12 endorsements are multiple choice tests covering the “testable” skills contained in the state’s Teacher Endorsement Competencies or “TECs.” (See Appendices D and E for ELL and BLE competencies

respectively.) That is, as indicated in the guides published by NESINC, the company contracted for the testing, the questions for prospective bilingual educators cover “Language and Literacy Development” (which includes concepts from linguistics, language acquisition, literacy studies, and so on), “Development and Assessment of Biliteracy,” and “Cultural Foundations of Bilingual Education,” as well as general questions about pedagogy under the aegis of “Professional Leadership.” The test for prospective ELL teachers shares the first and the last but slightly modifies the middle two into three: “Assessment,” “Culture,” and “Planning and Managing Instruction” (NESINC, 2012).

These testing categories clearly draw on the TECs, which include these categories. Since, as mentioned previously, the test was revised in 2007 to better match the revised TECs, this case study only examined the test results of cohorts finishing (and taking the WEST-E) in 2008 or later. Hence, the scores of those cohort members offered some evidence of whether the material included in the ELLA/ELLI provided the students with the accurate, up-to-date, and advanced knowledge and skills that the studies examined in Chapter Two insisted must underlie any successful faculty development program. This is especially true because the transmission and inculcation of inaccurate, dated, or overly-simple concepts and approaches would be unlikely to lead to successful results in the classroom and therefore would not result in an effective, sustainable program even if a program included other elements that would support such results. Clearly, the appropriate content of the faculty development program has been demonstrated to be a necessary condition for a successful program, but not in itself a sufficient condition.

The tests themselves contained approximately 110 questions, which students could have taken up to five hours to answer. Scores ranged from 100 to 300 and a candidate must have scored 240 points or more in order to pass the test. Even a quick glance at the test scores posted by participants in the ELLA/ELLI faculty development program (see Table 1) revealed two important results: (1) 100% of participants passed their test (thus maintaining the program's status as the only one with a 100% score with all candidates over the past four years receiving state endorsement (during that time, state pass rates have ranged from 93-95% with ELLA/ELLI participants ranging from 10 to nearly 20% of all students taking the test state-wide (L. Clauson , personal communication, 2012)), and (2) the average and median for every individual cohort (excepting one in which only three participants took the WEST-E and hence were not a sufficient sample for all of these measures on their own) as well as average, median, and mode scores for the aggregate of *all* ELLA/ELLA participants stood well above the minimum passing score. (See Appendices F and G for a complete list of scores both individually and by cohort.)

Table 1				
<i>WEST-E Scores by ELLA/ELLI Cohort Groups 2008-2012</i>				
Cohort	Median Score	Average Score	Total Participants	Mode Score
1	--	--	3	--
2	265	265.47	15	--
3	275	274.64	11	--
4	271	272.71	42	--
5	279	277.2	15	--
6	279	272.36	22	--
Aggregate	275	272.35	108	279
<i>Note: Cells left blank (--) indicate insufficient data for statistical significance.</i>				
Table 1				

Thus, average scores by cohort ranged from 265.47 to 277.2 with an aggregate average of 272.35, median scores by cohort ranged from 265 to 279 with an aggregate median of 275 and aggregate mode of 279. These results demonstrate that ELLA/ELLI participants acquired requisite knowledge and skills from the program and retained those beyond the end of the program through state testing. The most striking aspect of these results: the majority of the ELLA/ELLI participants were *not* for the most part teachers with initial endorsements or degrees in language or language-related fields or those pursuing advanced degrees in such areas (though some were inspired by their experiences here to follow that path in their subsequent education). Cohort members have ranged from kindergarten to high school teachers and included specialists in art, music, literature, history, mathematics, a variety of sciences and world languages, and special education, to name just some. Despite that, every ELLA/ELLI participant who took the WEST-E passed while some participants in other programs composed entirely of undergraduate or graduate BLE or ELL majors failed to do so. Again, this provides powerful evidence that the program provided the content necessary for a successful program.

Documents

Documents analyzed during this study included a variety of material which ELLA/ELLI participants included in their portfolios along with field notes by the interviewer and observation notes from the ELLA/ELLI training sessions and related activities. Of these, the most significant were undoubtedly the Action Research Plans generated by cohort members as individuals and/or groups during the ELLA/ELLI training sessions and then carried forward into their post-training return to their school

district. Just as the portfolio items such as lesson plans naturally illustrate pedagogical ideas, methods, and approaches taken from the training because those items were specifically written to meet assignments in the academic coursework connected with each workshop or training session, so too the Action Research Plan has, per the requirements of the assignment, elements organized around ways to (1) continue to learn more about ELL theory and practice; (2) design specific plans to implement what has been learned into lesson plans, curricula, and assessment; (3) build collaboration and partnerships with other teachers, administrators, and community groups; and (4) make use of collaboration and partnerships to pass on what has been learned to others. The participants worked their way through a series of questions designed to ensure that every ARP included these elements. (See Appendix B to see the set of questions used to generate an Action Research Plan.) Hence, the investigator was again not surprised to find these elements throughout the participants' ARP. Therefore, the true test was whether the participants actually continued to follow their ARP after the formal faculty development program ended, after they had earned endorsements and advanced degrees, after they had returned to their workplaces and encountered resistance. The answers to those questions lie in the participants' responses in interviews. The next section will explore those interviews and look for evidence the knowledge, skills, and other elements of the faculty development such as the ARPs survived the transition from faculty development heaven back to mundane world of the workplace.

Participant Interviews

However, that content would have slowly faded away into the vacuum if the other elements of a successful faculty development program had not been present. The review

of extant faculty development literature in Chapter Two found five keys to an ongoing, successful faculty development program:

- (1) Sustained on-site professional development, continuing beyond initial training or educational sessions instead of simply offering a single workshop or short series of workshops;
- (2) Collaboration among educators;
- (3) Partnerships which drew together researchers, educators (including leadership), and communities;
- (4) Cultural awareness, both generally and that with a local focus which addressed more specifically the needs of respective districts;
- (5) Opportunities for reflection on every aspect of the program, including underlying theories, teaching methods, and implementation in the classroom, building, district, and community.

As argued in Chapter Three, interviews provide one of the best methods of discovering whether such qualitative elements such as these exist. If interviewees contain a sufficiently large representative sample of the participants and the selection process as well as the interview process encouraged participants to verbalize their experiences, researchers may look for repeated words, phrases, and concepts in the interview transcripts to determine how deeply those aspects of the program affected participants.

Table 2					
<i>Code Responses by Category</i>					
Category from Theoretical Framework	Response Categories with Number of Responses				
Sustainability 166 Responses	Implemented and/or Integrated what was learned 86 Responses	Advocacy 29 Responses	Enhanced ability to assess ELLs 29 Responses	Action Research Plan 28 Responses	Barriers 28 Responses
Collaboration 98 Responses	Mentoring 24 Responses	Teachers working together 23 Responses	Teachers teaching teachers 20 Responses	Synergy toward working with ELLs 16 Responses	Pass on experience 14 Responses
Reflection 90 Responses	Enhanced integration/ infusion of ESL into daily practice 36 Responses	Sought follow-up for themselves 19 Responses	Modified thinking 11 Responses	Seeing teaching differently -- modified pedagogy 10 Responses	Hyper-aware of ELLS 9 Responses
Culture 77 Responses	Attitudes toward/ perceptions of ELLs 22 Responses	Build on lived experiences 15 Responses	Acceptance of students' primary language (L1) 14 Responses	Welcoming attitude 14 Responses	Transmission of educational attitudes 8 Responses
Partnerships 35 Responses	Admins. 24 Responses	Coaches/ Specialists 17 Responses			

Naturally, some comments received multiple coding, both within a category (such as a comment on assessment incorporating a reference to advocacy) and across categories (such as a comment linking increased collaboration and partnership opportunities with the sustainability of the program). Examining the primary themes in order of the number of related responses and breaking those themes into sub-themes linked to a set of representative responses provided insights into the relative importance of each theme to

the participants and possible reasons that the program worked well for the participants. The comments that follow draw on the interviews and are referenced by participant number and the following citation: (Interview, Sept. 8-9, 2012).

Sustainability.

The most frequently-cited of the five themes, with 166 clear references during the interviews and multiple mentions by every interviewee, was sustainability – almost certainly because the continuation of concepts delivered during the faculty development instructional sessions and their integration into the students’ Action Research Plans, curricula, and even everyday lesson plans was stressed so often throughout the program. Indeed, after accurate content, the ability to sustain the knowledge and skills acquired through the program by implementing and integrating that content into the classroom and the school building is the next most important factor in designing a successful program. As the articles cited in Chapter Two indicated, faculty development most often fails because there is no follow-through; the teachers in the program may learn the concepts and methods and retain them long enough to pass the test or long enough to try a few of the ideas in the classroom, but without elements to keep faculty development participants’ use of those concepts and methods constant long enough that they become integral to that teacher’s instructional approach, they will fade away.

Implementation and integration of knowledge and skills.

Did the participants continue to use what they had learned? To one degree or another, every interviewee concurred that they were able to implement and integrate what they had learned, with 86 total responses – by far the most common type of comment. For example, Participant 1 mentioned repeated reference back to the materials in the

“binder” (given to each participant to store handouts, notes, articles, and other materials from the faculty development sessions:

So, the strategies, the SIOP [Sheltered Instruction Observation Protocol], the multicultural pieces are being implemented all the time. All of the strategies and techniques – I keep going back to the binders. The binders are like permanently off my shelf right now because I’m going through them and I’m going back to the resources and the books and everything that I can get my hands on because I can feel that I’m getting closer and closer. Every time I find something else I go, “Oh, yeah, I remember that!” and I go grab it off the shelf and . . . I remember about doing that, this might help this kid, and I pull it off the shelf. It doesn’t really stay there very long. (Interview, Sept. 8-9, 2012)

In other words, the participant found the materials so useful that the participant referred to them constantly and, being repeatedly re-familiarized with them, “knew” what was there and could apply it to real classroom students and issues.

Participant 2 reiterated the notion that the practical value of the knowledge and skills acquired through the program quickly integrated into the everyday classroom routine simply because of their utility:

It helped me as a teacher. It helped me prepare for my students each day. I get to see the different levels [of L2 language acquisition] and that helped me understand exactly what you should know and be able to do and what I expected of them and how I can help them. Basically, it helped me to be a better teacher and meet their needs at their level. (Interview, Sept. 8-9, 2012)

Participant 2 went on to point out some of the techniques and strategies for developing content area vocabulary (combining words with actions; using skits, songs, and chants; controlling the amount and level of new vocabulary used by the teacher; etc.) and concluded, “I think I definitely developed a bigger toolkit” (Interview, Sept. 8-9, 2012).

This last comment found echoes in many interviews. Obviously, the theory-based techniques that were practiced in the faculty development sessions (some even used in the lessons themselves) found a ready home in the participants’ everyday work. For example, specific classroom techniques mentioned in the interviews included Thinking Maps (Participant 4), vocabulary charts (Participant 5), lengthening wait time (Participant 6), and writing songs and books along with employing classroom techniques like “talk-and-turn,” TPR (Total Physical Response), and “comprehensible input” (monitoring the language used by the instructor to match the receptive skill of the students) (Participant 7) (Interview, Sept. 8-9, 2012). However, while the participants integrated these innovative techniques into their classrooms, in many cases they went beyond that to implement new curricula and programs based on the underlying concepts put forward in the sessions. For example, several participants mentioned how they not only integrated the new material, they also found ways to link the new ideas with “old” information that they had been exposed to in one-shot faculty development workshops on SIOP or other approaches. Participant 8 described that experience of integration:

The writing of the lesson plans, just training us how to break lessons down and how to find other key pieces [to add]. The visual pieces, and the realia, and the things that you really need to make a unit come together is something you need to understand as a teacher. I see teachers, even though we’ve done SIOP, [but] it

hasn't really made a difference for them because they still don't get that piece.

(Interview, Sept. 8-9, 2012)

Participant 8 continued with an excellent concrete example of theory meeting practice:

I have another newcomer this year from China. I looked through some of the notes and materials from some of our classes to remind me where to go with beginning [ELL], taking a look at the lessons we had developed in class and breaking it down to the language. Finding out, sometimes, what I think is the simplest form of a word isn't always the simplest, isn't always going to be understood. The other day, I asked the little girl, "Was the reading test too hard?" I did it on a translator, and she looks at me and she goes, "I don't know that word." It was "too hard"! So I had to change it; I had to make it "difficult."

(Interview, Sept. 8-9, 2012)

That is, the participant recalled the fact that much of even everyday language contains semantic problems because of the embedded metaphors. Hence, "hard" can be mistranslated because the idiomatic use of "hard" is not the literal one. In this case, the superficially "fancier" word "difficult" was a better choice because it poses fewer problems for a newcomer with no experience with colloquial English. Again and again, participants mentioned how a seemingly-small item from the faculty development sessions proved invaluable because the participant retained it and could recall it and use it when appropriate rather than simply letting the knowledge and skills slip away.

ELL assessment.

In addition to their ELLA/ELLI knowledge finding a place in classrooms and curricula (thereby sustaining what they learned as it became part of everyday practice),

many respondents (29) mentioned one specific skill as an important offshoot: their newly-found ability to accurately assess, place, and plan for their ELL students. Nearly every participant expressed a view in accord with this statement from Participant 1, a science teacher:

I had to adapt my instruction [for ELLs]. I had to adapt what assignments they were given how their assessments looks, and I had to be willing to be flexible on what they were able to show and not rely on just words anymore. And so I think my overall . . . take on assessment and science and how they all merge together kind of shifted, too, because I think other students benefitted from the shift, not just the ELL students. (Interview, Sept. 8-9, 2012)

In addition, Participant 3, a special education teacher, observed that understanding how ELL language issues affected assessment allowed the separation of ELL assessment from special education assessment, an important skill given the history of conflating the two noted by Cummins (1981) and others. That is, it is essential to distinguish low scores attributable to ability issues from those attributable to language issues in order to avoid incorrect assessment and placement. Participant 3 believed that the ELLA/ELLI program had provided the skills to do just that (Interview, Sept. 8-9, 2012).

Unfortunately, this newly-developed assessment skill was not always fully appreciated by colleagues or even given room for accommodation on subject-matter testing. Participant 1 explained how an ELL student might still deserve a passing score on science content despite the language barrier:

I had a Level 1 that all he could do was draw pictures and match words, but he could match them correctly. All I had to do was give him the word and the

picture of the object, or the actual object, and he could match them. He could demonstrate everything we were doing, he just couldn't tell us because he didn't have enough English yet. So he earned his grade, and I told this other teacher, and he was like, "But – but – but!" I said, "You have to have a mind shift, and if you don't let your mind shift and understand that . . . he knows the material, he just has to show it to you differently, you're not going to be able to assess him appropriately. (Interview, Sept. 8-9, 2012)

Participant 8 added that in many cases, we have moved to mass computerized testing, making it even more difficult to assess ELL students properly, given that one-on-one testing accommodation has not been available and that the computerized test often demanded additional computer or reading skills that were not part of the subject matter content. Nevertheless, many of the participants were still energized and optimistic for change. Participant 8 concluded,

[We want] to do more of the training and the idea of eventually trying to do something with the report card, to make some changes in the reporting system, if nothing else but in my school for teachers to become a lot more aware of proficiency levels and how do you put it on a report card and re-examine how we assess students and evaluate them. [We're] wanting to do that. (Interview, Sept. 8-9, 2012)

In short, many of the participants saw a flaw in the existing assessment systems and have begun to work towards a change, even if it begins just on the classroom and building level. Once again, we see ELLA/ELLI participants striving to implement changes in accord with their updated knowledge of second language acquisition and pushing forward

with their plans to do so in spite of opposition and setbacks. This determination strongly suggested that participants have truly internalized the concepts of the faculty development program, which is the ultimate goal of sustainability.

Advocacy.

An equal number of responses – 29 – classified under the “Sustainability” theme observed that (perhaps in part to their new-found skill in assessing, placing, and instructing ELL students) the participants were able to become “advocates” for their students and the students of their buildings and even districts. To many, it meant what it did to Participant 4 – “Kind of just standing up for them [ELLs] and ultimately protecting them to a certain because [otherwise] they can get walked on” (Interview, Sept. 8-9, 2012). Others, like Participant 1, even took on the role of gadfly:

When we were working on our required professional time where we had to make a lesson, we had to bring it [differences in second language acquisition] up and talk about it because the teachers were like, “Oh, we can do this,” but I said, “What about the ELLs?” They were all like, “Oh, yeah.” So usually I’m the one bringing it up and I’m the constant reminder. (Interview, Sept. 8-9, 2012)

Because the ELLA/ELLI participants now understood the best practice pedagogies for classroom placement, classroom instruction, and assessment, they were able to recognize approaches that would not be productive or even prove damaging to ELL students, and they had the research and data to support their positions. In a sense, they had become the ELL experts of their programs and buildings and districts, and with that came a new feeling of responsibility. Participant 7 summed up many interviewees’ comments:

Now I am driving a lot of efforts to make change. . . . [i]t is not that we are just cheating them, we are hurting them. And so the knowledge that I gained through the process and the work that I did really changed my view from “This isn’t fair” to “We’re hurting children.” And I have no doubt we are. I have all the research and data that go [with this claim]. (Interview, Sept. 8-9, 2012)

The determination expressed here characterized many of the students in the program: energized and ready to work for change. To prevent that from becoming an unfocused desire that dissipates when it faces the harsh realities of the classrooms and buildings the participants would return to, the program made the Action Research Plan an important part of the training, and student comments frequently mentioned the ARP.

Action Research Plans.

For most, an important bridge linking the integration and implementation of theoretical and practical ideas along with becoming advocates for the ELL students was the Action Research Plan, with 28 “Sustainability” responses referring specifically to the ARP. (See Appendix B to see the framework on which the APR was built.) In fact, of the interviewees, only one indicated that the Action Research Plan had not played a major role in guiding their ongoing use of the ELLA/ELLI ideas and techniques, and that was due more to a lack of accountability in checking off specific items and carrying out specific plans rather than a failure of the plan itself. That is, the participant did follow through on integrating those techniques and implementing new curricula and taking up the role of advocate, but because there were no other ELLA/ELLI participants in that particular program in that particular building and hence no peer or administrative support to check off plan items, many items remained unchecked (Interview, Sept. 8-9, 2012).

That lack of accountability can also be seen in minor ways with other participants, as when Participant 1 confesses, “I haven’t been making language objectives” for lesson plans because, “well, nobody else does them,” and as a result, “I just haven’t felt that those were the most important piece [of my ARP]” (Interview, Sept. 8-9, 2012). In other words, the participant still *thought* about language objectives for lessons but did not write those out as anticipated by the ARP because nobody else was doing them or checking on them. In the next chapter, suggestions for overcoming these weaknesses in the ARP will be offered.

In contrast, most ELLA/ELLI participants saw the action plan – even when some elements had not yet been completed and might never be completed – as part of that sense of *responsibility* mentioned in the discussion of advocacy above. That is, they had become the expert or authority on the subject of ELL pedagogy and assessment, and with that authority came responsibility. Participant 9 commented,

The action plan that I wrote in the end talked about going into individual buildings [to provide training]. Instead of doing that, I ended up more bringing different staff from buildings into the district office and teaching them in groups. It wasn’t . . . exactly what I thought it would be. But at the same time there are people well above me in the food chain that make decisions. So, I ended up with people coming to me and doing training and that’s been ongoing. I am going to be doing another in-district training later this month for people who are new.

(Interview, Sept. 8-9, 2012)

Thus, after showing how the ARP was altered to meet the reality of circumstances and still continue pursuit of the ultimate goal – teaching all students well – Participant 9 went

on to lay out a vision of sustainability: “I would just love to find someone who wanted to own this so I could teach them how to present it and gift it to them and keep it alive” (Interview, Sept. 8-9, 2012).

Barriers to implementation.

While still completing the bulk of their ARPs, a few others (28 responses) noted difficulties in implementing them as well as other barriers to sustainability. For instance, supervisors did not always place the same priority on the ARP items that the participants did, as noted by Participant 1: “Last year, because I had written that I was going to have one of the administrators come in and watch the lesson and check for pieces of SIOP, and he was so busy, and I got so busy, and it never happened. . . . It will have to be changed just a little bit so that I can feel like I’ve accomplished it” (Interview, Sept. 8-9, 2012).

In other cases, the problem was opposition or even “lack of positioning” rather than indifference. Participant 2 “learned that there is a lot of opposition out there when it comes to trying something new and different,” while Participant 6 encountered a principal who “doesn’t want to do anything or make any decisions about anything.” Thus, as Participant 8 summarized the situation, “For some of these action plans, you have to have [an] administration who is willing to listen, find, see if there is a way to implement it” and adds that it helps to “share the same vision” (Interview, Sept. 8-9, 2012). Thus, where partnerships were weak or lacking, the ARP may have been carried out in part only or, if completed, may still not have realized its full potential, as when Participant 3 expressed pleasure that two cohort members had been named “mentor teachers” and therefore been able to organize ongoing professional development in their program and complete much of their ARP. Nevertheless, the same participant expressed

“frustration” that the collaboration and partnerships did not extend to the district level and therefore their new skills and plans were not effectively utilized at that level (Interview, Sept. 8-9, 2012). This last perhaps typified the overall comments of the participants on their ARPs: they owned their plans, they fought for their plans, they felt frustration when not everything went according to plan, but they continued to press onward. As Participant 2 put it,

Our Action Plan’s design was to meet with teachers and talk about their students’ proficiency levels and give them strategies. I did that mainly with my team in my school. It was a grade level team. We really didn’t go beyond the grade level. It did have a positive effect and we were excited about it, excited about using the different strategies for the different proficiency levels. But the plan was actually to go beyond just our grade level. I guess it would still be a work in progress. It isn’t something that I’ve forgotten. (Interview, Sept. 8-9, 2012)

Thus, while their particular ARP may be only partially realized, the participants do not see it as “over”; instead, they plan on waiting in the weeds and pursuing the next stages when the opportunity arises. In the end, because of their apparent knowledge and skills and the ideas contained in their ARP, many even took on the dual roles of “expert” and “advocate” and combined them to become coaches, faculty development planners and workshop leaders, or even teacher/administrators in programs for ELL students. In this way, they will continue to work towards their goals and in the process create sustained faculty development.

Collaboration.

The second most frequently-mentioned of the five themes during the interviews was Collaboration with 98 total references. The ELLA/ELLI faculty development trainers emphasized the importance of collaboration both because it is necessary (few teachers possess either infinite knowledge or the ability to influence students, teachers, and administrators to do their bidding) and because the research discussed in Chapter Two indicated that such factors as sharing workloads, having a sounding board, and working across grade levels and disciplines enhanced the effects of faculty development program. Judging from the number and nature of the responses to collaboration-related topics raised by the interviewer, the participants felt the same.

Mentoring.

More than any other aspect of collaboration, the ELLA/ELLI participants mentioned “mentoring” (24 instances). In most cases, they referred to an idea mentioned above during the discussion of sustainability – how they, through their knowledge and skills, became the expert and mentor to other teachers and paraprofessionals in their programs and buildings. As Participant 1 put it,

Now everybody comes to me. Everybody goes, “You did really well with them [ELL students]. What did you do? How did you help them? Why are they passing your class and can’t pass mine?” Especially if they transferred from my class to their class. . . . They were like, “Oh, you’re working on that? Okay, great, can you help me with this?” And it just kept going because they were like, “Well, what are you guys doing tonight in class?” (Interview, Sept. 8-9, 2012)

Every one of the respondents reported events of this sort. Participant 3 noted that ELLA/ELLI-trained teachers became “TOSAs” (Teachers on Special Assignment) in one building and in that role were “accessed” by other teachers as mentors (Interview, Sept. 8-9, 2012). In another case, Participant 7 mentioned becoming the ELL “team leader” during class preparation with other math teachers:

We would sit and meet and discuss lesson plans we’re going to do. . . . We would talk about the reading part and I would say, “Hey, let’s try this part with our ELL kids. Let’s act it out. Let’s do this and that. . . . So she in a sense counts on me to pull out my expertise with ELL strategies. We team it together. I show her and I tell her and she tries it out with her class. (Interview, Sept. 8-9, 2012)

Here, because the participant became a mentor to this other math teacher, the participant received strong positive reinforcement for the validity of the knowledge and the responsibility to keep referring to it because the other teacher took the role of mentee and also used the materials and relied on Participant 7 as the source of good ELL teaching practices.

Teachers working together.

Nearly as many respondents (23) stressed the teacher-to-teacher peer bond as an important aspect of collaboration that grew out of their ELLA/ELLI experience. When the participants came from the same school and perhaps shared a pod, a grade level, or a discipline, they generally found it easier to sustain the practices they had acquired through the faculty development training sessions. Participant 4 talked about how the cohort members form a type of support group for each other – “three of them [in my building] I talk to on a pretty consistent basis” – and added that with six others in the

Master's program from the same district, they also carried on continuing conversations with cohort members in other buildings (Interview, Sept. 8-9, 2012).

Many others mentioned ways in which they had been able to change their collaboration with non-program teachers in the building in a positive way. Participant 2 related a before-and-after tale that demonstrated this change in striking fashion:

[In the past] I would be talking to the ELL teacher that we have. Okay, so are you going to push in this time, or are you going to pull this kid out at this time to serve. So that was it; I just accepted it. During the program, I learned different models, and some of the models the research shows [to be] a more effective model. So during the program, I had some conversations – well, it started with some people in the cohort. . . . [Then] I went back to my school. I then talked to my ELL teacher He theoretically serves ELL kids, all levels, ones, twos, and threes and with some help from para-educators. And [said], “Look at your pull-out small group! . . . Are we doing the best [with] this model?” He said, “Yes, it was because he doesn't know another language” [and the teacher] doesn't want to do sheltered. And [I realized] that he just hopes that giving everyone GLAD [Guided Language Acquisition Design] strategies, strategies that we can use, that we can all become ELL teachers. (Interview, Sept. 8-9, 2012)

That is, as the participant went on to suggest, the relationship between the participant and the ELL teacher had changed. The other teacher now recognized the participant as a peer and explained his reasons and motivations and hopes for the future of the program. Now the two of them have the possibility of building a better program on that foundation of peer respect.

Teachers teaching teachers.

Once they had completed their transformation from novice to expert, some participants took the next step in collaboration and in turn became the teacher for other teachers. This frequently-mentioned effect (20 examples) ranged from those who became teacher-scholars and presented at district, local, state, and even national meetings or wrote about their research to those who themselves became instructors (some even at the university level) for current and future teachers. Participant 2, who had previously received GLAD training at a national workshop, became an ELL trainer for the district and is seeking GLAD certification. However, the participant expressed the view that one cannot just teach the GLAD strategies; the ELLA/ELLI program had demonstrated that the strategies worked better and lasted longer if the teachers understood the background to the strategies.

Participant 9, on the other hand, became a teacher-scholar and has begun presenting at conferences and publishing articles:

The big main focus has been on getting this process that was developed [for their ELL students] into all of the buildings, getting people really focused on doing it. . . . I have an article that has been accepted for publication on the work. . . . Our superintendent has asked me to present at the National School Board Conference. . . . I am also doing a little work with Dr. X out of University Z. . . . I have to find the time. [So] I'm trying to develop a 'train the trainers' [program].

Finally, Participant 1 has become an adjunct faculty member for the university and now serving as one of the instructors in the ongoing ELLA/ELLI faculty development program as well as teaching other classes for future teachers:

I've helped instruct with linguistics, a linguistics class, and right now I'm doing a language acquisition class. I'm actually pulling pieces from other classes that we've covered and I'm thinking, "Oh, this will be useful for this section, and this will be useful for this section. So I'm actually grabbing things from the program itself and then throwing them back into where they fit and belong. . . . The part that I wouldn't have had [without ELLA/ELLI training] is how to connect it back to the classroom. Those pieces would have been missing and very deficient, but now I feel like I can say, "Okay, by knowing this information, now you can do this with your students." (Interview, Sept. 8-9, 2012)

Thus, for several of the participants, the program has come full circle and they have now become the teachers and scholars for the next generation of ELL teachers. Each of them suggested that the links made between theory and practice in the ELLA/ELLI program both made them better teachers and made them better able to teach teachers because they understood *why* these methods worked and *how* to best teach them to future teachers.

Synergy towards working with ELLs.

Many of the respondents (16 references) also noted a simple truth about groups: getting excited is easier when you have a group to get excited with. Hence, the participants who had colleagues with whom they could collaborate productively tended to express more excitement about the future. Participant 2 talked about being "excited and fired up by it [their ELL program] again" and could hardly wait through the summer to have the chance to talk about their new plans again, while Participant 4 and others mentioned how "great" it was to be a part of a team addressing an important issue (Interview, Sept. 8-9, 2012).

Passing on experience.

Finally, the interviewees made a small but significant number of references (14) to the overall function of collaboration in all of the forms mentioned above: the passing-on of experience to others. Participant 5 stressed how their program even developed an all-paraeducator collaboration group to make sure that collaboration did not stop at the level of the master teachers. Of course, there can even be a downside to successful “passing on”: Participant 9 grouched that after one strong presentation, 15 or 20 invitations came in asking for presentations and/or training, and there is only so much Participant 9 to go around (Interview, Sept. 8-9, 2012)!

Reflection.

From the very inception of the ELLA/ELLI faculty development program, reflection has played a major role, and the number of participant responses reflecting on reflection (90) indicated the impression that made on the participants. During the summer institute, for example, several of the instructors had students write daily reflections relating to course topics, while another posted reflective questions in online forums and required student presenters to design reflective questions about their presentations for the other participants to answer. Thus, after a discussion in class of the differences between Standard American English and various non-standard vernaculars and the privileged place of the former in testing and hiring, students were asked to reflect on the presence of students in their classrooms who spoke non-standard dialects and how to balance the tricky dynamic between the roots and culture of students and what they might need to succeed in school. Of course, reflection does not seek after the “right answer”; rather, it looks for a deeper understanding.

Given this experience, ELLA/ELLI participants had much to say about the functions and value of reflection. Their most common response (36 instances) touched on what the instructors had also considered its major function: the integration of ESL theory with everyday practice. Participant 6 looked back at previous experiences as a novice teacher and realized that no one had ever actually compelled that young novice to think about the meaning of the Washington Language Proficiency Test (WLPT) scores received for each ELL student in the classroom and consider what that meant about the design of the class, selection of teaching methods and materials, and so on. The participant concluded,

Now I definitely think about them first. When I am planning or teaching, I am very intentional about where they sit. I am very intentional about who they are sitting next to. I am very intentional about how I deliver instruction. I think I spend my whole life on images. It is like all I do. (Interview, Sept. 8-9, 2012)

Some respondents compared the successful use of reflection to integrate theory and practice with less-connected faculty development experiences and reflected on why the one worked and the other did not. Participant 1 complained,

I was getting a lot more –like the SIOP training, we had SIOP but it wasn't a good training. It wasn't acceptable by any means. I don't know how to tell XYZ School District how to make it different because having us read a section from the book then watch a video then answer questions doesn't teach us how to use the SIOP model, but for some reasons when we did the piece in the ELLA/ELLI it made sense, and it worked, and I understood it. . . . It had the practical pieces that I needed to connect the dots. So I knew that there were all these theories, but I

had no idea how they looked in the classroom. So once I got the pieces, I was like, so this is how it looks in the classroom, this is what you should see, these are the kind of experiences you should have. Then once the theory and that piece came together, that made more sense. (Interview, Sept. 8-9, 2012)

Participant 7 related a similar story:

I had lots of PDs [professional developments] with ELL; we were given worksheets, and we were given research to read. But what do you do with it? Have I tried any of it out? No. Honestly, I still have all of the books from the first ELL program, but I am looking at it and nothing comes to mind, minus some stuff that I have highlighted. Okay. But with your program that you taught, it was like, “Oh, oh, I remember this!” and I would actually go back to it. So it’s not sitting and collecting dust. It is actually being used and thought about – What are the ELL best practices? How can I help this student? (Interview, Sept. 8-9, 2012)

Once the reflective pattern has been established, it becomes a useful habit. As

Participant 2 observed, reflection made successful practitioners ask,

What are they [ELL students] thinking? What is the anxiety level like? Why are things not comprehensible? Why is language not comprehensible? How can I make it more comprehensible to them? It [a non-reflective faculty development approach] told me *what* to do, but it didn’t tell me *why*. (Interview, Sept. 8-9, 2012)

Sought follow-up for themselves.

This sub-category attracted 19 mentions, but all tended to be short and obvious. That is, some participants decided to continue their education or training, including pursuing advanced degrees in ELL teaching. Others began to take advantage of available resources and actually read (and critiqued) all of the material received at previous faculty development trainings. Still others attended conferences or, as discussed previously, became researchers, presenters, and authors as well as leaders in the ELL teaching field. Each of these comments, while straightforward, contributed to the picture of a successful program that influenced participants to learn more and do more in the field.

Modified thinking for participant.

Given that influence, one would have expected some respondents to comment on their changed perceptions of ELLs and ELL teaching. 11 responses zeroed in on particular aspects of what several of them referred to as “Ah ha!” moments. One typical comment came from those who, in their previous teaching, blindly followed what they were told to do. Participant 7 noted with chagrin, “It is a little embarrassing that prior to the program I was just kind of going with it. We’ve had ELL coordinators come in and say, . . . ‘Do this’ and I would do it. Yet I wasn’t quite sure what I was doing and why I was doing it. But after the program, I was like, ‘Oh, this is why I am doing this’” (Interview, Sept. 8-9, 2012). Others, such as Participant 3, experienced cultural epiphanies. This participant related an experience with a parent or community member with a different cultural background who “disagreed” with Participant 3 about the value of education. Participant 3 “pondered and pondered” their disagreement before realizing that it just clarified the participant’s thinking – that different cultures may value family or

work over education, while for another culture that mix or balance may be different. With nearly 138 different languages and perhaps more cultures represented in many school districts these days, Participant 3 concluded that one had to be aware that not all would value the services of a school and its teachers equally; in fact, some parents and community members might be openly hostile to the ways in which school might affect their children's views or values (Interview, Sept. 8-9, 2012).

Different view of teaching.

In a related vein, 10 respondents observed that reflection on the subject matter and experiences of the ELLA/ELLI program led them to modify their thinking about teaching itself. The most frequently-expressed explanation for these comments related to how reflection pieces from the ELLA/ELLI sessions had made them rethink their role as teacher. Participant 2 explained how this revaluation might have taken place:

[I]t's always in the back of my mind. And that one exercise you did in class. You know when we talked about the achievement gap, you know what the research shows on the effects. And look at what we are doing. And are we doing this because we want to pick the quick approach? Economical perhaps? Whatever, but it's not helping our students, clearly. And we have a huge achievement gap in our district. Then there's pockets of growth, but overall we're not attaining anything. (Interview, Sept. 8-9, 2012)

However, Participant 3 saw the whole revaluation in terms of becoming a better teacher – at first, just recognizing that the newly-learned skills allowed the participant to reach the ELL's in the classrooms but then realizing,

Everything I've learned about ELL is really good stuff for everybody, and there's no reason why every teacher shouldn't be doing everything we learned because it helps you differentiate and the whole thing about the program is it teaches you to differentiate instruction and it's amazing. I think it changes you as a teacher, and that's what I said after the program – it changed me as a teacher. (Interview, Sept. 9-10, 2012)

Hyperawareness of ELLs.

As those last few comments in conjunction with the earlier comments on advocacy revealed, many ELLA/ELLI participants (9 related comments) went from at best a “benign neglect” of the ELLs to a fervent support of their needs. One might term this a “hyperawareness” of the ELL presence in the classroom and/or building.

Participant 8's comments best captured this feeling:

I think I find myself looking at either literature or news articles or things like that with maybe a different lens when they start talking about education and immigration and various things that way. And so I can take a look through a lens of what it's like to be a student, imagining trying to know what it's like to be a student who's coming to junior high/high school. . . . Imagine coming in with very little English and all of a sudden you're thrown into middle school or high school. (Interview, Sept. 8-9, 2012)

Thus, reflection served to change some participants' worlds – or at least their world views – because they often asked the participants to see things through eyes other than their own. It was not always easy for the participants, but the number of such responses along with the passion expressed in those responses revealed how powerful the reflective

process was for many of them. In this way, reflection served an important role in sustaining the faculty development process because the participants themselves became the vehicles to carry it onward.

Culture.

Of the three thematic elements receiving roughly similar numbers of participant responses, “Culture” had the fewest (77) but the most diverse range of reactions. While this researcher limited discussion to subthemes receiving 9 or more mentions (because, as explained in Chapter Three, the best test of validity for interview data is redundancy), responses related to culture actually branched out into many, many areas where only one or a few responses landed. Nevertheless, several subthemes did receive sufficient attention to warrant attention.

Attitudes towards/perceptions of ELLs.

Unsurprisingly, given the focus in several of the ELLA/ELLI courses (particularly Sociolinguistics) on cultural awareness and acceptance, the most commonly-cited (22 times) sub-theme was the changing attitude towards and changing perception of ELLs by program participants. Nearly every participant who was not an ELL instructor of some sort prior to taking part in the program mentioned that they were more likely to see the presence of ELL students in their classrooms as a positive rather than a negative where before the reverse was true. Likewise, nearly every non-ESL instructor indicated that prior to the program, the ELL’s presence would have been accompanied by trepidation because the instructor would have no idea how to cope with an ESL student in a content classroom.

Some respondents added other illuminating ideas. Participant 9, for example, noted how appreciation for the challenges faced by ELL's grew after meeting some of the instructors in the district who possessed either teaching deficiencies or attitude deficiencies or both and imagining what it would be like to be that teacher's student (Interview, Sept. 8-9, 2012). Participant 3, on the other hand, came to see language learning in terms of a civil right:

We were putting them [ELL students] into classes and treating them like they were special ed. kids. Honestly, we weren't serving them. We would do pull-out and we would have paraeducators come up with lessons – not even trained teachers. And other than that, they sat in our classrooms and they did the best they could to understand. Nobody did anything to help them learn. We wasted their time for hours. So I don't think I thought about it. (Interview, Sept. 8-9, 2012)

Lived experiences built on.

Many participants (15) also mentioned ways in which they attempted to relate to their ELL students and those students' experiences as language learners. For instance, though Participant 1 grew up in an English-speaking household, the participant's father had immigrated from Bulgaria and learned English as an L2, and references to that background help assure students that they too would be able to learn the language and acculturate. In contrast, Participant 7 grew up in a household with a different language and culture and experienced the acculturation process first-hand; through the program the participant learned how to use that difference as a plus in teaching ELL students. Finally, though Participant 8 had a wholly English-speaking background (at least in the recent

past), the participant had the opportunity to teach abroad in China and could share the students' experience of not knowing the language and feeling illiterate because even the signs on the street are incomprehensible (Interview, Sept. 8-9, 2012). Thus, the participants learned that one important way to lower students' affective barriers is to find a way to relate their own life experiences to those of the students. Many participants felt that the sharing of cultural background through storytelling that was embedded into the ELLA/ELLI training helped them find that common ground and establish more fruitful relationships with their students and, in some cases, those students' families.

Welcoming attitude.

Some participants (14 responses) cited a corollary of the foregoing points about culture: a good attitude towards the ELL students and an attempt to find common ground culminated in a more welcoming classroom. And, in turn, a more welcoming classroom contributed to a faster start and eventually (in the opinion of the participants) to better student performance. This could even be extended beyond the immediate classroom. Participant 6 made sure that everything possible was sent home with an accurate translation to help make the family a part of the classroom. Participant 4 instituted community nights to draw in parents and other community members and make them feel as welcome there as the students. Participant 1 even talked about how previous students came at the start of the new year and wanted to "get back" in the class that they had passed already because it felt like home to them (Interview, Sept. 8-9, 2012).

Acceptance of students' L1.

Finally, we have learned from the days of the boarding schools where Native American children were whipped for speaking their L1. While the goal of ELL education

is to bring the student to a working mastery of English as quickly as possible, thanks to Cummins (1981) and subsequent research, we now know that the fastest route to CALP (cognitive academic language proficiency, an essential ingredient for success in the school system) may lie through mastering the L1 first rather than leaping immediately into the uncharted waters of the L2. Moreover, the models of language acquisition taught in the ELLA/ELLI program and explained in the first two chapters noted both the educational (skill transference) and cultural (heritage language preservation) advantages of maintaining the L1 while pursuing the L2. The participants' comments (14) indicated that they had accepted this teaching and made it part of their pedagogy as well.

Participant 4 compared it to making the classroom a safe "home" for the ELL students, while Participant 6 encouraged students to "say it in Spanish or even draw a picture" if they knew the answer but not the language to express it in English. Participant 2 even counseled the parents of students to "continue to help the students understand Spanish" because it "will help them transfer that skill to English" (Interview, Sept. 8-9, 2012).

As seen in this section, an emphasis on cultural elements can have – and in this case did have – a powerful effect on both teacher and student. Teachers learning about other cultures, even such differences as the "wait time" for a polite response to a question, felt that they could understand their students better, prepare for them better, and welcome them and their families into the classroom. The inclusion of cultural elements in the ELLA/ELLI program carried over into the participants' professional practice.

Partnerships.

By far the fewest participant responses related to the last of the five themes – partnerships, with only 35 total references. As suggested earlier in the discussion of the

ARPs and their role in sustainability, many participants felt that the most difficult parts of the plans to achieve were those which attempted to work with persons and groups beyond administrators. Chapter Five will address this apparent weakness in the current ELLA/ELLI model and suggest ways to improve that in the future.

Administrators.

Because most of the ARPs posited efforts to work with administrators at the building and/or district level to advocate for improved instruction and assessment of ELL students, the number of references to partnerships with administrators (24) was not a surprise. Most of those relationships received positive accolades ranging from Participant 6's "very supportive" and Participant 3's "focused on the issue" to Participant 4's flat-out "awesome" (Interview, Sept. 8-9, 2012).

Participant 8, who like many others made positive remarks about the participant's current principal, discussed the pending arrival of a new principal and wondered aloud how this would affect their existing programs and partnerships: "Wait till everyone gets their feet on the ground to try to approach her. So . . . are there opportunities? What kind of opportunities can you see for us. Try to get a feel of what her vision is for the ELL students at our school and how that is done" (Interview, Sept. 8-9, 2012). Thus, the participant is seeking to take a proactive position with the new principal rather than just waiting to see what the principal will do, reflecting the participant's ownership of the existing programs and plans and the desire to continue positive partnerships with the administration.

What characterized the most effective partnerships? From Participant 9 came an extended narrative that revealed how one of the faculty-administrator partnerships functioned effectively:

Now, like on Friday, I just drove out to the building because a principal wasn't answering his phone, hunted him down, sat down with him and talked about what had occurred for this family, with his building. Because I have a positive relationship with him, we were able to have a really good talk. He was like, "Okay, what do you want my staff to do?" . . . So I have a much greater intensity [than before the ELLA/ELLI training] in trying to get some resolution for the . . . parents. (Interview, Sept. 8-9, 2012)

Participants generally saw their existing partnerships with administrators in a positive light (with a few exceptions) and, as in this instance, cited the willingness of an administrator to listen to their concerns and give them opportunities to develop their ARPs and implement best practices whenever possible as the most important traits of a good partnership with administration.

Coaches/specialists.

Though the coding sheet indicates quite a few references (17) to partnerships with coaches and specialists in the building or district, that number was misleading. A closer look revealed that most of those references actually discussed partnerships with other members of the ELLA/ELLI cohort who either had those roles already or assumed them after training. Naturally, those cohort members/coaches partnered well with their fellow cohort members and the references were uniformly positive. Surprisingly, however, every other reference to non-cohort ELL coaches and other specialists was positive as

well. None of those mentioned appeared to the cohort members to be challenged by the “new experts” nor did any start a turf war with them. Instead, all of those mentioned received appreciation for cooperation, for assistance in advocacy, for support for ARP goals, and for treating the cohort members as equals. Participant 7’s comment typified the discussion of partnership with existing ELL coaches and specialists: “My biggest one [partnership] is working side by side . . . with the district, and adding ELL strategies within the framework, but then also working side by side with B [ELL specialist for the district], who is a huge advocate for ELL students” (Interview, Sept. 8-9, 2012).

Other partnerships.

The lack of critical mass in this area struck the researcher and led directly to some of the recommendations in Chapter Five. While some participants established community partnerships related to their school (recall the earlier discussion of Participant 7’s Family Nights and Culture Nights at one of the buildings) and others found unique methods of linking their ELL skills to the community (for example, Participant 4 and some colleagues established ELL classes at a local refugee center), the remaining responses resembled that of Participant 1, who stated, “I’m kind of sad, and it’s partly because I don’t know how to communicate to the parents and communicate with the community. I don’t feel like I’ve ever really captured that well” (Interview, Sept. 8-9, 2012). For this reason, community partnerships will also be discussed further in Chapter Five.

Summary of Research Analysis

In this case study of a faculty development program, the researcher sought to use test scores, documents, and interview transcripts to determine whether the faculty

development program was attaining its goal of establishing sustainable faculty development in the districts where the program had organized cohorts. Though the cohorts came from a variety of school districts in different parts of the state facing different challenges with their ELL populations, could they all be well served by a program designed around a base of accurate and up-to-date knowledge and themes of sustainability, collaboration, reflection, cultural awareness, and partnerships? The test scores along with the success of the participants upon their return to their districts supported the contention that the program successfully established a base of accurate and up-to-date knowledge. The interviews further suggested that the emphasis on creating sustainable programs had worked to some extent. Nearly all of the participants had implemented or continued to implement their Action Research Plans, all had established working collaboration with other faculty as well as their cohort members, all continued to use methods and techniques from the training and credited this continuity in part to the way in which the program had integrated theory and practice so that they knew *why* a particular technique or method was recommended in a particular situation, and they all believed that their increased cultural awareness had contributed to ELL success by making their classroom and/or building more accepting and welcoming to ELL students. The one weaker link in the sustainability chain appeared to be the establishment of ongoing partnerships with administrators and with the community. Ideas for improving this aspect of the ELLA/ELLI professional faculty development program as well as other suggestions and recommendations will be discussed in Chapter Five.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Restating the Problem

Why do schools not perform better in educating English Language Learner student populations? Part of the problem lies with higher education in general; unfortunately, we continue to produce pre-service teachers who are not ready to deal with today's student population. Moreover, even if and when we find a solution to that problem and designed the perfect preparatory curriculum and implemented it in our colleges and universities, most currently-practicing teachers would still lack that preparation.

Therefore, in the process of improving teacher preparation, we also need to figure out how to help current teachers to address that hole. Traditionally, practicing teachers received updates on new techniques and pedagogical approaches through professional faculty development programs, some organized on a district-wide or building-wide or program-wide basis and others (such as the pursuit of advanced degrees, certifications, and endorsements) primarily available on an individual basis. While these faculty development programs help disperse new knowledge and often lead to initial spurts of energy and see results (especially if the content proves reliable, which has not always been the case), they often lack sustainability because the energy fades. Often, when teachers go back to the classroom after faculty development, the new idea does not stick because nothing exists in the classroom, building, or district to sustain it. Thus, the researchers cited in Chapter Two concluded that other elements must be included to provide sustainable faculty development.

ELLA/ELLI Professional Faculty Development Program

Drawing on the extent research about successful faculty development programs examined in Chapter Two, faculty members at Heritage University led by this researcher designed a new type of program intended to provide that sustainability of new ideas and practices through the inclusion of collaboration, partnerships, cultural awareness, and reflection in the faculty development training, as explained in the previous chapters.

Initial Conclusions

Did these changes impact the daily professional practice and continued professional growth among the program participants? Through the interviews and documents, a four-year snapshot of the program was taken and found that the consensus of the participants was exceptionally positive. Every interviewee cited factors related to “Sustainability” more often than any other topics in the interview, and overall it garnered nearly twice as many references than any other topic of discussion. Even the participants from the oldest cohorts, who might be the most inclined to gradually slip away from the teachings of the program indicated that they continued to carry it on after four or more years.

In fact, many of the participants specifically contrasted the ELLA/ELLI program to the one-, two-, and three-shot workshop approaches that they had experienced with SIOP and GLAD teachings. It was evident from their comments that the problem with those programs was not that the data was faulty or that the strategies were flawed. In fact, the weakness they identified was that the participants never saw the connection between these surface strategies and underlying knowledge and theories about first and second language acquisition and the associated pedagogy. Lacking that framework, the

SIOP and GLAD techniques seemed unimportant “tricks” that were often fun but probably did not actually contribute to “real” learning. Interestingly enough, strong evidence for this conclusion came from the interviewees, who noted that now that they saw how those surface strategies actually draw on valid underlying theory and that they can embed that theory across *all* aspects of the job, from initial placement to curriculum design to lesson plans to formative and summative assessment, many of the 108 teachers who completed the ELLA/ELLI faculty development program now use those SIOP and GLAD methods more than they did when they originally met them in faculty development workshops. In a fashion, then, this program integrated those teachings as well rather than “replacing” them. It also incorporated pedagogical elements tied to cultural awareness that supplemented these methods by suggesting approaches by which Krashen’s “affective” barriers to language acquisition could be lowered.

Reflection proved an essential element of this process; interviewees made this connection time and time again. For example, reflection helped several to understand that GLAD and SIOP are based on the same “truths” as other effective techniques, and so, for example, the 50 strategies are explained and, through reflection, the participants came to understand *why* the surface methods work). Once we understand this, then we can infer *when* it will work and when it will not work. Effective teachers need to have a reflective “conscious competence” in their professional practice. Even in the most theoretical discussions of a topic such as generative morphology (the rules we use to generate new words and new forms of old words) was linked to a hands-on reflection (in this case a reflection on teaching vocabulary through games and puzzles and projects based on what we know about generative morphology). Similarly, students exploring

language acquisition are asked to consider why a superficially silly method such as Suggestopedia can work for some students of language, allowing them to discern that the gains can be attributed to the elimination of affective filters, which is an important part of Krashen's model of language acquisition discussed in Chapters One and Two.

Moreover, this successful integration (through understanding of the underlying principles) meant that the participants often proved quite successful in working with ELL students in their classrooms and buildings. Initially, ELLA/ELLI requirement of the Action Research Plan meant that the teachers had to seek out collaboration and partnerships within the school system and the community. However, with time and success, those initial "upward" and "outward" initiatives were supplemented when the participant/ELLA student in turn became the local ELL "expert," a mentor to other teachers, a chair, a coach, a "Teacher on Special Assignment," a faculty development guru at the building and district level, a scholar, or even a university professor teaching the next generation of ELLA/ELLI participants. Their success with their own students along with this rise in status in turn further sustained their interest and enthusiasm for the program, and so an ARP became a program, a thesis, a district-wide or community-wide partnership.

Ideally, then, collaboration and mentoring should grow into partnerships, but as the interviews suggested, that is a piece that needs improvement. As noted in Chapter Four, every participant created an Action Research Plan, but in actual practice, some of those plans never extended to include principals and district leadership or even community organizations. The discussion in the previous chapter indicated that more effort needs to be made to hold participants accountable. Ways to do so along with other

suggestions for drawing administrators and community organizers into the program will be discussed more below.

Final Conclusions and Recommendations

To begin with, the research contained here makes a strong case for the success of this model, with certain reservations to be discussed next. For that reason, this researcher contends that it can be used as a working model for other faculty development programs, both those working with ELL pedagogy and others as well. The elements that make it work – accurate information, action plans and other elements to encourage sustainability, collaboration and partnership opportunities, cultural awareness, and reflection on existing practice (including this model itself) – can be applied to many other projects. Once the participants integrate and embed what they have learned into their everyday work, the model becomes sustainable, and all of those other elements help it to remain so. An implied potential outcome is to partner with other higher education groups working elsewhere which can in turn become a catalyst for systemic change – a recognition that all faculty development programs can be improved through these means.

As indicated above, the most obvious place to improve the sustainability of the ELLA/ELLI program or other faculty development programs modeled after this one is to strengthen the faculty-administrator and faculty-community partnership aspects. For example, participants' Action Research Plans might be introduced to the administrators of the building or district and those administrators encouraged to connect with the participant/teacher to see whether the plan is proceeding well and to consult on possible assistance in achieving plan goals. Alternatively, other members of the cohort might be

assigned to an “ARP Team” with responsibility to hold each other accountable for implementation of their plan (or pursuit of said implementation).

A second way to increase administrator and community involvement might involve the development of an ELLA/ELLI “administrator” development plan. That is, we could offer an ELLA/ELLI program geared for administrators and others of that ilk. Of course, such a design would need to develop additional methods of delivery and packaging to make it attractive to said administrators. One argument might be that, given the conflicts that sometimes arise when faculty return from professional development all energized but meet resistance due to lack of understanding or other administrative issues, it might actually make the administrators’ lives easier. Only four true administrators have been among more than 400 ELLA/ELLI participants, so a “market” of sorts exists, though it would not be easy to tap. When administrators *did* take part, many ARPs and program changes went more smoothly. For example, an administrator taking part in one of the Summer 2012 cohorts recognized a weakness in the concurrent summer school for ELL students and was able to initiate a change which let them front-load academic vocabulary for the fall semester. Time will tell how well this worked, but it would not have been possible at all without a participating administrator.

At the end of a research project, all that the researcher can hope is that the research has been productive. This particular project has added evidence for the importance of sustained faculty development programs as well as making a strong case that linking collaboration, partnerships, cultural awareness, and reflection to the program improves sustainability. However, each of these elements, especially the value of partnerships, requires further research into the nature and mechanisms by which they

contribute to sustainability. In this case, the researcher plans to continue and perhaps expand the existing ELL professional faculty development plan that was studied here and intends to pursue the suggested improvements given above. Future research may focus on the results of those changes.

A Wake-Up Call

One recommendation in particular demands reiteration. The opening paragraphs of Chapter One painted the current and future demographic crisis of the K-12 public schools in stark terms, projecting that by 2025, ELL students will reach 25% of the total K-12 student population nationally (Meyer, Madden, and McGrath, 2004). Moreover, where in the distant past, immigrant populations clustered in states and communities on the periphery, today they have permeated every state, and this inevitably affects nearly every school district as well as the communities in which those districts reside. Every school district, every administrator, and every teacher must prepare for this reality and prepare for it *now*.

That preparation translates into effective professional development that equips teachers with the necessary knowledge, skills, and – equally important – support to face the changing demographics of the classroom and community with confidence. District administrators and school principals in particular must understand how to construct sustainable professional development programs for teachers of English Language Learners. This case study offers a powerful model on which to build those future programs. While research into methods of uniting teachers, principals, and district administrators into more complete partnerships should be pursued, it should be clear that to be successful and sustainable, professional faculty development programs of all kinds

should include ongoing on-site instruction and in-service, collaborative efforts among faculty participants (and ideally partnerships with administrators and the community), and opportunities for reflection on the place of the acquired knowledge and skills in the classroom and overall pedagogy. Moreover, when the professional development program addresses ELL issues (or in this era of societal change, perhaps *any* issue), an improved understanding of the culture(s) represented in the classroom and surrounding community proves especially indispensable because it makes advocacy for the ELL student possible. If we heed the wake-up call instead of hitting the snooze alarm, the research and model examined here provides a solid base to meet the demographic challenge and transform it into an opportunity for a better educational system.

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APPENDIX A

Sample Anonymous Agreement

Heritage University

and

Washington School District

Partnership

for

English Language Learner Academy

and

English Language Learner Institute

**WASHINGTON SCHOOL DISTRICT
AND
HERITAGE UNIVERSITY**

**PARTNERSHIP
FOR
ENGLISH LANGUAGE LEARNER ACADEMY AND
ENGLISH LANGUAGE LEARNER INSTITUTE**

It is clear the *Washington School District* is committed to the belief that “Quality Staff Development Increases Student Achievement.” Imbedded in this belief is the knowledge that Washington School District teachers must be provided with the necessary tools and support to be successful in the challenging work of effectively teaching English Language Learners.

To insure building and program success in meeting the needs of English Language Learners, the Washington School District must have direct participation in the development and implementation of teacher training activities that are focused on classroom practices. Teacher development must come from partnerships and internal program development, customized to fit the individual district’s goals and the realities of the many obligations of teachers.

Heritage University is a four-year institution, which is a leader in developing effective and responsive partnerships with school districts in the State of Washington. Heritage University is committed to building a partnership of collaboration with the *Washington School District* which will provide teachers with effective teaching practices to be more successful in the instruction of English Language Learners.

A *Washington School District/Heritage University* partnership will produce an “English Language Learner Academy” and an “English Language Learner Institute” which provides the participating Schools with the ability to:

- Focus professional development based on data driven teaching and learning needs identified at the school level.
- Build professional learning communities which support teacher knowledge and skills that facilitate culturally responsive teaching across the system.
- Apply instructional strategies designed to increase student achievement of all English Language Learners in their school, with the effect of closing the achievement gap.
- Receive training on pedagogy that fosters equity, inclusion, and empowerment of students.
- Access district personnel who model best-practices in English language learner teaching and learning strategies;
- Develop a program which meets English Language Learner teaching needs and requirements as identified by the district.
- Produce a qualified candidate with an ESL endorsement or equivalent.
- Meet OSPI and state standards for all English language learners.

ENGLISH LANGUAGE LEARNER ACADEMY (ELLA)

ACADEMY OBJECTIVES

1. Enhance and support concepts and practices for English language learners and understand the impact of culture on student learning;
2. Learn and practice specific instructional strategies reflecting research and best practice;
3. Understand theories, procedures, and instruments used for testing English language learners;
4. Know and apply various teaching and scaffolding strategies to enhance the academic achievement of English language learners;
5. Use the English Language Development Standards to evaluate students levels of performance;
6. Use assessment data to adapt lesson plans to positively impact student learning;
7. Critically reflect on culturally responsive teaching practice;
8. Use the English Language Development Standards to evaluate student levels of proficiency in order to appropriately adapt instruction to meet the needs of the student;
9. Analyze teaching and learning needs using disaggregated student achievement data; and
10. Use the English Language Development Standards, Essential Academic Learning Requirements, and the Grade Level Expectations in the development of lesson plans that include language objectives and content objectives.

ACADEMY PROGRAM DESIGN

Heritage University will offer four ESL endorsement courses (10 credits) designed to enhance and support concepts and practices for English Language Learners. These courses will provide learning opportunities to help teachers demonstrate the ESL endorsement competencies (WAC 181-82A) and develop a learning community focused on closing the achievement gap for all students.

Fall semester September – December 2010

Two courses will be offered during the fall semester.

- BLE 527 Instructional Methods in Teaching ESL – 3 credits
This course emphasizes the development of teacher competencies as related to the teaching of English-as-a-Second-Language (ESL). It examines specific instructional strategies reflecting research and best practices. Emphasis is on the development and implementation of effective, instructional practices. Theories, procedures, and instruments used for testing English language skills for proficiency and placement are examined. Informal assessment strategies will be included.

- BLE 522 ESL in Content Areas – 2 credits
This course addresses theory and research in ESL teaching, incorporating higher order thinking skills in language arts, social studies, science, and mathematics. Various teaching and scaffolding strategies as well as an overview of applicable assessment strategies are introduced.

Spring semester January – May 2011

Two courses will be offered during spring semester.

- BLE 526 Literacy and the Bilingual ESL Student – 3 credits
This class is an advanced study of teaching listening, speaking, reading, and writing in the first and second language. It addresses the impact of culture in language acquisition. The emphasis is on language acquisition and developing communication competence of English language learners. It also reviews aspects of language learning including phonology, morphology, and syntax. Addresses the analysis of language production as it applies in the classroom. Review formal and informal assessment procedures, instruments, and the interpretation of assessment results. The class explores research-based strategies.
- BLE 572 Practicum – 2 credits
The practicum consists of a practical application, with supervision and support, of the principles of learning and instructional techniques in the ESL classroom. Emphasis is on core competencies specific to the ESL endorsement. Seminar sessions will be provided.

ENGLISH LANGUAGE LEARNER INSTITUTE (ELLI)

INSTITUTE OBJECTIVES

1. Understand the impact of culture on student learning;
2. Know and apply principles of first and second language acquisition;
3. Know and understand the technical aspects of phonology, morphology, and syntax;
4. Know and understand research-based strategies for ELL instruction;
5. Critically reflect on teaching practice;
6. Demonstrate application of theories, concepts, and strategies that will have a positive impact on student learning through an ESL Endorsement Competency Portfolio; and
7. Develop an action research growth plan, which includes an action plan to share and disseminate ESL endorsement knowledge with peers and school administrator(s).

INSTITUTE PROGRAM DESIGN

The Institute will provide participants an opportunity to learn research-based best practices to differentiate standards-based instruction and assessment for English Language Learners. Culturally responsive teaching (CRT) strategies will be integrated throughout the Institute. ELLI is designed to build on the English Language Learner Academy completed in the fall and spring semesters. ELLI will integrate the critical content of three remaining ESL Endorsement courses (6 credits).

Summer semester June – July 2010 or June – July 2011 if participant started in the fall semester

Three BLE classes will be offered during a three week integrated course model.

- BLE 520 History/Theories of Bilingual Education – 2 credits
This course is a study of history, theory, and issues of Bilingual Education. Emphasis is on key court decisions, federal/state legislation and the impact upon Bilingual/ESL Education. The class explores the design and implementation of programs. In addition, the class explores the interrelationship of language and culture and the impact on learning.
- BLE 523 Applied Linguistics – 2 credits
Review of historical trends in applied linguistics and their impact on elementary and secondary education. Strategies and techniques are reviewed and adapted for application with diverse populations in a multicultural setting.
- BLE 535 Sociolinguistics – 2 credits
An advanced study of sociolinguistics phenomena, including change, language preservation, bilingualism, and socio-political issues involving language, emphasizing their application to teaching ESL and composition. Includes further linguistic field research based on study of electronic and print professional journals.

In addition to the above courses, Heritage University will prepare teachers for the West-E Endorsement exam.

Appendix B

Action Research Plan



English Language Learner Institute

Research Action Plan: A Proposal for Change**ACTION PLAN WORKSHEET**

Why Bilingual Education?

How do we increase the academic achievement of English Language Learners?

What is culturally responsive teaching?

Planning Team:

School:

District:

Expected Date for Completion of Action Plan:

This document is a worksheet to help in the planning process for your Action Research Plan. This plan will be implemented during the 2008-2009 school year. The planning format is designed to help you and/or members of your learning team apply the concepts, knowledge, and research gleaned during the Institute in your classroom and/or school.

The questions will help you with a framework for thinking about how you can become an agent of change for ELL students. It will be your task to create a plan that will somehow bring about a change in teaching that will have a positive impact on student learning for English language learners.

3. Clearly state your overall goal corresponding to your vision of improved ELL/SSL teaching and learning.

4. Clearly state some related objectives corresponding to your overall goal. [e.g. objectives for your ELL students (language proficiency levels), objectives for enhancing staff awareness, practices, etc.].

II. Planning for Success:

5. What steps do I/we need to take to prepare for implementation of the plan?

6. Which ELL teaching strategies and learning activities will we use to engage our ELL students? Why these strategies? What is our evidence of need for these teaching strategies and learning activities? Think about brain research, language acquisition, language learning strategies, reading strategies, etc., as you begin to decide what it is you want to build into this plan.

III. Implementing the Vision:

10. What specific objectives do we have? What do we want the students/staff to be able to know and to do?

11. How are we going to help students/staff achieve these objectives? (List specific steps corresponding with the learning objectives you have articulated for your ELL/SLL students.)

16. What informal assessments will I/we use? When?

17. Have I/we collected sufficient data?

18. How will I/we assess our own participation and learning?

19. Have I/we considered the reliability and validity of testing instruments I/we plan to use?

V. Outcomes:

20. How will the evidence be evaluated?

VI. Reflection and Follow-up

21. What are the next steps?

22. What discussions did this action-research help me/us and our school?

23. Were there effective lines of communication between teachers, administrators, students, parents and community members throughout the research-action plan?

- 24. What can I/we change or improve?**
- 25. Action research seeks to use research based on knowledge and findings to actively change behavior. What will you do differently, based upon what you have learned during this action-research experience?**
- 26. Overall, what impact did this action-research have on the academic achievement of ELL students?**

Appendix C

Interview Questions

General Reflection Questions/Prompts:

- Discuss the overall effect ELLA/ELLI had on you/your teaching.
- What parts of the program would you keep? Why?
- What would you improve in the program? Why?
- Describe your ELL instruction, accommodation and philosophy prior to participating in ELLA/ELLI.
- How has it changed your ELL instruction, accommodation and philosophy after participation in the program?

Cultural Sensitivity Questions/Prompts:

- Describe the impact your attitude/perceptions about your ELLs? How so? How much?
- Was there a benefit for your ELL students from your participation in ELLA/ELLI? If so, describe then.
- Compare and contrast your interaction with ELL students before and after ELLA/ELLI.
- Compare and contrast your interaction with ELL parents/community before and after ELLA/ELLI.

Sustainment

- Describe how ELLA/ELLI differed from other general professional development or workshops in which you've participated?
- Describe how ELLA/ELLI differed from other ELL professional development or

workshops?

- Describe any implementation you've engaged in as a result of your participation in the ELLA/ELLI program?
- Have you stopped implementing ideas/practices you learned during your participation? Why?
- Discuss any ELL professional development, e.g., books, professional literature, other faculty, experts, workshops, research, that you've sought after completing the ELLA/ELLI program.
- Describe what actions you took with the implementation of the Action Research Plan (ARP) you developed at the end of the program?
- What did you learn from the ARP process?
- What barriers impeded your implementation or prevented completion of the ARP?

Collaboration

- Explain if/how (much) you address ELL issues or discuss ELL educational practices with other teachers.
- Did ELLA/ELLI influence these types of interactions as you reflect on the interactions pre-program and post-program?

Partnerships

- Explain if/how (much) you address ELL issues or discuss ELL educational practices with other coaches? Administrators? Parents? Community members?
- Did ELLA/ELLI influence these types of interactions as you reflect on the interactions pre-program and post-program?

Appendix D

ELL Teacher Endorsement Competencies

English as a Second Language - Grades P-12

1.0 Common Core – Content Knowledge: Language and Literacy Development

1.1 Candidates know, understand, and use the major concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.

1.2 Candidates understand how the student’s first language proficiency in listening, speaking, reading, and writing transfers to English and impacts second language acquisition.

1.3 Candidates are competent in the structure of the English language including;

- phonology (the sound system),
- morphology (word formation),
- syntax (phrase and sentence structure),
- semantics (meaning), and
- Pragmatics (context and function).

1.4 Candidates have knowledge of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.

1.5 Candidates know, understand, and apply Washington State’s English Language Development Standards (ELDS) and proficiency levels.

2.0 Common Core – Culture:

2.1 Teacher candidates of linguistically and culturally diverse learners are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.

2.2 Candidates know and understand ways to incorporate cultural and linguistic diversity to support teaching and learning.

2.3 Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.

2.4 Candidates recognize the contributions of diverse cultural groups to Washington State and to the United States.

2.5 Candidates can explain the differences between assimilation, acculturation, and cultural pluracy and their potential impact on students' cultural identity.

2.6 Candidates understand their own identity and how ethnicity, culture, and socioeconomic status influences teaching practices.

3.0 Common Core - Planning and Managing Instruction:

3.1 Candidates know and understand effective practices and strategies for planning, implementing, adapting, and modifying curriculum and instruction in a variety of English language learner delivery models and strategies.

3.2 Candidates recognize potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner.

4.0 Common Core - Assessment:

4.1 Candidates know and understand issues, principles, instruments, and methods of assessment related to the education of English language learners.

5.0 Common Core - Professional Leadership:

5.1 Candidates demonstrate knowledge of relevant history and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.

5.2 Candidates know and understand how to serve as an effective resource for working with English language learners and the importance of collaborating with other educational staff and community members.

5.3 Candidates know and understand how to advocate for the English language learner in a school environment.

5.4 Candidates have an awareness of the research and resources pertaining to language acquisition versus language disorder, gifted and talented, and special education needs of English language learners.

6.0 Common Core - Instructional Methods:

6.1 Candidates construct and facilitate learning environments that support English language development through literacy and content area knowledge.

6.2 Candidates apply linguistic concepts and knowledge of language systems to teach English language learners in the four domains of listening, speaking, reading, and writing.

6.3 Candidates demonstrate a high level of oral and academic language proficiency in English and are competent to teach and assess listening, speaking, reading, and writing in English.

6.4 Candidates differentiate instruction by applying concepts, theories, and research of applied linguistics, second language acquisition, and literacy development.

6.5 Candidates are able to identify culturally-appropriate ways to engage, communicate with, and involve the student's family and community.

6.6 Candidates know, understand, and apply ways to integrate cultural and linguistic differences within the learning environment.

6.7 Candidates demonstrate awareness and an appreciation of the student's cultural identity and its effects on language learning and school achievement.

6.8 Candidates demonstrate culturally responsive teaching.

6.9 Candidates apply effective practices and strategies to plan, implement, adapt, and modify curriculum and instruction for multiple language proficiency level classrooms with students from diverse backgrounds.

6.10 Candidates apply effective practices and strategies for organizing and managing a variety of supportive learning environments (e.g., cooperative groups, independent learning, and individualized instruction).

6.11 Candidates apply a range of teaching strategies, structures, and methods to support the development of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.

6.12 Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills.

6.13 Candidates collaborate with grade level teachers, content teachers, administrators, and other educational staff to support and facilitate English language development in basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing within the content areas.

6.14 Candidates employ an appropriate variety of research-based materials for language learning including books, visual aids, props, realia, software, internet resources, and technological resources to enhance language and content-area knowledge.

6.15 Candidates use a variety of language proficiency instruments and assessment methods (both formative and summative) for various purposes (e.g., listening, speaking, reading, and writing in first and second language and within content areas).

6.16 Candidates apply a variety of formative and summative classroom-based assessment tools and methods to inform instruction and monitor academic progress.

6.17 Candidates recognize potential linguistic and cultural biases of formative and summative assessment instruments and implements appropriate modifications and accommodations.

6.18 Candidates demonstrate the ability to observe and reflect on classroom, school, and community experiences and how such experiences influence the education of culturally and linguistically diverse populations.

6.19 Candidates demonstrate the ability to work effectively in the classroom settings with culturally and linguistically diverse populations.

6.20 Candidates demonstrate the ability to incorporate the principles of second language instructional techniques as they develop assessments and instructional plans.

6.21 Candidates demonstrate the ability to serve as a resource and collaborate with other education professionals and community members.

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Appendix E

Bilingual Teacher Endorsement Competencies

Bilingual Education - Grades P-12**1.0 Common Core - Communicative and Academic Language Competence:**

1.1 Candidates demonstrate a high level of communicative competence and academic language proficiency in English and the second language of instruction as demonstrated by performance on a standardized assessment of oral and written proficiency in English and the second language of instruction.

1.2 Candidates demonstrate a high level of academic language proficiency and are competent to teach literacy in English and the second language of instruction as demonstrated by performance on a standardized assessment of oral and written proficiency in English and the second language of instruction.

2.0 Common Core - Language and Literacy Development:

Candidates understand first (L1) and second language (L2) acquisition and development processes and the relationship between L1 and L2.

2.1 Candidates know, understand, and use the major concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.

2.2 Candidates understand how the student's first language proficiency in listening, speaking, reading, and writing transfers to English and impacts second language acquisition.

2.3 Candidates understand language development and can describe the different stages of language acquisition in L1 and L2.

2.4 Candidates are familiar with similarities and differences between all aspects of L1 and L2 structures including:

- phonology (the sound system),
- morphology (word formation),
- syntax (phrase and sentence structure),
- semantics (meaning), and
- pragmatics (context and function).

2.5 Candidates have knowledge of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing in English and second language of instruction.

2.6 Candidates understand the interrelationship in the development of linguistic concepts and cognition when learning more than one language.

2.7 Candidates demonstrate knowledge of developmentally appropriate methodologies and strategies for effective language instruction in English and the second language of instruction.

3.0 Common Core - Development and Assessment of Bi-literacy:

Candidates have a comprehensive knowledge of the development and assessment of literacy (listening, speaking, reading, and writing) in English and the second language of instruction.

3.1 Candidates know and understand how to implement the Washington State standards (Essential Academic Learning Requirements – EALRs and English Language Development Standards – ELDS) in the areas of listening, speaking, reading, and writing for effective literacy development for culturally and linguistically diverse learners.

3.2 Candidates know and understand effective practices and strategies for planning, implementing, adapting, and modifying curriculum and instruction in a variety of bilingual education models.

3.3 Candidates know and understand issues, principles, instruments, and methods of assessment to design the education of language learners in English and the second language of instruction.

3.4 Candidates recognize potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner.

4.0 Common Core - Foundations and Concepts of Bilingual Education:

Candidates know and understand the interrelationship between language and culture and its effects on learning.

4.1 Teacher candidates of linguistically and culturally diverse learners are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.

4.2 Candidates know and understand ways to incorporate cultural and linguistic diversity to support teaching and learning.

4.3 Candidates recognize the contributions of diverse cultural groups to Washington State and to the United States.

4.4 Candidates can explain the differences between assimilation, acculturation, and cultural plurality and their potential impact on students' cultural identity.

4.5 Candidates understand the diversity that exists within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.

4.6 Candidates understand their own identity and how ethnicity, culture, and socioeconomic status influences teaching practices.

4.7 Candidates understand and can identify culturally responsive

4.8 Candidates can identify authentic materials from a student's culture.

5.0 Common Core - Professional Leadership:

Candidates understand their role as an advocate, a resource, and provide leadership within their school and community.

5.1 Candidates demonstrate knowledge of relevant history and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.

5.2 Candidates know and understand how to serve as an effective resource for working with English language learners and the importance of collaborating with other educational staff and community members.

5.3 Candidates know and understand how to advocate for the English language learner in a school environment.

5.4 Candidates have an awareness of the research and resources pertaining to language acquisition versus language disorder, gifted and talented, and special education needs of English language learners.

6.0 Common Core - Instructional Methods:

6.1 Candidates demonstrate a high level of oral and academic language proficiency in English and are competent to teach and assess listening, speaking, reading, and writing in English.

6.2 Candidates apply linguistic concepts and knowledge of language systems to teach English language learners in the four domains of listening, speaking, reading, and writing.

6.3 Candidates know, understand, and use evidence-based research related to bilingual education to inform classroom practice.

6.4 Candidates demonstrate linguistic and cultural competencies in the preparation of lessons, materials, and assessments in English and the second language of instruction.

6.5 Candidates demonstrate awareness and an appreciation of the student's cultural identity and its effects on language learning and school achievement.

6.6 Candidates demonstrate culturally responsive teaching.

6.7 Candidates can accurately explain the contributions of the diverse cultural groups to Washington State and to the United States.

6.8 Candidates know, understand, and apply ways to integrate cultural and linguistic differences within the learning environment.

6.9 Candidates use authentic materials from students' cultures.

6.10 Candidates encourage and facilitate students' integration of native cultures and heritages in the classroom.

6.11 Candidates apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and materials to support language learning of individual students in English and the second language of instruction.

6.12 Candidates use a variety of approaches to deliver comprehensible instruction in English and the second language of instruction to support the development of the learner's content knowledge and skills and their development of cognitive academic language.

6.13 Candidates apply effective practices and strategies to plan, implement, adapt, and modify curriculum and instruction for multiple language proficiency level classrooms with students from diverse backgrounds.

6.14 Candidates differentiate instruction by applying concepts, theories, and research of applied linguistics, second language acquisition, and literacy development.

6.15 Candidates construct and facilitate learning environments that support English language development through literacy and content area knowledge.

6.16 Candidates apply knowledge of Washington State standards to promote literacy development in English and the second language of instruction as specified in the Essential Academic Learning Requirements (EALRs) and English Language Development Standards (ELDS).

6.17 Candidates use a variety of literacy assessments to plan and implement literacy instruction in English and the second language of instruction.

6.18 Candidates apply effective practices and strategies for organizing and managing a variety of supportive learning environments (e.g., cooperative groups, independent learning, and individualized instruction).

6.19 Candidates create authentic and purposeful learning activities and experiences in all content areas that promote the bilingual learner's development of concepts and skills in English and the second language of instruction.

6.20 Candidates integrate language arts skills in each language of instruction and into all content areas.

6.21 Candidates apply a range of teaching strategies, structures, and methods to support the development of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.

6.22 Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills.

6.23 Candidates collaborate with grade level teachers, content teachers, administrators, and other educational staff to support and facilitate English language development in basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing within the content areas.

6.24 Candidates employ an appropriate variety of research-based materials for language learning in English and the second language of instruction with books, visual aides, props, realia, software, internet resources, and technological resources to enhance language and content-area knowledge.

6.25 Candidates use a variety of language proficiency instruments and assessment methods (both formative and summative) for various purposes (e.g., listening, speaking, reading, writing, and content areas) in English and the second language of instruction.

6.26 Candidates distinguish between language development and special needs of bilingual learners.

6.27 Candidates apply a variety of formative and summative classroom-based assessment tools and methods to inform instruction and monitor academic progress in English and the second language of instruction.

6.28 Candidates recognize potential linguistic and cultural biases of formative and summative assessment instruments and implements appropriate modifications and accommodations.

6.29 Candidates demonstrate the ability to observe and reflect on classroom, school, and community experiences and how such experiences influence the education of culturally and linguistically diverse populations.

6.30 Candidates demonstrate sensitivity to learners' diverse cultural backgrounds and shows respect for regional language differences.

6.31 Candidates demonstrate the ability to work effectively in the classroom settings with culturally and linguistically diverse populations.

6.32 Candidates demonstrate the ability to incorporate the principles of second language instructional techniques as they develop assessments and instructional plans.

6.33 Candidates accurately assess and monitor learner's levels of proficiency in listening, speaking, reading, and writing in English and the second language of instruction and uses assessment information to plan appropriate literacy instruction.

6.34 Candidates are able to identify culturally-appropriate ways to engage, communicate with, and involve the student's family and community.

6.35 Candidates demonstrate the ability to serve as a resource and collaborate with other education professionals and community members.

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Appendix F

ELLA/ELLI WEST-E Test Results

September 2008 – July 2012

Cohort-by-Cohort Analysis

PARTICIPANT	TEST*	TEST DATE	PASS/FAIL	SCORE	MEAN
Cohort 1					
1	50	20080913	Pass	261	
2	51	20080913	Pass	271	
3	51	20080913	Pass	275	269.00
Cohort 2					
1	51	20090711	Pass	242	
2	50	20090711	Pass	247	
3	51	20090711	Pass	252	
4	51	20090912	Pass	252	
5	51	20090711	Pass	254	
6	51	20090711	Pass	261	
7	51	20091114	Pass	263	
8	51	20090912	Pass	265	
9	51	20090912	Pass	271	
10	51	20090711	Pass	273	
11	51	20090912	Pass	273	
12	51	20090711	Pass	275	
13	51	20090530	Pass	279	
14	51	20090711	Pass	281	
15	51	20090711	Pass	294	265.47
Cohort 3					
1	51	20100911	Pass	242	
2	51	20100724	Pass	263	
3	51	20100724	Pass	269	
4	51	20100724	Pass	269	
5	51	20100724	Pass	275	
6	51	20100911	Pass	275	
7	51	20100724	Pass	279	
8	51	20100724	Pass	279	
9	51	20100724	Pass	286	
10	51	20100724	Pass	290	
11	51	20100724	Pass	294	274.63
Cohort 4					
1	51	20110416	Pass	254	

2	51	20110723	Pass	255	
3	51	20110723	Pass	257	
4	50	20110416	Pass	261	
5	51	20110604	Pass	261	
6	51	20110604	Pass	263	
7	51	20110723	Pass	263	
8	51	20110723	Pass	263	
9	51	20110723	Pass	263	
10	51	20110416	Pass	265	
11	51	20110723	Pass	265	
12	51	20110723	Pass	265	
13	51	20110723	Pass	265	
14	51	20110416	Pass	267	
15	51	20110723	Pass	267	
16	51	20110416	Pass	269	
17	51	20110416	Pass	269	
18	51	20110723	Pass	269	
19	51	20110604	Pass	271	
20	51	20110723	Pass	271	
21	51	20110723	Pass	271	
22	51	20110723	Pass	271	
23	51	20110723	Pass	273	
24	51	20110723	Pass	273	
25	51	20110723	Pass	275	
26	51	20110416	Pass	277	
27	51	20110416	Pass	279	
28	51	20110723	Pass	279	
29	51	20110723	Pass	279	
30	51	20110723	Pass	279	
31	51	20110416	Pass	283	
32	51	20110723	Pass	283	
33	51	20110723	Pass	283	
34	51	20110723	Pass	283	
35	51	20110723	Pass	283	
36	51	20110723	Pass	285	
37	51	20110416	Pass	286	
38	51	20110723	Pass	286	
39	51	20110723	Pass	286	
40	51	20110416	Pass	290	
41	51	20110723	Pass	292	272.66

Cohort 5					
1	50	20120225	Pass	249	
2	51	20120414	Pass	265	
3	51	20120414	Pass	267	
4	51	20120414	Pass	273	
5	51	20120225	Pass	275	
6	51	20120414	Pass	275	
7	51	20120414	Pass	279	
8	51	20120414	Pass	279	
9	51	20120414	Pass	279	
10	51	20120225	Pass	285	
11	51	20120414	Pass	285	
12	51	20120414	Pass	285	
13	51	20120225	Pass	286	
14	51	20120414	Pass	288	
15	51	20120414	Pass	288	277.20
Cohort 6					
1	51	20120721	Pass	242	
2	51	20120721	Pass	244	
3	51	20120721	Pass	246	
4	51	20120721	Pass	250	
5	51	20120721	Pass	254	
6	51	20120602	Pass	259	
7	51	20120721	Pass	267	
8	51	20120721	Pass	267	
9	51	20120721	Pass	271	
10	51	20120721	Pass	275	
11	51	20120721	Pass	277	
12	51	20120602	Pass	279	
13	51	20120602	Pass	279	
14	51	20120602	Pass	281	
15	51	20120721	Pass	281	
16	51	20120721	Pass	281	
17	51	20120721	Pass	283	
18	51	20120721	Pass	283	
19	51	20120602	Pass	285	
20	51	20120602	Pass	285	
21	51	20120721	Pass	286	
22	51	20120602	Pass	292	
23	51	20120721	Pass	292	272.13

Appendix G

ELLA/ELLI WEST-E Test Results

September 2008 – July 2012

All-Cohort Analysis

PARTICIPANT	TEST*	TEST DATE	PASS/FAIL	SCORE
1	51	20120721	Pass	242
2	51	20090711	Pass	242
3	51	20100911	Pass	242
4	51	20120721	Pass	244
5	51	20120721	Pass	246
6	50	20090711	Pass	247
7	50	20120225	Pass	249
8	51	20120721	Pass	250
9	51	20090912	Pass	252
10	51	20090711	Pass	252
11	51	20120721	Pass	254
12	51	20110416	Pass	254
13	51	20090711	Pass	254
14	51	20110723	Pass	255
15	51	20110723	Pass	257
16	51	20120602	Pass	259
17	50	20110416	Pass	261
18	50	20080913	Pass	261
19	51	20090711	Pass	261
20	51	20110604	Pass	261
21	51	20110723	Pass	263
22	51	20110604	Pass	263
23	51	20110723	Pass	263
24	51	20110723	Pass	263
25	51	20100724	Pass	263
26	51	20091114	Pass	263
27	51	20120414	Pass	265
28	51	20110723	Pass	265
29	51	20090912	Pass	265
30	51	20110416	Pass	265
31	51	20110723	Pass	265
32	51	20110723	Pass	265
33	51	20110416	Pass	267
34	51	20120414	Pass	267

35	51	20120721	Pass	267	
36	51	20120721	Pass	267	
37	51	20110723	Pass	267	
38	51	20100724	Pass	269	
39	51	20110723	Pass	269	
40	51	20110416	Pass	269	
41	51	20100724	Pass	269	
42	51	20110416	Pass	269	
43	51	20090912	Pass	271	
44	51	20110604	Pass	271	
45	51	20110723	Pass	271	
46	51	20110723	Pass	271	
47	51	20110723	Pass	271	
48	51	20120721	Pass	271	
49	51	20080913	Pass	271	Mean
50	51	20110723	Pass	273	272
51	51	20090711	Pass	273	
52	51	20120414	Pass	273	
53	51	20110723	Pass	273	Median
54	51	20090912	Pass	273	273
55	51	20100724	Pass	275	
56	51	20120414	Pass	275	
57	51	20090711	Pass	275	
58	51	20100911	Pass	275	
59	51	20120721	Pass	275	
60	51	20110723	Pass	275	
61	51	20120225	Pass	275	
62	51	20080913	Pass	275	
63	51	20120721	Pass	277	
64	51	20110416	Pass	277	
65	51	20120414	Pass	279	Mode
66	51	20120602	Pass	279	279
67	51	20090530	Pass	279	
68	51	20110723	Pass	279	
69	51	20110416	Pass	279	
70	51	20120414	Pass	279	
71	51	20100724	Pass	279	
72	51	20100724	Pass	279	
73	51	20110723	Pass	279	
74	51	20110723	Pass	279	
75	51	20120602	Pass	279	

76	51	20120414	Pass	279
77	51	20120721	Pass	281
78	51	20120602	Pass	281
79	51	20120721	Pass	281
80	51	20090711	Pass	281
81	51	20110416	Pass	283
82	51	20110723	Pass	283
83	51	20120721	Pass	283
84	51	20110723	Pass	283
85	51	20110723	Pass	283
86	51	20110723	Pass	283
87	51	20120721	Pass	283
88	51	20120602	Pass	285
89	51	20110723	Pass	285
90	51	20120414	Pass	285
91	51	20120225	Pass	285
92	51	20120602	Pass	285
93	51	20120414	Pass	285
94	51	20110416	Pass	286
95	51	20100724	Pass	286
96	51	20110723	Pass	286
97	51	20120225	Pass	286
98	51	20120721	Pass	286
99	51	20110723	Pass	286
100	51	20120414	Pass	288
101	51	20120414	Pass	288
102	51	20100724	Pass	290
103	51	20110416	Pass	290
104	51	20110723	Pass	292
105	51	20120602	Pass	292
106	51	20120721	Pass	292
107	51	20100724	Pass	294
108	51	20090711	Pass	294

* 51 = ENGLISH LANGUAGE LEARNER WEST-E
50 = BILINGUAL EDUCATION WEST-E