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2013

Abstract

An Evaluation of Two English Language Learner (ELL) Instructional Models at School

District ABC: Pull-in and Push –out A Causal Comparative Study

by

Sonya LaShawn Lloyd

M.S., Troy University, 2007  
B.S., Auburn University, 2002

A Dissertation Submitted to the Graduate School of  
Walden University in Partial Fulfillment of the Requirements for the Degree of

Doctor of Education

Teacher Leadership

Walden University

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## Abstract

Providing academic assistance to English Language Learners (ELLs) is varied and often ineffective. The purpose of this causal-comparative study was to determine if there was a relationship between 9<sup>th</sup> grade students' performance on the High School Graduation Exam (HSGE) in reading and language and the Push-in and Pull-out models of instruction. Guided by Cummin's theory, which holds that there is a common underlying proficiency between languages, archived data were collected from 106 9<sup>th</sup> grade ELL students over a 1 month period using the HSGE score sheets. An exploratory data analysis was implemented to compute descriptive statistics for each comparison group and 2 *t* tests of statistical significance were conducted. Results indicate that there was no significant difference by instructional model type in ELL performance on the HSGE in either reading or language. A project was designed in the form of professional development training for school district teachers to explore research-based interventions that align with state and district standards. These trainings will assist teachers in developing skills and expanding knowledge that will provide them with a better understanding of how to assess an ELL's language development.



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## Dedication

I would like to dedicate this dissertation to my parents Carl and Elaine Jordan. They were very supportive in my process of completing my doctoral study at Walden University. Also, I would like to dedicate this dissertation to my husband, Franklin Lloyd, and my lovely daughter, Emory A. Lloyd, for motivating me in continuing this journey and being able to complete this milestone successfully.

Overall, I want to thank GOD for directing my path throughout this doctoral process. Without Him, this journey would not have been possible. There were many trials and tribulations I encountered; I did not understand why. However, I put my faith in God that He would give me the strength and the ability to complete this process. This is one of the following Biblical scriptures used as meditation device to guide me:

*I Can Do All Things Through Christ Who Strengthens Me ~ New King James Version (NKJV)*

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## Section 1: Introduction to the Study

### **Introduction**

Educators around the United States are concerned with how to assist English language learners (ELLs) who are performing poorly in mainstream classrooms and on high-stakes tests. High-stakes tests are assessments in which students, teachers, administrators, and entire school systems must account for student performance (Loshcert, 2009). In School District ABC, the ELL population is steadily increasing (ADE, 2011). The School District has experienced a 189% increase in its K-12 ELL population between the 1993-94 and 2003-04 school years (NCELA, 2010). Of the 37 ELLs, 500 are currently enrolled in the School District, at least 70% speak Spanish (NCELA, 2010). The remaining 30% represents over 100 different languages (ADE, 2011). Thomas and Collier (2002) reported that, by the year 2030, 40% of all school-aged children would be ELLs. The National Clearinghouse for English Language Acquisition [NCELA, 2010] reported that during the 2005-14 school years, there were more than 5 million ELLs in pre-kindergarten through 12<sup>th</sup> grade in schools across the United States (NCELA, 2010).

According to the No Child Left Behind Act (2001), all students must meet high academic standards (August, 2009; Echevarria & Short, 2004). Providing effective academic assistance to ELLs in order to help them succeed academically in mainstream classrooms and high-stakes tests is becoming an educational goal for many schools across the United States (August 2009; Echevarria & Short, 2004).

Promoting academic success among poor performing ELLs across the United States is important for parents, teachers, and administrators to understand (Loshcert, 2009). As the ELL population continues to increase in the School District, it is important that their academic needs are met (Loshcert, 2009). I will discuss the local problem at School District ABC and how high-stakes tests negatively impact of instruction and educational experiences of ELLs.

### **Local Problem**

The number of ELL students at the School District that are not proficient in English continues to increase. In the 2005-06 school year, the ELL population increased over 20% (NCELA, 2010). Currently, 2,500 ELLs are enrolled in the School District. District report cards showed that ELL's academic performance in mainstream classrooms is much lower than their native English speaking peers. A concern for many parents, teachers, administrators, and stakeholders is ELL's performing poorly on the High School Graduation Exam (HSGE). From 2005-2008, ELLs performed below the passing score (at least 60%) on this exam in the reading and language section (ADE, 2011). The HSGE is a state mandated assessment which is an additional requirement for high school students to graduate (ADE, 2011). The exam consists of four sections: (a), reading/language (b), mathematics (c), science, and (d) social studies (ADE, 2011). Students must pass each section to earn a high school diploma (ADE, 2011). Since the 2005-06 school years, the number of ELLs not successfully earning a high school diploma and the number of ELL dropouts has increased by 10% (ADE, 2011). The content information that is taught in mainstream classrooms reflects the information that

is assessed on the HSGE. Passing the exam in the reading and language area has been a challenge for ELLs, and it is a challenge for educators to implement strategies that help these students perform successfully.

### **Rationale**

ELLs are the fastest growing student population in the south (ADE, 2011). ELLs represent a large number of backgrounds and experiences, and many students are newly arrived immigrants or refugees learning the language and getting acquainted with the U.S. culture (Brisk, 2009). Others represent children of sojourners --people from other countries who are working or studying in the United States for a finite period of time (Brisk, 2009). Children born in the U.S. or a U.S. territory who speak languages other than English in their homes or communities are called English language learners (Brisk, 2009).

Educational experiences of ELLs are as diverse as their backgrounds (Celce-Murcia, 2009). Many ELLs enter the United States with a strong educational background in their first language (Celce-Murcia, 2009). ELLs may have had consistent schooling and are able to complete work in their native language at their grade level (Celce-Murcia, 2009). However, ELLs, for social, political, or economic reasons, may not have attended school regularly and there may be gaps in their education (Celce-Murcia, 2009). Many ELLs have not attended school at all (Celce-Murcia, 2009).

Students who are identified as limited in English proficiency are required to provide appropriate programs to help ELL students develop the English skills necessary for learning and for performing rigorous academic work in English (Collier, 2000;

Thomas & Collier 2010). Districts in the south must assist ELL students in overcoming language barriers and ensure that they can participate meaningfully in districts' educational programs (Collier, 2000; Thomas & Collier 2010). School districts must provide programs for English Language learners that help these students develop both English language proficiency and academic skills (Collier, 2000; Thomas & Collier 2010). As the ELL population increases, parents, teachers, administrators, and stakeholders in the School District understand that it is important to explore innovative and effective strategies.

### **Special Terms**

*Achievement gap:* Achievement gap refers to the observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, ability, and socioeconomic status (Geva, 2009).

*High School Graduation Exam (HSGE):* The HSGE is a test to assess mastery of reading, mathematics, science, and social studies content standards (South Department of Education, 2012). The exam is administered to students in grades 10-12 (South Department of Education, 2012).

*Basic Interpersonal Communication Skills (BICS):* Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations (Collier, 2002; Thomas & Collier 2010). It is the day-to-day language needed to interact socially with other people (Collier, 2002). ELLs BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone (Collier, 2002; Thomas & Collier 2010). Social interactions are usually context

embedded. They occur in a meaningful social context and are not very demanding cognitively (Collier, 2002; Thomas & Collier 2010). The language required is not specialized (Collier, 2002). The language skills usually develop within 6 months to 2 years after arrival in the U.S. (Collier, 2002; Thomas & Collier 2010).

*Cognitive Academic Language Proficiency (CALP):* CALP refers to formal academic learning (Collier, 2002; Thomas & Collier 2010). This includes listening, speaking, reading, and writing about subject area content material (Collier, 2002; Thomas & Collier 2010). This level of language learning is essential for students to succeed in school (Collier, 2002; Thomas & Collier 2010). Students need time and support to become proficient in academic areas (Collier, 2002; Thomas & Collier 2010). This usually takes from 5 to 7 years. Recent research (Thomas & Collier, 2009) has shown that if a child has no prior schooling or has no support in native language development, it may take 7 to 10 years for ELLs to catch up to their peers (Thomas & Collier, 2009). Academic language acquisition is not just the understanding of content area vocabulary (Thomas & Collier, 2009). It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring (Thomas & Collier, 2009). Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher (Thomas & Collier, 2009). As a student gets older the context of academic tasks becomes more and more reduced and the language also becomes more cognitively demanding (Thomas & Collier, 2009). New ideas, concepts and language are presented to the students at the same time (Collier, 2002).



*English language learners (ELLs)*: The term English language learner will be used throughout the study to refer to students from a non-English speaking background that have not yet developed sufficient proficiency to master an English-only curriculum and instruction in school (August & Hakuta, 2009). This definition addresses both linguistic and academic achievement (August & Hakuta, 2009). ELLs are students who could not reach their academic potential due to limited English proficiency (August & Hakuta, 2009). This group is also referred to as limited English proficient (LEP) students (August & Hakuta, 2009).

*English to speakers of other languages (ESOL)*: The term is most often associated with programs that teach English to second language learners (World Class Instructional Design and Assessment, 2009).

*L1*: L1 is a person's mother tongue, the language first learned; native language (World Class Instructional Design and Assessment, 2009).

*L2*: L2 is the language that a student is currently learning (World Class Instructional Design and Assessment, 2009).

*Language proficiency*: Language proficiency is the ability of an individual to speak or perform in an acquired language (Geva, 2009). It refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics (Geva, 2009). It also includes the areas of pragmatics or language use within various domains (Geva, 2009).

*Native-like proficiency:* Native-like proficiency is the ability to speak, read, write, or understand a language to a degree comparable with native speakers of that language (Durgunoglu, 2009).

*No Child Left Behind (NCLB): Act-*While essentially continuing the core tenets of the original Act, Title III consolidates the 13 current bilingual and immigrant education programs (USED, 2002; Christian, 2012). The NCLB requires annual testing, specifies a method for judging school effectiveness, sets a timeline for progress, and establishes specific consequences in the case of failure. Congress passed Title III, Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act of 2002, which reauthorized and renamed Title VII (USED, 2002; Christian, 2012). Title III impacts states in that it requires state education agencies (SEAs) or specially qualified agencies to submit funding requests outlining the process for awarding subgrants, how the agency will establish standards and objectives for raising the level of English proficiency that are aligned with state standards, and how the SEA will hold districts, eligible entities, and schools accountable for meeting all annual measurable achievement objectives and making adequate yearly progress (AYP) for LEP children (USED, 2002; Christian 2012).

*Oral language proficiency:* Oral language proficiency is one's ability to communicate orally in a language (Durgunoglu, 2009). This term is most often used to describe an ELL's speaking and listening abilities in a target language and may sometimes be described as low, intermediate, or advanced (Durgunoglu, 2009).

*Pull-out instructional model:* In a Pull-out instructional model, students are pulled out of mainstream classes for a small portion of the day to attend classes that focuses on ESL language development, instruction, academic skills development, literacy, and content-area support (Donald, 2010).

*Push-in model:* In a Push-in model, students are placed in mainstream classes (Donald, 2010). The model exposes students to the mainstream curriculum, which they must master to graduate, and helps integrate them into the student body rather than separating them from it (Donald, 2010).

*Second Language:* Second language is a language an individual learns in addition to his or her first language (Krashen, 1987; Krashen 2011).

### **Significance of the Problem**

The academic success among ELL students has been a local, state, and national educational concern. Chamot and O' Malley (2010) stated that ELLs should be able to use English as a tool for learning a subject matter. ELLs often become proficient in communication skills within a short time after their arrival in the United States (Chamot & O'Malley, 2010). Because of their communicative competence, they are quickly mainstreamed into the regular classroom where they encounter difficulties understanding and completing schoolwork in a more cognitively-demanding language needed for successful performance in academic subjects (Chamot & O'Malley, 2010). Experts differentiate between social and academic language acquisition (Chamot & O'Malley, 2010). Basic Interpersonal Communication Skills (BICS) is a day-to-day language needed to interact socially with other people (Cummins, 2009). ELLs in social situations

apply BIC skills when on the playground, in the lunch room, and on the school bus (Cummins, 2009). BIC skills are not demanding cognitively, and the language required is not specialized (Cummins, 2009). These language skills develop within 6 months to 2 years, once an ELL student arrives in the United States (Cummins, 2009). When teachers and administrators think that proficiency occurs because ELLs are able to display these language skills, problems may arise (Cummins, 2009).

It is important for teachers to think about the differing cognitive ability of English language learners. For example, Cognitive Academic Language Proficiency (CALP) is formal academic learning that usually takes 5 to 7 years for ELLs to acquire (Cummins, 2009). CALP requires ELLs to have the skills to listen, speak, read, and write about content material, in order for them to succeed in mainstream classrooms and on high-stakes test (Cummins, 2009). Thomas and Collier (2010) showed that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers. Academic language acquisition is not just the understanding of content area vocabulary (Cummins, 2009). It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring (Cummins, 2009). Academic language tasks are context reduced (Cummins, 2009). Information is read from a textbook or presented by the teacher without using context clues. As a student gets older the context of academic tasks becomes more and more reduced (Cummins, 2009). The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time (Cummins, 2009).

Cummins (2009) advanced the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language (Cummins, 2009). Cummins showed that if a child has no prior schooling or has no support in native language development, it may take 7 to 10 years for ELLs to catch up to their peers (Cummins, 2009). Another variable that affects the academic growth of ELLs is the quality of instruction that they receive (Cummins, 2009). Teachers must understand the linguistic needs of ELLs and provide rich and meaningful lesson that support their language growth (Cummins, 2009).

Schumann (2010) stated that ELL educational success comes from teachers being able to develop competent reading and literacy skills among these students. This process requires the integration of one's language skills, background knowledge, and ability to construct meaning from a variety of print materials, and for many students this process is not an easy task (Schumann, 2010). For students trying to develop literacy in a language other than their native language, this process can be especially challenging (Schumann, 2010). Schools are faced with helping students from different cultures (Schumann, 2010). Also, schools are responsible for assisting ELLs in language develop--should have the ability to read and write in English while learning grade-specific content needed to meet state and district expectations (Schumann, 2010).

For ELLs to succeed, they must master not only English but the challenges of being able display competent reading and literacy skills (Schumann, 2010). They must be able to articulate thinking skills in English, making hypotheses and predictions, and ELLs

must also be able to become analytical thinkers and draw conclusions (Schumann, 2010). In many content classes, ELLs must be able to pull together their emerging knowledge of the English language with the content knowledge that they are studying in order to complete the academic tasks associated with the content area (Schumann, 2010). However, English language learners have differing levels of cognitive ability. When ELLs struggle with schoolwork, teachers must be aware that the problem may be related to background knowledge rather than to intellectual ability (Schumann, 2010).

The reauthorization of the Elementary and Secondary Act (ESEA) created by President George W. Bush renamed the No Child Left Behind Act. Over the past 5 years, the No Child Left Behind Act has been the most momentous step of educational reform legislation implemented in public education (ADE, 2011). The purpose of the legislation was to ensure that all students in grades K-12 would be capable of performing at a proficient level in reading and mathematics by 2014 (ADE, 2011). Since schools must now demonstrate adequate yearly progress on state report cards, educators search to find instructional designs and academic programs that will help raise student achievement in all categories, including ELLs (ADE, 2011). I evaluated the effectiveness of two instructional models (Push-in and Pull-out) that are used in School District ABC. The models are helpful in assisting ELLs in mainstream classroom and performing well on high-stakes tests.

### **Guiding Question**

The High School Graduation Exam (HSGE) is an assessment that 9-12 graders in School District ABC must take as a requirement to graduate from high school. It is

generally written on an eighth-grade level, and it is 100% multiple choice. The exam requires students to demonstrate what they have learned in required high school core course work and emphasizes logic, problem solving, and other thinking skills. The reading section requires students to read and comprehend articles, poems, editorials, manuals, and other similar materials, and the language section focuses on the grammar skills, punctuation, word choice, sentence structure, and organizational skills for writing. Students must pass each section with at least a 60% (SDE, 2012).

ELLs in the south perform at a lower success rate on the HSGE, specifically 20% lower than their peers (SDE, 2012). As a result of the low performance on this exam, many ELLs drop-out of School District ABC (SDE, 2004). At School District ABC, 2,500 ELLs currently attend the system (SDE, 2012). Archival records showed that 15% of these students fail the reading and language portion of this exam (SDE, 2012). As a result, 8% of these students no longer attend School District ABC (SDE, 2012). It is pertinent that strategies and instructional programs that are already implemented assist ELL students in performing well in mainstream classroom, which ultimately prepares them to perform well on high-stakes tests (SDE, 2012). I focused on 106 ninth grade English language learners (ELLs) at School District ABC from the 2005-08 school years that participated in either the Push-in or Pull-out model. The guiding question was how will the reading and language HSGE scores of ninth grade ELL students who participated in the Push-in instructional model differ from the reading and language HSGE scores of the ninth grade ELL students who participated in the Pull-out instructional model?

## Review of Literature

In conducting this review, several different libraries were used to saturate the topic. Libraries at Walden University and Auburn University were utilized. The search engines used were EBSCO Host Research Databases, Education: A SAGE Full Text Collection, Psychology: A SAGE Full Text Collection, PsycINFO, and PsycArticles.

Loshcert (2009) described high-stakes tests as assessments in which students, teachers, administrators, and entire school systems must account for student performance. The tests that are used to make high-stakes decisions are frequently standardized assessments (Loshcert, 2009). Student's scores on these tests may be used to determine promotion to the next grade level, which curricular track students will follow in school, or whether or not they will graduate (Loshcert, 2009). Standardized assessments are used to determine if a school achieves adequate yearly progress (Loshcert, 2009). Failing to make adequate yearly progress has consequences for the school, including offering students the option to transfer to another school (Loshcert, 2009).

Two important variables that teachers must understand is that language proficiency and academic achievement of ELLs are two specific constructs and should be measured separately (Rivera, Stansfield, Scialdone, & Sharkey, 2009). Knowledge of language and general knowledge are represented in distinct components of the mind or brain (Rivera, et al., 2009). The level of proficiency in the first language has a direct influence on the development of proficiency in the second language (Scialdone, 2000). When failing to continue to promote first language development, it hinders second



language proficiency and cognitive academic growth among ELLs (Scialdone, 2000; Scialdone, 2009).

Rivera (2009) suggested that older ELL students are better equipped academically because they have achieved a higher level of cognitive maturity in their first language. When ELLs reveal cognitive maturity, knowledge, and experience in the first language, it tends to transfer to the second language (Rivera, 2009). Language learning styles and strategies appear to be among the most important variables influencing performance in a second language (Sharkey, 2009).

The United States is becoming more ethnically and linguistically diverse and more than 90% of immigrants are coming from non-English speaking countries, the increase is making administrators, teachers, parents, and stakeholders aware, at the School District, that is vital to find effective methods, strategies, and programs to successfully educate ELLs (Short, 2009). This section is a discussion of the historical background of ELLs, the language proficiency/oral competence and literacy of ELLs, reading programs for ELLs, and other instructional models that help assist ELLs academically.

### **Historical Background**

Court decisions and two laws in the late 1960's and 1970's have brought the right to a quality education for language minority students into the public schools (Samway & McKeon, 2012). The Bilingual Education Acts of 1968 and 1974 (also known as Title VII) provided supplemental funding for school districts whose personnel were interested

in establishing programs to meet the needs of large numbers of English language learners in the United States(Samway & McKeon, 2012).

The Equal Educational Opportunity Act (EEOA) of 1974 provides definitions of what constituted denial of equal educational opportunity. Among these were the failures by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program (Samway & McKeon, 2012).

*Lau v. Nichols, 1974* is a landmark court case that brought bilingual education to the forefront. A Chinese speaking group of students in San Francisco brought a class action lawsuit against the district, claiming that they were denied access and participation in the educational program due to their inability to speak English. The United States Supreme Court reaffirmed a lower court ruling stating that fundamental English skills were at the core of what is taught in public schools and imposed a requirement that basic English skills be taught so that a child can effectively participate in the educational program (Samway & McKeon, 2012). The *Lau v. Nichols* decision provided students who had a limited English proficiency with an equal opportunity for education (Samway & Mc Keon, 2012).

*Plyer v Doe, 1982* further enforced the responsibility of public schools to educate immigrant students. The Supreme Court decided that under the Fourteenth Amendment, the state does not have the right to deny a free public education to undocumented immigrant children (Samway & Mc Keon, 2012).

Several federal court rulings have forced districts to comply with the *Lau* decision; the most significant is *Castaneda v Pickard*. The plaintiffs claimed that Raymondville Texas Independent School District's remediation program violated the EEOA of 1974. The 5<sup>th</sup> Circuit Court of Appeals compiled a basic set of standards to determine school district compliance with EEOA (Samway & McKeon, 2012). Criteria were set forth by the court: (a.) the school must offer a program based on sound theory (b.) the school must implement the program with fidelity (necessary resources, personnel etc. to transfer theory into reality) and, (c.) the school should not continue the program if it did not produce results (Samway & McKeon, 2012).

The No Child Left Behind Act imposed sanctions against states that do not address the needs of ELLs. States could lose up to ten percent of the administrative portion of all federal formula grant programs administered under the Elementary and Secondary Education Act. Because federal grant programs are positive for ELLs, it is important that educators are providing innovative strategies to help these students succeed. Understanding the English language development of ELLs is vital.

### **Language Proficiency**

The development of second language (L2) oral language is vital to school success of ELL students (Christian, 2012). As oral language proficiency develops, one's capacity to further learn, acquire, and use that language also increases. English L2 oral proficiency develops over time, typically 3 to 5 years, and progress from the beginning to middle levels of proficiency is relatively rapid, but progress from middle to upper levels of proficiency is slower (Saunders & Christian, 2012). Overall, English language use both in

the classroom and outside of school is positively associated with the development of English proficiency, though the effects of English use are probably limited (Genesee, 2010). When using small group interaction to promote L2 usage, careful consideration must be given to the design of tasks that students engage in, the training of non-ELLs who interact with ELLs, and the language proficiency of the ELLs themselves (Genesee, 2010). Moreover, a positive relation between English language use and English language oral proficiency exists for ELLs from families that report using English relatively more frequently as they tend to demonstrate higher levels of English proficiency than ELLs from families that report using English less frequently (Christian, 2012).

Saunders and Christian (2012) provided a review of the research on ELLs literacy. The authors discussed that the aspects of English oral competence are related to literacy and/or academic tasks are particularly influential in English L2 literacy development, more so than general L2 oral language abilities, specifically achievement of English reading. English L2 literacy development can proceed if students have limited L2 oral proficiency if they have well developed skills in certain L1 domains, particularly in the early stages of L2 literacy development (Saunders & Christian, 2012). L1 features that are related to literacy and academic achievement or higher order cognitive uses of language are more influential in English L2 literacy development--more general aspects of L1 oral development (Saunders & Christian, 2012). Successful ELL readers/writers employ a number of effective strategies (e.g., inferencing, the use of context and prior knowledge, and monitoring and comprehension) to comprehend text in English, and they use these strategies during both L1 and L2 literacy tasks (Saunders, 2012). ELLs with

initial L1 literacy experiences, such as emergent or family literacy, as well as those with well developed L1 literacy skills progress more quickly and successfully in L2 literacy than ELLs without these experiences and skills (Saunders, 2012). There are three major instructional approaches: (a.) direct, which emphasizes the explicit and direct instruction of specific reading/writing skills and strategies; (b.) interactive, which emphasizes learning that is mediated through interaction with other learners or more competent readers and writers; and (c.) process-based, which emphasizes engagement in the authentic use of written language for communication or self-expression and deemphasize teaching the component skills and strategies of reading and writing in favor of learning through induction (Saunders, 2012). A combination of the three approaches is optimum (Saunders & Christian, 2012). As proficiency in English is continuously being pushed by the government, it is pertinent to address how ELLs are being examined.

### **Testing ELL Students**

In addressing some of the issues surrounding testing ELL students, the United States Department of Education awarded the Wisconsin Department of Public Instruction an enhancement grant in 2002 to develop a K-12 English Proficiency test. Under the leadership of Wisconsin DPI, three states originally formed the Consortium: Wisconsin, Delaware and Arkansas (Antunez, 2002; Autunez, 2009; Kauerz, 2002). Currently, fifteen states make up the World-Class Instructional design and Assessment (WIDA) Consortium including the state in the south (Antunez, 2002; Autunez, 2009; Kauerz, 2002). The test that was eventually developed is ACCESS for ELLs (*Assessing Comprehension and Communication in English State-to-State for English Language*

*Learners*). The ACCESS test has been adopted by a County School to help stakeholders determine the level of ELL proficiency. It is a large-scale test that primarily addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners in grades K-12 (Antunez, 2002; Autunez, 2009; Kauerz, 2002). The standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas (Antunez, 2002; Autunez, 2009; Kauerz, 2002) .

The WIDA framework recognizes the continuum of language development within the four domains with six English language proficiency levels. The proficiency levels are (a.) Level 1: Entering, (b.) Level 2: Beginning; (c.) Level 3: Developing, (d.) Level 4: Expanding; (e.) Level 5: Bridging and (f.) Level 6: Reaching (Antunez, 2002; Autunez, 2009; Kauerz, 2002). The levels show the spectrum of a learner's progression from knowing little or no English to acquiring the English skills necessary to be successful in English only mainstream classroom without extra support (Antunez, 2002; Autunez, 2009; Kauerz, 2002). The goal of the ACCESS for ELLs test is to allow students to demonstrate their level of proficiency through the PIs. Although there are assessments that address the English language development of ELLs, it is pertinent for educators at School District ABC to be able to implement reading instruction effectively and it is pertinent for educators to be able to implement programs that are suitable in assisting them academically.

### **Reading Instruction/ Programs for English Language Learners**

Researchers who study reading instruction for English language learners have asked whether children learn to read in the same way as those who are proficient in English, or whether there are different dynamics involved. Reviewers have concluded that the factors that lead to reading in English language learners are similar to those for their English-proficient classmates (August, 2009). For example, oral English proficiency is highly correlated with (or predictive of) English reading (August, 2009). English vocabulary, however, is also highly predictive of reading performance among English-proficient children (August, 2009). The National Reading Panel (2009) systematically reviewed research on early reading, and identified five major elements that contribute to early reading success among English proficient children are: (a.) phonemic awareness, (b.) phonics, (c.) vocabulary, (d.) comprehension, and (e.) fluency (The National Reading Panel, 2009). Yet these same factors have also been linked to English reading success for English language learners at the Southern School district. Accommodations are necessary for English language learners, and it does suggest that with allowances for the language issues themselves, effective reading instruction for ELLs may be similar to effective instruction for English-proficient children, whether the ELLs are first taught in their native language or in English (Fitzgerald, 2009).

The reading education of ELLs has become one of the most important issues in all of educational policy and practice (Hakuta, 2009). Latino and Caribbean children are disproportionately likely to perform poorly in reading and in school (Hakuta, 2009). As No Child Left Behind and other federal and state policies begin to demand success for all

subgroups of children, the reading achievement of English language learners is taking on even more importance (Hakuta, 2009) .Schools in the south cannot meet their adequate yearly progress goals, for example, unless their English language learners are doing well in reading (ADE, 2011). American society cannot achieve equal opportunity for all if its schools do not succeed with children of immigrants (Hakuta, 2009).

When a child enters kindergarten or first grade with limited proficiency in English, public schools around the nation face a serious dilemma. Schools have to meet the challenges of knowing how ELL students will be expected to learn the skills and content taught in the early grades while he or she is still learning English. There are many solutions, but researchers provided two fundamental categories of solutions, which are immersion and bilingual education.

### **Other Delivery Models for Instruction of English Language Learners (ELLs)**

ELL pull-out is generally used in elementary school setting. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language (Herrell, 2009). Schools with a large number of ELL students may have a full-time ESL teacher, some districts employ an itinerant ELL teacher who travels to several schools to work with small groups of students scattered throughout the district (Herrell, 2009). In School District ABC, an itinerant ELL teacher travels from the middle school to the high school to work with small groups of students (Herrell, 2009). A variation on this model is ELL push-in, whereby the ELL teacher comes to the mainstream classroom for a designated amount of time each day or week to work with the ELLs in the class (Herrell, 2009).



ELL class period is generally used in middle school setting. Students receive ELL instruction during the regular class and usually receive course credit (Herrell, 2009).

They are grouped for instruction according to their level of English proficiency (Herrell, 2009).

ELL resource center is a variation on the pull-out design, bringing students together from several classrooms or schools for varying time periods (Herrell, 2009). The resource center concentrates ELL materials and staff in one location and is usually staffed by at least one full-time ELL teacher (Herrell, 2009).

### **Sheltered English or Content-Based Programs**

Sheltered English or content-based programs gather language-minority students from different language backgrounds together either in mainstream or self-contained classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students (Herrell, 2009). They use gestures and visual aids to help students understand (Herrell, 2009). Teachers usually receive training in sheltered English methods, ESOL, TESOL, or an ELL teaching credential (Herrell, 2009). Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language (Herrell, 2009).

### **Sheltered Instructional Observational Protocol (SIOP)**

The SIOP model is the product of six years of research sponsored by the National Center of Research on Education, Diversity & Excellence and funded by the Institute for Educational Service, U.S. Department of Education (Short, 2009). Originally a research

instrument, the Sheltered Instructional Observation Protocol (SIOP) was modified into a lesson planning and instructional system by practicing teachers and researchers (Short, 2009).

Sheltered Instruction (SI) has been around for more than 20 years (Short, 2009). Sheltered techniques are used in many schools districts across the United States; however, these techniques are inconsistent from class to class, discipline to discipline, school to school, and district to district (Short, 2009). A 7 year research project was conducted, by the Institute of Education Sciences (IES), which studied the impact of SI on ELLs. As a result, the SIOP model was developed (Short, 2009). The model was initially designed as a research observation instrument called a protocol, created by Echevarria, Vogt, and Short in 2009, to determine if teachers were effectively including sheltered instruction in their lessons. Sheltered instruction means that the students receive help in developing academic English while they are learning grade-level content material. Students are provided extra support by including instructional techniques that make learning comprehensible to students (Short, 2009).

In the SIOP model, language and content objectives are systematically woven into the grade-level curriculum that teachers present to students through modified instruction in English. Teachers systematically develop students' academic language proficiency as part of their lessons; paying careful attention to the English learners' second language development needs (Short, 2009).

## **Newcomers Programs**

Newcomer programs are developed for newly-arrived immigrant students in some school and districts (Herrell, 2009). The instructional program combines teaching ELL with content instruction, as well as some Language 1 (L1) academic support whenever possible (Herrell, 2009). Social service information is provided to assist families with adaptation to this country (Herrell, 2009). For legal reasons associated with desegregation, students are not generally kept in a separate newcomer program for more than one or two years (Herrell, 2009).

To promote academic achievement of ELL students, teachers must enable these students to develop, or continue developing, academic skills while learning English (Cummins, 2009). Where there is a significant proportion of the ELL population who speak the same native language, it is recommended to incorporate bilingual education programs (Cummins, 2009). In schools where the ELL population is less, English as a second language (using content area instruction), is a technique that could be used-- focusing on using a second language as the medium for instruction for academic subjects (Ignash, 1992; Ignash, 2009). Finally, bilingual immersion programs can be used in schools with a large population of ELLS. It incorporates two languages, English and the native language of the ELL student, for instruction (Cummins, 2009). Because native English speaking students and ELL students learn through both languages, they can attain proficiency in a second language while continuing to develop skills in their native language (Cummins, 2009).

### **Effectiveness of ELL Programs**

Brigaman (2010) also stated the need for effective teachers and learning environment in teaching ESL. The school climate should be supportive of the program and learning environment customized (Brigaman, 2010). There is also a need for systematic student assessment, staff development, and home and parent improvement (Brigaman, 2010).

Kuntz (2009) investigated the emergence of ELL instructions in Madison, Wisconsin and found that there is a great demand in the area for such a service. Kuntz also found that there is indeed a lack of standard on ESL instructions because the study shows that curriculum varied widely in different institutions. Kuntz stated that some programs provided a text book and brief curricular plan, while others supplied teachers with a library of materials and encouraged them to develop a curriculum based upon student needs (Kuntz, 2009).

Braine (2009), on the other hand, investigated the placement options on ELL high school students. Braine argued that ELL students excel better when placing them in classes that address their needs. Braine (2009) stated that mainstreaming ELL students is detrimental because they may feel penalized for being culturally diverse and may affect their performance. However, Braine (2009) stated that special classes for ELL students are implemented only by few schools because of barriers such as: lack of sufficient ELL students to justify special classes; special classes may be seen as remedial; can be seen as a form of remediation; and there are problems in creating new programs (Ignash, 1992; Ignash, 2009). There are several types of ELL classes and they often include instruction

in listening, comprehension, speaking, reading, writing, and grammar (Ignash, 1992; Ignash, 2009). However, effective instructional strategies and models to educate ELLs are vital to their academic achievement.

### **Implications**

Many schools across the United States are constantly looking for effective instructional strategies and models to educate the growing number of English language learners. Several models and strategies are being implemented by schools systems. The School District used in this study will give administrators and faculty members an opportunity to look at the current models (Pull-out and Push-in) used and view their effectiveness.

In the Pull-out instructional model used at School District ABC, students spend part of the day in a mainstream classroom but are pulled out for a portion of each day to receive instruction in English as a second language. ELLs receive daily academic instruction from a teacher who speaks English and then are pulled out in order for them to receive small-group instruction in English Language Development (ELD) or ELL for a limited amount of time each day--approximately 30 to 50 minutes. The pull-out students then return to their classroom and continue to learn the content areas from the English-only teacher (Lingqanti, 2009).

In the Push-in instructional model used at School District ABC, it provides ELLs language instruction in the same classroom with their peers. A certified teacher or instructional aide may give in-classroom assistance to the students with special needs or disabilities. The student will never leave the classroom for specialized instruction--

instruction is provided within the regular classroom only (Lingqanti, 2009). Overall, both models are used to provide academic assistance to English language learners at a School District in order for them to perform well in mainstream classrooms and on high-stakes tests.

### **Transition Statement**

High-stakes testing for accountability purposes is increasingly being emphasized in educational systems across the United States, with serious implications for English language learners (ELLs). Because of the high stakes consequences attached to standardized tests and consistently lower test scores among ELLs, they greatly impact the instruction and educational experiences of these students at School District ABC, as this dissertation will document.

Section 1 discussed the historical background of ELLs, the language proficiency/oral competence and literacy of ELLs, reading programs for ELLs, and other instructional models that help assist ELLs academically. The Research Design and Approach, the Data Collection and Analysis, the Assumptions, the Limitations, Scope and Delimitations, the Role of the Researcher, the Protection of the Participants, and the Issues of Confidentiality will be discussed in the Methodology Section 2.

## Section 2: The Methodology

### **Introduction**

A causal-comparative research design was used to evaluate the differences of the reading and language (HSGE) scores of ninth grade ELLs who participated in a Push-in model with those of ninth grade ELL students who participated in a Pull-out model. This section is a description of the research methodology used to examine and analyze the level of student achievement on the HSGE. Grimes (2010) stated that comprehensive reform designs and total school restructuring have materialized as practical educational strategies as a result of attempts to remediate low performing schools that educate minority students of low socio-economic conditions. This section also introduced the research design, which includes the selection of School District ABC that was used in this study, as well as the instrumentation.

### **Research Design and Approach**

A causal-comparative research design was utilized for this study. It was determined that casual-comparative would be the best suitable method to conduct the study, after viewing various methods. The aim of causal-comparative research was to determine the cause of existing differences among groups (Creswell, 2005). A causal-comparative research design has groups that are classified according to common preexisting characteristics, and compared on some other measure--there is no intervention, manipulation, or random assignment (Creswell, 2005). Causal-comparative research is a non experimental investigation that seeks to identify cause –effect relationships by forming groups of individuals where the independent variable is present

or absent and then determining if whether the groups differ on the dependent variable (Creswell, 2005). The study evaluated if there are any differences in (HSGE) performance as result of ELL students participating in a Pull-out or Push-in model instructional model at School District ABC.

Archival data were collected by using the ELL students' test scores on the reading and language sections of the HSGE. The secured assessment is given annually during a specific testing window determined by each state.

### **Setting and Sample**

To conduct this study, a group of ninth grade ELLs (106) who participated in either a Push-in or Pull-out instructional model at School District ABC was used. Fifty-three Hispanic female students and 53 Hispanic male students that attended School District ABC from 2005-08 was used in this study. Seventy-five percent of the students are proficient in Spanish and only 31% of the students are proficient in English. The sampling technique used was purposive sampling. The criteria used were that the students are in ninth grade, where English language learners attend School District ABC that uses either a Push-in or Pull-out model. The criteria used to select the students were the School District, which determined the sample size of this study. Because of the complexity of learning language and content at the same time, the selection of ELLs at School District ABC was carefully considered (Zen, 2009).

Retention consideration was explored first before making a selection; but researchers have shown that it takes up to 7 years to become fully proficient in an academic environment (Zen, 2009). Through the Push-in and Pull-out instructional



models used at School District ABC, they are used to provide English language services and differentiation to meet the needs of the student in their age appropriate classroom as an alternative to expecting the student to be able to perform in a general education setting. All eligible student scores were used.

There are 50,276 students' enrolled in the School District. The demographics from 2005-08 are: 60% of the students are Caucasian, 40% African American, 7% Hispanic, 1% Asian, .25% Multiracial. Twenty-five percent of the students are eligible for free or reduced program. There is one junior high school, where all ninth graders attend in the district that utilizes ELL programs. From 2005-08 school terms, 53 ELLs at the school used the Push-in model and 53 ELLs at the school used the Pull-out model.

### **Instrumentation and Materials**

The HSGE is a state mandated assessment, which is an additional requirement for high school students to graduate. The exam has four sections: (a.) reading/language, (b.) mathematics, (c.) science and (d.) social studies. Students must pass each section with at least a 60% score to earn a high school diploma. There are eighty-four questions on the reading portion of the HSGE, and there are 100 questions on the language portion of the HSGE. The maximum score that can be made on the reading portion of the HSGE is a 724, and a passing score is a 563 (below average score on this assessment is a 426). The maximum score that can be made on the language portion of the HSGE is a 704, and the passing score is a 560 (below average score on this assessment is a 472). The exam requires students to demonstrate what they have learned in required high school core course work and emphasizes logic, problem solving, and other thinking skills (SDE,

2012). The Standards and Objectives Committees, which consists of teacher representing various states, using the course of study for each subject, recommended that standards and objectives for reading comprehension, language, mathematics, science, and social studies to assessed on the High School Graduation Exam (SDE, 2012). Students who do not pass all or portions of the exam will qualify for the graduation exam program that assists them in their performance on this assessment (SDE, 2012). For example, the report shows the objectives (for each subject area) that were not mastered. A certified teacher must work with the student on those specific objectives before administering the exam again to the student (SDE, 2012). Proposed standards and objectives are submitted for review to subject-area specialists and educators in all local education agencies, institutions of higher education, and state organizations (SDE, 2012). Once the standards and objectives are reviewed and modified by The Specifications Committees, The State Board of Education approved them (SDE, 2012). To ensure curricular and instructional validity of the HSGE, teachers must teach the objectives and show documentation before students are tested, starting in the eighth grade (SDE, 2012). For any student who makes less than 75% on the examination, the administration must allow teachers to re-teach the objectives (SDE, 2012).Over the last few years (2007-08), the Department of Education has created an Exit Exam Committee where they observe independent researchers with reliable graduation rate estimates (SDE, 2012). Also, the Exit Exam Committee has improved their data collection systems and the south has adopted more reliable graduation rate calculations (SDE, 2012). The testing takes place in the majority of public high schools over a 1 year period, which began in the spring of 1998 (SDE, 2012).

The south meets the requirements for development of content standards in reading/language arts, mathematics, and science under No Child Left Behind (NCLB). The HSGE provides evidence that procedures are in place that address data quality control (SDE, 2012). This assessment also provides evidence of the scoring decisions including how the South Alternate Assessment scores are interpreted for student classifications by proficiency level (SDE, 2012). The HSGE provides evidence of reliability of proficiency level determination, and it provides detailed information on student achievement to the level that maintains the validity and reliability of assessment (i.e., subject, competency, skill, etc.).

The reading and language HSGE scores of ninth grade ELLs at School District ABC was used to evaluate the differences of two instructional program models that are used to assist ELL students in performing well in mainstream classrooms and on high-stakes tests. The level of measurement of the HSGE scores (reading and language) used was interval, which the distance was meaningful and the interval between values were interpretable. The goal of the evaluation was to determine if the reading and language HSGE scores of ninth grade ELL students who participated in a Push-in instructional model differ from the reading and language HSGE scores of ninth grade ELL students who participated in a Pull-out instructional model.

### **Data Collection**

The process for collecting data was initiated after an IRB approval (#05-14-12-0061976) was provided from Walden University. After approval from Walden University, permission to conduct the study was requested from School District ABC.

The school system requested a copy of the dissertation proposal to be submitted to the District Central Office for approval. Score sheets with copies of the school's total reading and language scores for 106 ninth grade ELLs was collected. The blind score sheets did not disclose the names of the ELL students. However, the blind scores did show the area tested (e.g. reading and language), and the results (scores from 2005-08 school term).

Data were collected after school by the researcher to avoid disrupting instructional time during the school day. A 1 month period was designated to gather the required data. The first step in the data analysis procedure was to conduct an exploratory data analysis and compute descriptive statistics for each comparison group in the study (Creswell, 2005). The next step was to conduct two t- tests of statistical significance (Creswell, 2005). The HSGE reading scores of 53 ELLs and the HSGE language scores of 53 ELLs (106) at School District ABC was used to conduct the two t-tests of statistical significance. The statistical procedure for analyzing the data was conducting two t-tests to show the differences between the means--used to test the significance of the differences (Creswell, 2005). The independent variables in this study was the Push-in and Pull-out models implemented at School District ABC and the dependent variable was the reading and language HSGE scores of ninth grade ELLs at School District ABC. I wanted to determine if there are positive learning outcomes on the reading and language scores of the HSGE as a result of ELL students (106) participating in either the Push-in or the Pull-out instructional model at School District ABC.

The research question that guided this study was:

How will the reading and language HSGE scores of ninth grade ELL students who participated in the Push-in instructional model differ from the reading and language HSGE scores of the ninth grade ELL students who participated in the Pull-out instructional model?

*Null Hypothesis/Hypotheses*

*Null Hypothesis 1-* There is no significant difference in performance on the reading portion of the HSGE for ELLs who participate in a Push-in or Pull-out instructional model.

*Hypothesis 1-* There is a significant difference in performance on the reading portion of the HSGE for ELLs who participate in a Push-in or Pull-out instructional model.

*Null Hypothesis 2-* There is no significant difference in performance on the language portion of the HSGE for ELLs who participate in a Push-in or Pull-out instructional model.

*Hypothesis 2-* There is a significant difference in performance on the language portion of the HSGE for ELLs who participate in a Push-in or Pull-out instructional model.

**Assumption, Limitations, and Delimitations**

The data collected were assumed by me to be accurate, valid, and reliable. The researcher also assumed that the teachers are highly-qualified and trained in implementing both models (Push-in and Pull-out). The researcher assumed that the data

collected (HSGE reading and language scores) for ELLs from 2005-08 school year was available, and it was correct. The School District only uses two instructional models to assist ELLs, therefore; only two models were used in the study. Also, the professional training for educators of ELL students and the level of competency to effectively implement strategies varied. The study was delimited to 106 ninth grade ELL students in one school district in the south. Therefore, the results were generalized to students in other grades or students who attend other school systems.

### **Participants' Rights**

Required by the Walden University's IRB and the participating School District guidelines, I followed the human subjects governing rules and regulations to ensure that the participants' privacy and freedom rights were not violated. Stated earlier, the blind score sheets did not disclose the names of the ELL students, teachers, or the name of the school. Data were filed in a locked cabinet by the researcher. Once the study was completed, the data was destroyed. In regards to the confidentiality of the participants, the researcher collected data in a way that guarantees anonymity (e.g. I personally retrieved the results from the District Central Office ELL coordinator after school on a specific date and time). To comply with Walden University's IRB, I received approval first before collecting data, which ensured the confidentiality of data and information.

### **Data Analyses**

The process for collecting data was initiated after an IRB approval was provided from Walden University, permission to conduct the study was requested from School District ABC. The school system requested a copy of the dissertation proposal to be

submitted to the District Central Office for approval. Score sheets with copies of the school's total reading and language scores for 106 ninth grade ELLs were collected. The blind scores revealed the area tested (e.g. reading and language).

Data were collected by me to avoid disrupting instructional time during the school day. A 1 month period was designated to gather the requested data. An exploratory data analysis was conducted and descriptive statistics to compute the descriptive statistics of the gender of the majority of these students, the English/Spanish proficiency, and how many year(s) of schooling an ELL student obtained prior to attending the School District (Creswell, 2005).

The next step was to conduct two t-tests of statistical significance (Creswell, 2005). The HSGE reading scores of 53 ELLs and the HSGE language scores of 53 ELLs (106) at School District ABC was used to conduct the two tests of statistical significance. The statistical procedure for analyzing the data was to conduct two-tests to show the differences between the means, which was used to test the significance of the differences (Creswell, 2005).

The independent variable in the study was the Push-in and Pull-out Instructional models implemented at School District ABC and the dependent variables was the HSGE reading and language scores of ninth grade ELLs at School District ABC. The researcher wanted to determine if there were any positive learning outcomes on the reading and language scores of the HSGE as a result of ELL students (106) participating in either the Push-in and Pull-out Instructional model.

### Findings

An independent samples  $t$ -test was conducted to compare the reading scores of ELLs at School District ABC who participated in either a Push-In or Pull-Out Instructional Model. It was determined that there was no significant difference in performance in either the reading or language sections within the HSGE.

Table 1

*Actual Mean Difference*

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	Reading	Language
Push-In Model	515	542
Push-Out Model	528	552



### Section 3: The Project Final

#### **Description and Goals**

Teachers at School District ABC are required to ensure ELL students are able to determine central ideas and themes of a text. Additionally, they need to be competent in the area of analyzing and summarizing key supporting details and ideas. Finally, it is essential that they are able to interpret words and phrases as they are in a text, including determining technical, connotative, and figurative meaning. The proposed project is based on these ideals and the implementation of these ideals within School District ABC, specifically with the ELL population. Two trainings have been constructed to assist teachers in how to best apply these strategies within their classrooms.

#### **Rationale for the Project Genre**

A training model was selected as the most suitable model based on the data collected from this study. Tallerico (2005) defined five professional development models for the adult learner: (a) individually guided, (b) collaborative problem solving, (c), observation and assessment of teaching, (d) action research, and (e) training. It is essential that adult learning styles be considered when developing a project for this unique population. The training model allows more leverage in the delivery of the material within the program.

#### **Rationale for the Content of the Project**

According to McCutchen (2009), ELL students' learning is enhanced when teachers build on what they have already learned within a professional development workshop setting. It was found that teachers' knowledge and skills are improved upon

when these professional workshops focus on aligning information with national, state, and local standards (McCutchen, 2009).

### **Project Literature Review**

Angelo (2009) stated that professional development must be a continuous process that provides insight into a student's academic performance. It should allow teachers an opportunity to make instructional decisions and modify their teaching methods (Angelo, 2009). Saphier (2010) stated that learning outcomes define the purpose of a curriculum or course. Therefore, it is important that the project take into account not only the proper content, but the appropriate delivery.

### **Potential Barriers**

School District ABC offers a variety of professional development opportunities for its teachers. However, there are no offerings that focus on the issue of increasing the performance of ELL students. It is for this reason that an opportunity for teachers to attend a workshop on this topic would be beneficial. The barrier is that since professional development opportunities are scheduled for teachers, this workshop will have to be scheduled as a voluntary activity; hence it will be a challenge to enforce attendance. Ideally, this project would be made part of the district professional development schedule, thus requiring it to be attended by all teachers in which it applies.

### **Project Timeline**

This project will be implemented during the 2013-2014 school year. For this to occur, a timeline was prepared so as to guarantee all aspects of the professional

development are systematically followed. This list of actions will help ensure a successful delivery.

1. Present idea to school principal (September, 2013).
2. Prepare and present a proposal of the workshop to the school's Professional Development Committee (September, 2013).
3. Upon approval from Committee, forward proposal to School District (September, 2013).
4. Upon approval from the School District, advertise throughout the District's English Departments the professional development opportunity (October-December, 2013).
5. Present training on a voluntary basis (January, 2014).
6. Pending positive feedback from participants, propose to School District that the training be added to the mandatory list of professional development opportunities in 2014-2015 (April, 2014).

### **Roles and Responsibility**

In addition to carrying out the items within the proposed timeline, I will need to be a vocal advocate for this project. In addition to being the liaison between my school and the school district, I will be responsible for preparing for the workshop. This will entail solidifying a time and location, preparing advertising materials, making adequate number of copies of workshop material, and ensuring there is food and beverage options for the participants.

### **Key Stakeholders**

The primary stakeholders in this project will be secondary English teachers. The issue surrounding these teachers' need to become more equipped in the area of working with and teaching ELL students has been documented. If these teachers can be enticed to attend this professional development opportunity, then the knowledge and skills attained by the participants will translate into the classroom. This will then allow the ELL students being taught by these teachers to benefit from a more effectively run classroom environment.

### **Project Evaluation Plan**

This project has been constructed as a goal-based professional development model. Subsequently, it is important that the participants' views regarding the training are obtained. To accomplish this, I will solicit formative feedback from the participants through a brief survey (Appendix D) which will be distributed after the workshop. The goal is to get valid and reliable feedback on areas that could be improved, which are working, and what topics could be added to the program. The forms will be anonymous. This practice will help me understand whether the participants found the training to be worthwhile.

### **Overall Goals**

The goal of this professional development project is to enhance English teachers' awareness of the needs surrounding ELL students. Openshaw (2011) found that schools are a primary support system for students. If this project can add to a teacher's knowledge base and skill set, then the carry over into the classroom could be beneficial to many

students, as well as their families. From a school system administrators view point, I believe an opportunity to add to the pool of professional development options is a definite benefit to everyone working within this particular system. Finally, although the implementation of this project is local, I would like to see this workshop or an adaptation of it, be advertised and utilized on a larger market. This issue is not restricted to School District ABC; others can benefit from this information as well.

### **Project Implications**

#### **Social Change**

Hargreaves and Fink (2006) found that when students stay engaged in school, their potential for success increases. ELL students begin the American educational process at a disadvantage. Any advanced knowledge that teachers can bring to the classroom to assist in the learning process of these students, is a welcomed addition to one's pedagogy. Anything that the schooling system can do to add to a student's quality of education consequently makes our society stronger.

#### **Local Change**

This research will allow School District ABC to take a lead in an area that is often overlooked within the American educational system. ELL learners are not necessarily overlooked, but their needs often are and this leads to the ELL student being a disadvantaged student. Through this research, areas of improvement have been revealed. This project can educate teachers on how

## Section 4: Reflections and Conclusions

### **Introduction**

According to Walgui (2010) the development of state policy to promote academic achievement for ELL's is critical in the areas of improving the educational outcomes of these students, as well as and increasing their high school graduation rates. Effective programs must begin with a compassionate understanding of these students, and recognition of the challenges that they face both academically and socially. To engage ELL's in the classroom, educators must provide them with avenues to explore and ways to strengthen their ethnic identities and languages while still developing their ability to learn in the English language. I have organized this section as follows: (a) project strengths, (b) project limitations, (c) analysis discussion, (d) analysis of scholarship, (e) project development and evaluation, (f) leadership and change, (g) analysis of self as a scholar, (h) analysis of self as a practitioner, (i) recommendations, and (j) conclusion.

### **Project Strengths**

Gower (2010) stated that English language development programs must focus on learning the basics of the English language, as well as maintaining a focus on the mainstream curriculum. This goal, as challenging as it may be, is what is necessary to improve the chances for ELL students to succeed academically. The school climate must be supportive of the program and create a learning environment that allows ELL's to feel welcome and not exiled from the rest of the school population.

This project will allow teachers at School District ABC an opportunity to apply the necessary strategies and assessments so as to assist ELL students in becoming

successful as they continue to matriculate through the school system. Whereas I can see this project being expanded in the future, a primary strength of the current project is that it is geared towards English teachers. The unique nature of the content paired with the narrow focus of the delivery, should allow participants to get the most out of their experience.

### **Project Limitations**

The cooperation from School District ABC personnel is crucial to the success of this project. While the uniqueness of the topic is a strength to those who will potentially attend the workshop, those individuals charged with scheduling professional development opportunities for teachers may not approve of a workshop designed for such a small population. The research findings may not lend themselves to generalization into other school environments. It is for these reasons that the initial goal for this proposed project is to be implemented within one school.

### **Recommendations**

Cross (2009) stated that an effective way of approaching the academic success of ELL's is for teachers to utilize their experiences as a source of information. As an educator, I recognize the importance of teachers reflecting on their own teaching; whether it be shortcomings or success stories. This workshop has been built upon both the data which was collected and analyzed within the parameters of this study and also the personal experiences I have gained as a teacher and researcher. In this project, I recommend the implementation of this project as an in-service opportunity for current English teachers. An alternative recommendation would be to include this training as part

of a new teacher orientation program. As the project has developed, I have discovered that although experienced teachers need this information, it would be just as effective if new teachers were informed of these issues prior to obtaining their own classroom. Ultimately, I would like to see this project evolve in a way that not only includes experienced teachers attending the workshop, but contributing as presenters as well.

### **Analysis of Project Development and Evaluation**

As a school teacher, I have had the experience of attending many professional development workshops. When I discovered the project study options, I knew that I wanted to use my research and collected data to build a worthwhile workshop for my colleagues. Although I am still critical of many workshop topics that are on the district's professional development schedule, I do have more of an appreciation for what goes into building and scheduling one. After I discovered what I wanted to do, it was still an immense challenge to translate this information into a three day workshop. I am still not sure the project that I have assembled will meet all the needs of my participants, but the addition of an evaluation piece will help me understand what level of success my project will have on the participants. Prior to this experience, I would not have thought to include an evaluation of the project. Through my course work and the writing of this dissertation, I have come to appreciate the necessity and value of evaluating one's work. I hope that the addition of the evaluation piece will allow me the information I need to continue to offer a valued and needed service.



### **Analysis of Self as a Scholar**

Upon reflection, I am proud of how I have grown as a scholar. When I first thought of how to write this section, I focused primarily on my project study; however, my growth as a scholar expands past this one experience. Throughout my doctoral studies, I have learned how manage my time effectively, study appropriately, and write in a more scholarly manner. I believe scholarship is learning to think outside the box and to learn not to accept everything at its face value.

I was told I needed to reach a level of saturation in regards to reading the available literature on my topic. As a result, I have read everything I can find in areas related to English Language Learners. Because of this, I am well versed in the history of my topic, as well as what current scholars believe the future of the topic to be. This knowledge has helped me formulate my own thoughts and consequently has led to my developing a professional development opportunity that I feel will have a appositve impact on the participants.

### **Analysis of Self as a Practitioner**

As a teacher leader, I realize the importance of using my knowledge to improve learning among students in my classroom. As a doctoral student, I have learned an entirely new skill set. Through this process, I have gained an appreciation of research, but more importantly, I now understand how to apply the knowledge gained. We are taught that data must be valid and reliable, but it also must be usable. My ability to take my gained knowledge and apply it to my work environment has proven to be my most valued assess from the doctoral experience.

### **Analysis of Self as a Project Developer**

As a teacher, I have been a part of workshop development and implementation, but never to the level of complexity as this project. The amount of detail that was required of this workshop set it apart from other projects in which I was involved. Additionally, whereas I was required to construct this professional development opportunity independently, the cooperation of other people was required. This is an area in which I believe I have grown as a project developer. I have come to the realization that for a project to meet its full potential, the assistance of outside sources is essential. While financial support is a benefit, there are other areas, such as commitments from others in regards to time, space, and resources that are of equal importance.

### **The Project's Potential Impact on Social Change**

While developing this project study, I have come to appreciate the importance of the information that will be presented within the workshop. I believe it is imperative that all English teachers understand the value of properly working with ELL students. Our society is an ever growing melting pot of cultures, and whether we like it or not, it is our job as teachers to prepare students of all backgrounds. I believe this professional development project will afford teachers the opportunity to be exposed to knowledge, skills, and dispositions that will enhance their ability to work with ELL students. Sequentially, if these students can then leave a teachers' classroom with more preparation in areas of communication and self confidence, then their experience in the educational system will be more valuable as will their contributions to society.

### **Implications, Applications, and Directions for Future Research**

Loschert (2009) stated that recognizing the importance of promoting academic success among the ELL population is pertinent for teachers, parents, and administrators. Although the full implementation of this project may prove to be a challenge, its importance is something that should remain at the forefront of a school's initiatives. I recognize that proposals such as this take time to reach the intended full potential, so it is important that I appreciate whatever application this workshop can attain. I believe a productive follow-up study would be to approach this topic in a qualitative manner. I see much value in interviewing teachers and parents of ELL students on their perspectives of the challenges that are faced from both sides of this phenomenon.

### **Conclusion**

Many schools across the United States are continuously exploring effective instructional strategies and models to educate their growing number of ELL students. This project will allow School District ABC's administrators and faculty members an opportunity to be exposed to the current ELL strategies and assessments used within today's English classrooms.

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## Appendix A: The Project

Day 1

8:00 a.m. – 8:30 a.m.	Breakfast / Meet and Greet
8:35 a.m. – 8:55 a.m.	Ice Breaker
9:00 a.m. – 10:15 a.m.	Presentation 1 – Background of Study
10:20 a.m. – 11:20 a.m.	Breakout Session 1
11:25 a.m. – 12:30 p.m.	Brown Bag Lunch
12:35 p.m. – 1:30 p.m.	Presentation 2 – Nature of Study/Findings
1:35 p.m. – 2:25 p.m.	Breakout Session 2
2:30 p.m. – 3:00 p.m.	Final Discussion

Day 2

8:00 a.m. – 8:30 a.m.	Breakfast / Meet and Greet
8:35 a.m. – 8:55 a.m.	Ice Breaker
9:00 a.m. – 10:15 a.m.	Presentation 1
10:20 a.m. – 11:20 a.m.	Breakout Session 1
11:25 a.m. – 12:30 p.m.	Brown Bag Lunch
12:35 p.m. – 1:30 p.m.	Presentation 2
1:35 p.m. – 2:25 p.m.	Breakout Session 2
2:30 p.m. – 3:00 p.m.	Final Discussion

### Day 3

8:00 a.m. – 8:30 a.m.	Breakfast / Meet and Greet
8:35 a.m. – 8:55 a.m.	Ice Breaker
9:00 a.m. – 10:15 a.m.	Presentation 1
10:20 a.m. – 11:20 a.m.	Breakout Session 1
11:25 a.m. – 12:30 p.m.	Brown Bag Lunch
12:35 p.m. – 1:30 p.m.	Presentation 2
1:35 p.m. – 2:25 p.m.	Breakout Session 2
2:30 p.m. – 3:00 p.m.	Final Discussion

## Day 1 - Presentation 1

### Assisting ELL Students Within the Mainstream Classroom Environment

SONYA LLOYD

#### Icebreaker

- Each person tell something about themselves that they feel is unique

#### Background of the Study

- The academic success among ELL students has been a local, state, and national educational concern.
- Experts differentiate between social and academic language acquisition (Chamot & O'Malley, 2010).
- Because of their communicative competence, they are quickly mainstreamed into the regular classroom where they encounter difficulties understanding and completing schoolwork in a more cognitively-demanding language needed for successful performance in academic subjects (Chamot & O'Malley, 2010).

### Background of the Study

- Thomas and Collier (2002) reported that, by the year 2030, 40% of all school-aged children would be ELLs.
- The National Clearinghouse for English Language Acquisition [NCELA, 2010] reported that during the 2005-2014 school years, there were more than 5 million ELLs in pre-kindergarten through 12<sup>th</sup> grade in schools across the United States (NCELA, 2010).

### Background of the Study

- In School District ABC, the ELL population is steadily increasing (ADE, 2011).
- The School District has experienced a 189% increase in its K-12 ELL population between the 1993-94 and 2003-04 school years (NCELA, 2010).
- 70% speak Spanish (NCELA, 2010). The remaining 30% represents over 100 different languages (ADE, 2011).

### The Problem

- Currently, 2,500 ELLs are enrolled in School District ABC.
- District report cards show that ELL's academic performance in mainstream classrooms is much lower than their native English speaking peers.
- major concern is ELL's poor performance on the High School Graduation Exam (HSGE). From 2005-2008, ELLs performed below the passing score (at least 60%) on this exam in the reading and language section (ADE, 2011).
- Since the 2005-06 school years, the number of ELL dropouts has increased by 10% (ADE, 2011).

### Breakout Session #1

- Passing the exam in the reading and language area has been a challenge for ELLs, and it is a challenge for educators to implement strategies that help these students perform successfully.
  - Based on your experiences, what are some strategies that you believe work within this environment?
  - Do you believe the testing measures are a fair indication of the ELL students' comprehension of material.
  - Break into groups of 3, discuss, and return to share ideas with the large group.

### Day 1 - Presentation 2

#### Intervention

- Push-in Model: students are placed in mainstream classes. The model exposes students to the mainstream curriculum and helps integrate them into the student body rather than separating them from it (Donald, 2010).
- Pull-out Model: students are pulled out of mainstream classes for a small portion of the day to attend classes that focuses on ESL language development, instruction, academic skills development, literacy, and content-area support.

#### Research Question

- How will the reading and language HSGE scores of ninth grade ELL students who participated in the Push-in Instructional Model differ from the reading and language HSGE scores of the ninth grade ELL students who participated in the Pull-out Instructional Model?



## Research Design

- A causal-comparative research design was utilized for this study
- The study investigated if there were any differences in HSGE performance as a result of ELL students participating in a Pull-out or Push-in model instructional model at School District ABC.
- Archival data was collected by using the ELL students' test scores on the reading and language sections of the HSGE.

## Findings

- An independent samples  $t$ -test was conducted to compare the reading scores of English language learners (ELL's) at School District ABC who participated in either a Push-In or Pull-Out Instructional Model.
- It was determined that there was NO significant difference in performance in either the reading or language sections within the High School Graduation Exam (HSGE).

## Break-Out Session #2

- In School District ABC, an itinerant ELL teacher travels from the middle school to the high school to work with small groups of students.
- A variation on this model is ELL push-in, whereby the ELL teacher comes to the mainstream classroom for a designated amount of time each day or week to work with the ELLs in the class.
- ELL Resource Center is a variation on the pull-out design, bringing students together from several classrooms or schools for varying time periods.
  - Based on your experiences, what are the benefits and challenges of each technique.
  - Break into groups of 3, discuss, and return to share ideas with the large group.

## Day 2 - Presentation 1

### Icebreaker

- What is something about you that no one else knows?

### Strategies

- **Instructional Scaffolding**
  - A deliberate course of action used to help students focus on ideas and processes (McKenzie, 2010).
  - Simplify the language for an ELL student
  - Providing ELL students an opportunity to work together with their peers in pairs and in small groups (e.g. cooperative learning activities promote peer interaction, which the development of language and learning concepts and content will be increased)
  - reaching out to ELL bilingual colleagues, reading specialists, special education teachers, and parents --e.g. is a valuable source of information about language patterns or difficulties (Robertson, 2010).

### Strategies

- **Mental Frameworks and Schema**
  - Used to help students integrate background knowledge so as to create a path between what they already know and what they are learning.
  - Reflection is essential.
    - × What did you gain from this experience?
    - × What would you do differently if you could return to the project?

### Strategies

- **Graphic Organizers**
  - Concrete pictorial ways used to construct and organize information
  - Help students build , access, and bridge what they have learned by converting information into a structured, simple to read graphic display
    - ✦ Hierarchical
    - ✦ Sequential
    - ✦ Cyclical Structure

### Breakout Session #1

- Use handout on strategies to create a scenario in which you feel a certain strategy would be appropriate for an ELL student in which you have worked with.

## Strategies

### Instructional Scaffolding

The most efficient use of instructional scaffolding helps the learner comprehend the task at hand on their own. One can correlate effective instructional scaffolding in the same way as one would think of the importance of scaffolding in regards to the construction of a home or building. In an effective learning environment, scaffolding is slowly added, then adjusted, and finally removed.

### Mental Frameworks and Schema

A mental framework is the basis for ones thought and actions. It is the rules of ones behavior; the subconscious. Why do I define it as a "framework", rather than "subconscious"? The term "subconscious" is based on ignorance, for it only suggests there is /something/ beneath the conscious. I, rather than simply claim this, claim an exact infrastructure.

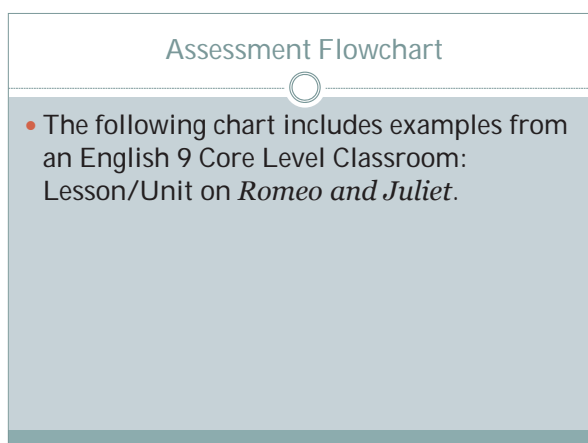
Rather than this mental framework, being made up of emotions and primal desires, it is a function of the more recent conscious mind. It serves to separate our awareness from base functions to the outer world. It serves as a "barrier" that determines how we act, react, and learn, and ultimately protects our core personality.

As an interesting (and fortunate) consequence of its existence, we have hypnosis and meditation, which can access this framework. In accessing how we define ourselves, we can change ourselves at the fundamental level. By changing the rules, we can change how we react to the outer world, and how it affects our mental framework.

### Graphic Organizers

- Hierarchical structure – may be used to explore topics at different levels. Commonly referred to as “tree diagram”
- Sequential structure – delineates relationships between different concepts and includes supporting facts and characteristics. Commonly referred to as “Venn diagram”
- Cyclical structure – delineates events of processes that repeat

### Day 2 – Presentation 2



### Assessment Flowchart

Learning Outcomes	Formative Assessment	Summative Assessment
Student goals & Outcomes e.g., what students should know or be able to do upon course completion	Lesson/module activity evaluation	Cumulative, mastery; e.g. midterm/final exam, portfolio, timed performance, evaluation rubric, etc.
“When you have	<ul style="list-style-type: none"> <li>• Discuss reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read Shakespeare’s</li> </ul>

successfully completed this course, you should be able to acquire strategies in reading a play about ill-fated lovers.”	<p>strategies for reading Shakespeare</p> <ul style="list-style-type: none"> <li>• Prepare and view figurative language and blank verse</li> <li>• Complete analyzing literature questions (worksheet) to check reading comprehension.</li> <li>• Quiz: Act 1, Act 2, etc.</li> </ul>	<p>work effectively</p> <ul style="list-style-type: none"> <li>• Determine and identify figurative language and blank verse in the play (e.g. pun, foil, soliloquy and aside, unrhymed lines of iambic pentameter, etc.)</li> <li>• Write and perform a rendition of Act 1 and Act 2 of <i>R &amp; J</i></li> </ul>
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### Breakout Session #2

- After viewing the examples in the chart, use the chart template to build an assessment chart for a lesson within your class.

### Day 3 – Presentation 1

### Icebreaker

- What is an embarrassing moment you feel comfortable sharing

### Action Based Research

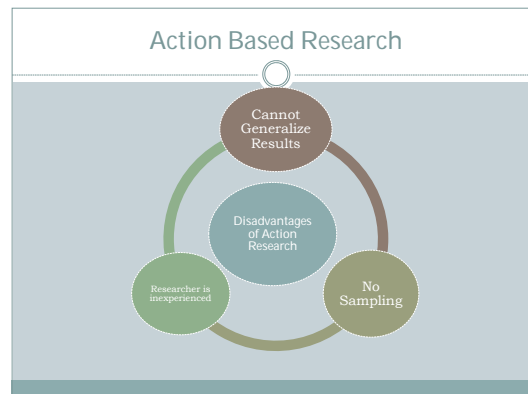
- Purpose is for practitioners to investigate and improve their practices.
- Look systematically at ways to deal with issues you are close to, such as instructional practices, social issues of schooling, supervision of staff, etc....
- No sampling, work with individuals around whom their everyday practices evolve.
- Truth in context

### Action Based Research

- ELL teacher wants to know if discussions are more effective than lectures in motivating students to learn new concepts
- Elementary teacher wants to investigate the usefulness of cooperative learning environments.

### Action Based Research





### Breakout Session #1

- Action Research is a form of research that should result in practical and immediate results within a school or classroom setting.
- All teachers and school personnel collect and analyze data on a regular basis, yet are often unaware that they are doing it.
- Think of a way you collect data within your classroom. Discuss if this data is analyzed. Finally, determine if it is used to make your classroom “better”

## Day 3 – Presentation 2

### Journaling

Increasing ELL writing achievement in a fifth grade class

- ❖ Teacher will provide journal prompts to gather student perspectives of the writing intervention being used
  - ❖ The most difficult part of writing for me is...
  - ❖ Writing makes me feel...
  - ❖ Writer’s Workshop has helped me...

## Self-Assessment

- ❖ Completed by participants as they evaluate their own work or their progress towards a certain goal.

## Self-Assessment

### Teacher Generated Classroom behavior

Rate how you did in class today following the classroom  
behavioral objectives

A = Great! B= pretty good C=could use some work  
D=could use a lot of work F=Terrible!

Student Assessment	Behavior	Teacher Assessment
A B C D F	I stayed in my seat	A B C D F
A B C D F	I raised my hand to speak	A B C D F
A B C D F	I completed my work	A B C D F
A B C D F	I paid attention	A B C D F
A B C D F	I did not disturb my classmates	A B C D F

## Breakout Session #2

- Create an action research plan using either journaling or a self-assessment.



## Appendix B: Conditional Approval Letter

Dear Ms. Jordan Lloyd,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Pull-Out and Push-In: An Evaluation of The Effectiveness of Two Instructional Models at Southern School (SS) district." conditional upon the approval of the community research partner, as documented in a signed data use agreement. Walden's IRB approval only goes into effect once the Walden IRB confirms receipt of that data use agreement.

Your approval # is 05-14-12-0061976. You will need to reference this number in your doctoral study and in any future funding or publication submissions.

Your IRB approval expires on May 13, 2013. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application materials that have been submitted as of this date. If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden web site or by emailing [irb@waldenu.edu](mailto:irb@waldenu.edu): [http://inside.waldenu.edu/c/Student\\_Faculty/StudentFaculty\\_4274.htm](http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_4274.htm)

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Please note that this letter indicates that the IRB has approved your research. You may NOT begin the research phase of your doctoral study, however, until you have received the Notification of Approval to Conduct Research e-mail. Once you have received this notification by email, you may begin your data collection.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

[http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d)

Sincerely,  
Jenny Sherer, M.Ed., CIP

### Appendix C: Confirmation Approval Letter to Collect Data

Dear Ms. Jordan-Lloyd

This email confirms receipt of the approval notification for the community research partner and also serves as your notification that Walden University has approved BOTH your doctoral study proposal and your application to the Institutional Review Board. As such, you are approved by Walden University to conduct research.

Please contact the Office of Student Research Support at [doctoralstudy@waldenu.edu](mailto:doctoralstudy@waldenu.edu) if you have any questions.

Congratulations!

Jenny Sherer  
Operations Manager, Office of Research Ethics and Compliance

Leilani Endicott  
IRB Chair, Walden University

### Appendix D – Workshop Survey

I want to thank you for your attendance and participation in our workshop. Although our time together has concluded, I wish to collect your feedback of what you believed to be beneficial throughout this professional development opportunity. Additionally, your views on what could be added or even removed from the program are greatly appreciated as well.

Please explain any “no” answers and give additional comments/suggestions on the reverse side. Thank you!

	Yes	No
The presenters were knowledgeable of the content?	<input type="checkbox"/>	<input type="checkbox"/>
The information gained from this workshop will be useful to you as a teacher?	<input type="checkbox"/>	<input type="checkbox"/>
Did you feel the accommodations were satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this Workshop to other ELL teachers?	<input type="checkbox"/>	<input type="checkbox"/>

Name three things that could make this Workshop more beneficial.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Curriculum Vitae

Mrs. Sonya L. Lloyd  
2010 Blue Ribbon Schools of Excellence Lighthouse Award  
2010-2011 Teacher Appreciation Award

### ~OBJECTIVE~

To offer excellent communication and administrative skills to a school system that can benefit from my enthusiasm, self-motivation, and initiative. To serve in a leadership role with opportunities to develop faculty, curriculum and support services aimed at preparing the most effective school system possible. To effectively use my skills and talents collaboratively to inspire stakeholders to accomplish the mission of the school system. To work in an administrative position that will best utilize my past professional and educational experiences in a K-12 school setting.

### Core competencies include:

- Standardized Testing & Scores
- PBS (Positive Behavior Support) Representative
- Teaching Mentoring & Development
- Student Teacher Supervision
- Leadership & Team Building
- Program Management & Coordination
- Curriculum Development & Improvements
- 9<sup>th</sup> grade Field Day Coordinator
- Mission Statement & School Vision
- Program Management & Assessment
- Workshop & Seminar Presentations
- Performance Standards Development

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### ~EDUCATION & CREDENTIALS~

**Doctor of Education (Summer 2013);** Major: Teacher Leadership  
Walden University

**Certified Advanced Graduate Studies (2005);** Major: Educational Administration  
Troy University

**Bachelor of Science in Secondary Language Arts (2002);** Major: Secondary Education  
Auburn University

**Associates Degree (1999);** Major: English  
Faulkner State Community College

~TEACHING EXPERIENCE~

**English 9 & English 9 Pre IB/AP Educator**

**08/2002- Present**

- Incorporated a constructivism philosophy of teaching into the classroom by implementing various student-centered learning methodologies; which significantly enhanced the class environment by acting a facilitator to promote student leadership in initiating and creating positive learning opportunities.
- Integrated technology into the curriculum, supplementing class lectures and developing students' word processing and researching skills. Utilized the Internet for resources on current events, history, and literature to complement learning activities.
- Established and maintained positive relationships with students, parents, and colleagues, which fostered an environment of open communication and support.

**Varsity Girls' Basketball Assistant Coach**

**05/2004-05/2006**

- Demonstrated a knowledge and understanding of the rules, strategies, and techniques of basketball.
- Instructed and worked with athletes to prepare them for competition.
- Possessed knowledge about sports equipment, physical fitness, and safety-- administrative duties.
- Expert on recognizing potential athletic abilities.
- Effective organization, leadership, and interpersonal/communication skills.
- Completed work/deadlines under time pressures and handle stress with a positive demeanor.
- Responsible for other duties as assigned.

**Student Teaching**

**01/2002-05/2002**

- Incorporated Writer's Workshop techniques.
- Effectively utilized cooperative learning strategies.
- Assisted with parent/teacher conferences and open house.
- Attended educational workshops.
- Attended faculty and staff meetings.

**Tutor****05/2001-08/2001**

- Prepared students for the *High School Graduation Exam (HGE)*.

**Tour Guide****05/1999-08/2001**

- Provided prospective students with academic assistance.
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~LEADERSHIP EXPERIENCE~

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- Established and maintained rapport with staff, students, and parents; mentored and lead new teachers and interns, ensuring appropriate substitute coverage when necessary
  - Contributed to the academic and social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community; upheld a commitment to educational excellence, establishing and promoting an atmosphere of mutual respect and trust.
- 

~HIGHLIGHTS~

Highly skilled and overtly student-focused educational leader possessing a strong commitment to the development of students, staff, and providing a stimulating, safe, and motivating learning environment. Dynamic visionary leader and solid team player with a proven track record in collaborating with the school community, increasing student academics, and maintaining excellence in education. Trustworthy professional with superior communication skills to develop strong and lasting relationships with all members of the school community.