

OUTCOMES OF A SHELTERED COLLABORATIVE TEACHING MODEL FOR ENGLISH
LANGUAGE LEARNERS

By

Kathryn L. Catina

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Theodore B. Creighton, Chair

Carol S. Cash

N. Wayne Tripp

Travis W. Twiford

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ABSTRACT

The purpose of this study was to record and analyze experiences of teachers implementing a sheltered collaborative teaching model for second language learners. This study also analyzed the effect of this model on the on-time graduation rate of limited English proficient students. Discussing the experiences of teachers involved in this model provided valuable information that can be used to refine instruction and improve ELLs cultural assimilation, self-motivation, and involvement in co-curricular activities.

The mixed methods design study taking both a phenomenological and quasi-experimental case study approach focused on collecting experiences from teachers and graduation data to determine the outcomes of the collaborative instructional model. The context of this study was two high schools in a suburban school district in central Virginia. The participants were seven teachers who have implemented the collaborative model within the last two years. Triangulation of the data sources included interviews with the participants, field notes, and archival data. Both NVivo and Statistical Package for Social Sciences were used in coding and describing the data.

Results of this study are presented in narrative descriptions of the experiences of the participants and a descriptive report of the graduation data. Themes resulting from the analysis across all the narratives are discussed within the framework of ELL academic success. Both graduation data and teacher reports are discussed to determine the effect of this instructional model on the on-time graduation rate.

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CHAPTER 1

INTRODUCTION

The researcher's interest in the topic of English for Students of Other Languages (ESOL) surfaced during her first experience as a high school assistant principal in a central Virginia school district. In this district ESOL high school age students are taught at satellite schools. The selection of the particular high school is determined by the district's planning department, which gathers demographic data from the sale and rental of homes and apartments. Attendance zones of schools with the largest English language learner (ELL) population become the ESOL centers. In this district, there are currently three such centers. At the beginning of this researcher's tenure as an administrator, her school had just been selected as the second ESOL center for the district. As a proficient Spanish speaker and former teacher, she was given the responsibility for organizing the start up of the center. In her seven years at this school, she has developed an interest in the education and acculturation of immigrant students.

Context of the Study

In recent years, immigration has become a controversial issue, generating a passionate response – hope, debate, frustration, and even anger. Such wide-ranging emotions are not absent in the school environment (Taylor, 2008). School districts in many areas of the country continue to enroll increasing numbers of immigrant students. In 2006, the percentage of students who qualified for ESOL services was 9.4 % of the total number of students enrolled in elementary and secondary schools (United States Department of Education [USDOE], 2006, p. 32). Students who are identified as ELL are defined as (1) individuals not born in the United States or who are non-native speakers of English; (2) individuals who come from environments where a language other than English is dominant; and/or (3) individuals who come from environments where a language other than English has had a significant impact on the level of English language proficiency (ESEA, 1974, 20 U.S.C. 7801 § 9101). An important factor in the immigration debate is the manner in which public school leaders choose to deal with the ongoing debate of how to educate immigrant students (Taylor, 2008).

The Ellis Island Foundation reported that from the early 19th century to the 1950s, more than 12 million immigrants entered the United States (Ellis Island Foundation, 2008). Immigrants who arrived from Eastern Europe after World War II assimilated well into the

American industrial nation without the need of a formal education. In the later part of the 20th century, the increase in the nationality of the number of immigrants with little or no education changed from those of European origin to consist of immigrants from mostly Hispanic countries. In 1972, as low as 5 % of the student ELL population enrolled were Hispanics or Latinos. The terms Hispanic and Latino are used interchangeably by the United States Census Bureau and throughout this paper to identify persons of Mexican, Puerto Rican, Cuban, Central and South American, Dominican, Spanish, and other Hispanic nationalities who may be of any race. By 2004, the number of Latino students rose to as high as 39 % in the western section (i.e. California, Arizona, New Mexico, and Texas) of the United States (USDOE, 2006). As of the latest census from the United States Census Bureau (2006), English language learners account for over 9.4 % of the total student enrollment. The enrollment for California students who qualify for ELL services is 24.6 % of the states entire student enrollment. Texas' ELL population is 11.4 %. Hispanics now account for nearly 19 % of the total U.S. population compared to only 4 % in 1966 (United States Census Bureau, 2006). Hispanics or Latinos are considered one of the fastest growing populations in America (USDOE, 2006).

Foreign-born individuals continue to occupy significant percentages of the population, work force, and labor markets. Their numbers in states all across the country continue to increase. In North Carolina alone, the immigrant population grew by 400 % from 1990 to 2005 (Hood, 2007). Taylor (2008) stated that the large increase of population growth indicates that today's immigrants migrate to the United States in search of a better, wealthier, and safer way of life for their families. They see a formal education and the ability to speak English as key components to economic success and a way to assimilate into the American culture.

The demographic shifts, especially in school populations, are occurring alongside implementation of the No Child Left Behind Act (NCLB) of 2001 (20 USC § 6301), that holds schools accountable for the academic performance of limited English speaking children. The mandates of NCLB have the potential to improve the education of English Language Learners (ELL) in many ways, but they also hold each school district accountable for its academic success. Based on a rise in the number of ELLs enrolling in schools, their academic performance, ability to graduate from high school affects whether a school district makes Adequate Yearly Progress (AYP). School and district leaders need to take a closer look at the way they are educating these students (Taylor, 2008).

Most key provisions affecting ELLs are set out in Title I and Title III of NCLB (2001). Title I requires schools to improve the performance of ELLs on assessments of reading and mathematics beginning in grade three. Title III requires ELLs to master the same content and pass the same assessments as those required for native English speaking students. Schools are expected to measure and improve students' English proficiency on an annual basis. NCLB holds individual schools, their districts, and states responsible for ELL student achievement. In order to demonstrate mastery in content area assessments, changes are allowed in curricula, e.g. dual language programs (20 USC § 6301). School leaders have control over the type of instruction they offer ELLs. Examining the types of programs offered and the impact these programs have had on ELL academic success should be a priority for districts that are experiencing an increase in ELL enrollment (Short & Fitzsimmons, 2007).

Historical Background and Current Status

The education of immigrant students has always been a concern for school districts across the United States. After World War II, the immigrant population was typically of Eastern European, Italian, German, or Irish origin (Hood, 2007). Whether or not an immigrant had a formal education was not a chief concern. Many immigrants were able to build some level of wealth and ultimately achieve their dreams without the benefit of formal schooling (Taylor, 2008). American citizens' biases against these groups were less about documentation status and more focused on religious affiliation. The highly industrialized framework of the United States economy allowed for many of the post World War II immigrants to assimilate relatively easily into American society (Hood, 2007).

Immigrant populations have changed, and the importance of learning English and a formal education, i.e. a high school diploma, have become vital for many immigrant students, (Taylor, 2008). Based on the contemporary immigrants' desire to claim the same educational benefits and rights as all American citizens, there have been two landmark legal cases whose rulings have mandated that all students, no matter what immigrant status they hold, are entitled to the right to a free appropriate public education. In 1974, the Supreme Court in *Lau v. Nichols* (414 U.S. 563, 94 S. Ct. 786, 1974) concluded that limited English speaking students are entitled to a meaningful education. Failure to provide them with this right would violate Title VI of the Civil Rights Act of 1964, §2000d that states:

No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (42 U.S.C. § 2000d)

Shortly after the decision in *Lau*, Congress passed the Equal Educational Opportunity Act (EEOA). Section 1703 of this act provides: “No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin” (20 U.S.C.A. §1703f). The EEOA also requires that school systems develop appropriate programs for limited-English-proficient (LEP) students (*Lau v. Nichols*, 1974).

In 1982, the debate over whether undocumented school-age children should be granted access to a free education in public schools in the United States was, again, an issue. The U.S. Supreme Court heard a class action suit involving a Texas law, §21.301 of the Texas Education Code that authorized local school districts to deny enrollment in their public schools to children not legally admitted to this country. The statute also purported to withhold from local school districts all state funds for educating undocumented children. In settling the case of *Plyler v. Doe*, (457 U.S. 202, 102 S.Ct. 2382, 1982), the U.S. Supreme Court set forth the legal proposition that public schools may not deny enrollment free of tuition to school-age illegal alien children.

Since *Lau*, *Plyler*, and the re-authorization of the Civil Rights and Equal Educational Opportunity acts, the number of immigrant students enrolled in schools has continued to rise. The distribution of children of immigrants among the school-age population increased rapidly from 6% in 1970 to 19% in 2000. During the 1990s, the percentage of children of immigrants grew more rapidly in secondary than in elementary schools, 72 versus 39 %. Of these children almost 77 % of them were native Spanish speakers. A majority of these students have been concentrated in large states such as Texas, California, Florida, and New York. The numbers of immigrant children enrolling in states without traditionally large immigrant populations are increasing in rapid numbers as well (Capps, Fix, Murray, Ost, Passel, & Herwanto, 2000). North Carolina with 400 % growth rate has paralleled Colorado, Nevada, Nebraska, Oregon, Georgia, and Indiana; each had more than 200 % increases from 1993-2003 (Batalova, Fix, & Murray, 2005). For the purpose of this study, it is important to note that Virginia has also

followed North Carolina with an almost 400 % increase in ELL student enrollment from 17,594 in 1993 to 87,026 in 2008 (Virginia Department of Education [VDOE], 2008).

With the ever increasing number of immigrant students enrolling in American schools, the U. S. Supreme Court's ruling in *Plyler v. Doe*, now 26 years old, remains a force in regards to the treatment of illegal students in U.S. public schools. Today, public schools are dealing with significant English language acquisition and core content challenges associated with non-English speaking immigrants. The challenges these students have in learning academic English can make it difficult for school leaders to determine the instructional practices to employ as they enroll and try to educate all immigrant students and the cultural and language deficiencies they bring with them to school (Taylor, 2007).

As recently as June 2009 in *Horne v. Flores* (557 U.S. 2009), the United States Supreme Court dismissed a seventeen-year-old lawsuit originating in Nogales, Arizona. The parent of a native Spanish speaking student along with other minority parents claimed school officials in Nogales, a border town about 70 miles south of Tucson did not provide enough money to help English-deficient students obtain academic English proficiency in writing and reading comprehension. In 2000, a federal judge agreed with the parents, concluding that Arizona violated the Equal Educational Opportunities Act, and ordered the state to rework its plan and increase funding to ELL programs. The ELL program was placed under federal oversight. Upon appeal to the Supreme Court, the lawsuit was dismissed. A federal judge was ordered to review whether Nogales officials are providing Spanish-speaking students in the community with equal opportunities. In a divided decision, the court seemed poised to issue a narrow ruling, specific to the ELL plan in Nogales. But groups on both sides of the issue asked the court for broader guidance on settling state-federal conflicts involving institutional reform mandates, especially those involving disadvantaged groups.

As demonstrated in this recent decision, the fight over immigration and the responsibility of states to fund the education of illegal immigrants and their children continues. Public schools and their leaders have to continuously and effectively integrate immigrant students into the American system of education. Many schools have had difficulty finding ways to successfully assimilate and educate these immigrant students while ensuring that schools are conducive to learning. The main goal is to educate all students, including those who enroll with limited English language and literacy skills (EEOA, 20 U.S.C.A. §1703f).

Since the requirement of education for ELLs, there has been a variety of instructional approaches implemented at the secondary level. Approaches range from pull out programs that involve one period of English instruction to sheltered content courses with supporting ESOL classes. As stated by Short and Fitzsimmons (2007), there are no simple, one-size-fits-all solutions to the challenges of educating adolescent ELLs.

ELLs graduate from high school at far lower rates than do their native English-speaking peers. Only 10% of young adults who speak English at home fail to complete high school; the percentage is three times higher, 31 %, for ELLs (USDOE, 2004). The literacy statistics of ELLs should be noted. For example, only 4% of eighth-grade LEP and 20% of former ELLs scored at the proficient or advanced levels on the reading portion of the 2005 National Assessment for Educational Progress (NAEP) (Perie, Grigg, & Donahue, 2005). NAEP is administered in all 50 states and the District of Columbia. It is an assessment conducted in states and districts that receive Title 1 funding. It is administered in grades 4, 8, and 12 in mathematics and reading. The results serve as a common metric for all states and selected urban districts. Students who score at the proficient level demonstrate overall understanding of meaning providing inferential as well as literal information. Students at this level are able to extend ideas from the text and make inferences and draw conclusions. At the basic level students demonstrate overall meaning of what they read making relatively obvious connections between text and their own experiences (USDOE, 2005). A low percentage (4%) of ELLs scoring at a proficient level in reading means that 96 % of the eighth-grade ELLs scored below the basic level. These statistics should be of concern for school district leaders who are facing the challenge of educating ELLs to match the mandates of NCLB (2001).

Literacy development is a particular problem for the ELLs who enter the educational system in high school (Rueda & Garcia, 2001). They have to master complex course context, usually accompanied with little understanding of the way that American schools are structured and operated, but they also have to learn English a fewer number of years than the native English speaking students (Short & Fitzsimmons, 2007). ELLs are usually placed in classes with secondary teachers who are not trained to teach basic English literacy skills to ELLs (Rueda & Garcia, 2001). English language learners need to be provided with appropriate instruction and support that will enable them to develop the language and academic skills they need, but this takes educational leadership. Bielenberg and Fillmore (2004) suggest that all teachers involved

in teaching ELLs need an intensive program of professional development in instructing ELLs in core content classes. They also advise school leaders to accept the responsibility of providing teachers with staff development activities that emphasize the role of academic English as it pertains to course content, test performance and learning.

Definitions

Short and Fitzsimmons (2007) point out in their Carnegie report that a clear definition of an English language learner (ELL) is lacking. At present, there is no uniform national definition of what constitutes such a student. It is also apparent that the operational definition currently being used to identify ELLs depends on the individual school district and the entry level English proficiency test administered prior to placement in English for Students of Other Languages (ESOL) programs (Short & Fitzsimmons, 2007). According to the U.S. Department of Education (2005), limited English proficient students (the term used by the federal government for ELLs) are defined as students between the ages of 3 and 21 who are enrolled in elementary or secondary education, often born outside the United States or speaking a language other than English in their homes, and not having sufficient mastery of English to meet state standards and excel in an English-language classroom.

Individual states vary widely in their definitions. They may use the terms LEP or ELL to refer to these students. Some define them as those who are eligible for language instruction services, whereas others define them as those who are actually receiving such services. English as a second language (ESL) or English to students of other languages (ESOL) are terms used interchangeably to define the offices, departments, or English language services (Short & Fitzsimmons, 2007).

For the purposes of this study, the definition of ELL or LEP students from the Elementary and Secondary Act (ESEA) (1974, 20 U.S.C. 7801 § 9101) will be used. In this statute, an ELL or LEP student is one who ranges from the age of 3 to 21 and who is enrolled or preparing to enroll in elementary or secondary school. Such a student is described as one (a) who was not born in the United States or whose native language is a language other than English; (b) who is Native American or an Alaska Native or a resident of the outlying areas; and/or (c) who comes from an environment where a language other than English is dominant. Any student whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement

falls in the category of LEP/ELL. For the purposes of this study, the researcher will use the term English language learner (ELL).

The ELLs in this study will be those classified in level 1, limited or no proficiency in English; level 2, limited proficiency in English; and level 3, some proficiency in English. The ESOL level is determined by an oral assessment, a writing sample, a reading test, and results of Virginia ELP or other state-mandated testing. The test results are sent to the ESOL teachers in each school (Virginia Department of Education [VDOE], 1999).

The instructional model in this study utilizes strategies from the Short and Fitzsimmons (1999) Sheltered Instructional Observation Protocol, a collaborative teaching model described in Chapter 2. The model for this study is defined as a partnership, not just cooperation, between the core content teacher and the ESOL trained teacher that drives effective teaching and learning. Creighton (2005) and Corrigan (2001) state that collaboration in this sense implies that the teachers involved in collaborative teaching want to make a difference or a change. They realize both of them are required to meet the academic needs of the ELL students. The teachers involved with sheltered collaborative instruction are individuals who share a vision and possess respect for and understanding of each others' role in implementation. Both are necessary to allow learning to occur in multiple contexts.

Teaching Methodologies

Skilled teachers are needed to help immigrant students develop literacy skills for each content area in their second language as they simultaneously learn, comprehend, and apply content-area concepts through that second language. As the number of adolescent ELLs grows in districts throughout the United States, middle and high school educators need the basic principles of effective second language literacy instruction. Schools face the challenge of providing teachers with the proper training required to instruct second language literacy. For example, Portocarrero and Bergin (1997) conducted a case study of a co-teaching model at Viers Mill Elementary School. In their study, *Developing Literacy: A Co-teaching Model Using Readers' and Writers' Workshop*, a classroom teacher and an ESOL teacher collaborated in readers' and writers' workshops. Portocarrero and Bergin observed that the success of the program was based on meaningful instruction in a mainstreamed setting, allowing for continuous student progress and heightened student enthusiasm for reading and writing (Portocarrero and Bergin, 1997).

More recently, a highly successful program out of California known as the SIOP model has been nationally recognized for its success. *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development* describes a research project designed to develop an explicit model of sheltered instruction that teachers could use to improve the academic success of their ESOL students (Short & Echevarria, 1999).

Purpose of the Study and Research Questions

The purpose of this study is to record and analyze experiences of teachers implementing a sheltered collaborative teaching model for second language learners and to analyze the effect of this model on the on-time graduation rate of limited English proficient students. The central purpose for all schools and districts educating immigrant students is to help ensure that ELLs attain English proficiency and meet the high standards set for all. A school that continuously fails to demonstrate ELL progress would be required to provide supplemental services, allows students the option of attending other schools, or districts would lose federal funding (Capps, et al., 2005). This accountability and lack of success in educating linguistically and culturally diverse students has become problematic for school districts with an increasing ELL enrollment. Educational leaders are held responsible if their school or district does not make Adequate Yearly Progress (AYP) for students in this subgroup. Accountability for limited English students' academic success has created an increased need to examine the type of instruction school leaders have decided to provide. The key to meeting the demands of NCLB is improving or changing how these students are taught the required core classes. Leaders should be proactive and examine an alternative instructional model for non-native English speaking students as a way of improving performance on state mandated assessments and making AYP.

This study has one overriding research question: Are ELLs who receive sheltered instruction in a core content classroom achieving academic success? Two questions to be investigated as part of the primary one include

1. What is the effect of the sheltered collaborative model of instruction for second language learners on the graduation rate for ELLs?
 - a. Are the ELLs graduating within the same four year time span as native English speaking students?
 - b. Are the ELLs graduating in the four to seven year time span allowed them under the guidelines of NCLB, 2001 (20 USC § 6301)?

2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

To bring clarity to the research questions, the literature review of this study will begin by investigating the types of ELL instructional models being used with emphasis on the secondary level; however, other models in current use at the elementary and higher education levels will be examined for potential application at the high school level. Both sheltered, where ELLs are isolated from native English speakers and taught core content (e.g. mathematics) by a general education teacher, and collaborative models, where ELLs are instructed by both a core content teacher and an ESOL trained teacher, will be reviewed. Secondly, the models determined to be effective will be examined to determine the academic success of ELLs in secondary schools, grades nine through twelve. Lastly, the literature review of this study will conclude with a discussion of the role of school leaders in facilitating the implementation of a sheltered instructional model currently being used in a central Virginia school system (figure 1.1).

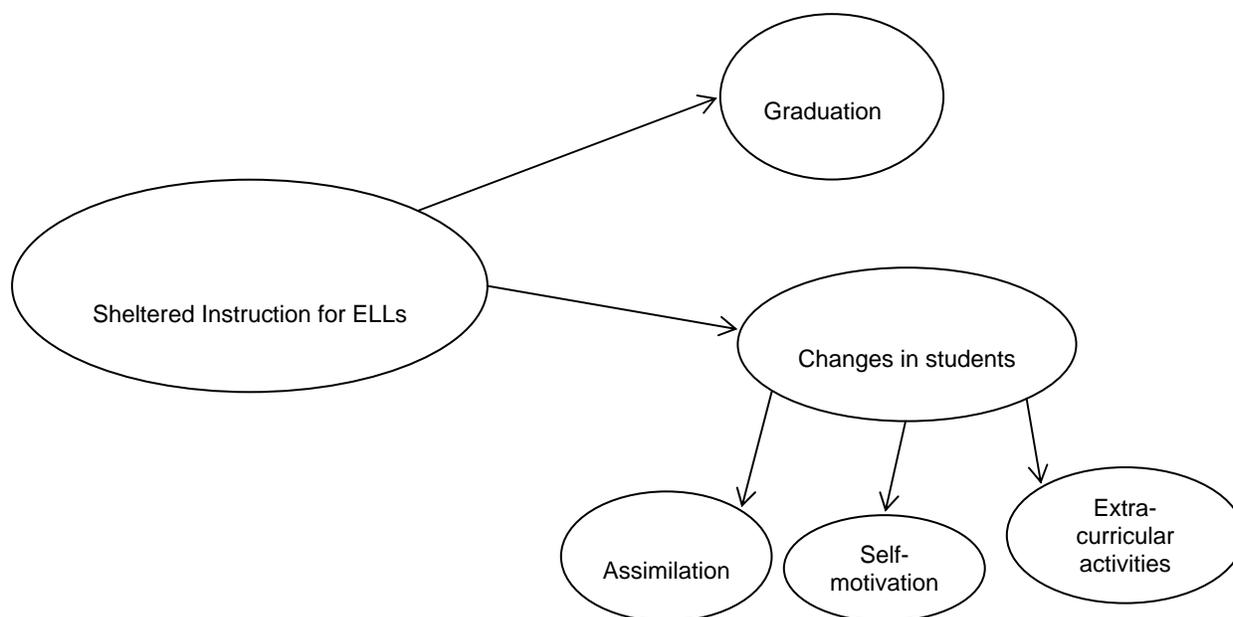


Figure 1.1. Outcomes of a sheltered instructional model.

This study explored the implementation and outcomes of a sheltered collaborative ELL program currently in use at two central Virginia high schools. As indicated by the Short and

Fitzsimmons' (2007) Carnegie report, there is very little research on ELL programs and student outcomes at the secondary level. The studies of ELL programs such as bilingual, sheltered, mainstreaming or pull-out, were based on sound second language development and suggest divisions explore instructional practices prior to implementing a solution to the challenges that confront ELLs. School leaders need to investigate different approaches to literacy instruction that is (a) flexible, (b) strategic in the use of time and resources, (c) open to options for change, (d) support the attainment of course credit, and (e) considerate of individual student goals.

The need to explore or possibly transform outdated second language acquisition programs, increase student learning and foster equity in educational outcomes exists, especially at the secondary level. As indicated by the studies by Short and Fitzsimmons, Short and Echevarria; Portocarrero and Bergin; McNeely, Platt, Harper, and Mendoza; Berlin; Travieso-Parker; Genessee; Thomas and Collier; and Yang and Murray, leaders of schools with large and growing immigrant populations should develop an understanding of the principles of second language acquisition, evaluation of literacy programs, and classroom-based instructional models for ELLs. As programs are implemented, there should be an ongoing dialog between leaders and the teachers who participate in the program implementation. Providing them with support to improve instruction can include placing two collaborative teachers in sheltered classes, content trained and ESOL trained, similar to the one being examined in this study. This study will provide evidence on the effects of a sheltered collaborative instructional model to improve student outcomes both on formal assessments used for district accountability and informal assessments as indicated by teachers involved in the program implementation.

Overview of the Methods

English Language Learners are a growing population for the central Virginia school district in this study as well as across the nation. Each school and district must meet the needs of this growing population. No Child Left Behind (2001) legislation has set specific requirements for ELL students, and all schools are required to comply. Schools have a choice in the selection and implementation of programs, but NCLB will hold all school systems accountable for the outcomes.

To better understand the effects of the sheltered collaborative ELL instructional program, a mixed methods study was need. The first part of the study was a quasi experimental quantitative study on the ELL academic achievement of those students enrolled in the sheltered

collaborative model in two high schools in a central Virginia school district. The variables examined were the instructional practices of the sheltered collaborative model that utilized strategies and practices from the SIOP model of Short and Echevarria (1999) as they relate to the outcome, the graduation rate of students enrolled in these classes. The expected outcome will show the effect of the instructional model on the number of years enrolled in high school until graduation. Analysis of the number of years from enrollment to graduation was examined utilizing the Statistical Package for the Social Sciences (SPSS) to provide a descriptive report of the ELL graduation data. A list of ELLs enrolled in the sheltered classes along with their respective graduation dates was provided by the school district.

The second part of the study is a phenomenological qualitative study utilizing the interview and case study method to focus on the perceptions of teachers implementing the model. The subject selection process was based on the core content subject taught, either social studies or mathematics. The key stakeholders were interviewed at their school sites. Interviews were taped, transcribed, and analyzed for recurring themes. A copy of this study, including policy recommendations, will be provided to the district's central administration.

Limitations

Limitations are those factors or conditions that the researcher does not place on the study and have no complete control or decision to use or not use (Creswell, 2007). The limitations of this study include:

1. the researcher, an administrator at one of the schools in this study, will need to control for bias;
2. the teachers being interviewed might present limited experiences with this model, e.g. stating the positive rather than any struggles each might have encountered while teaching ELL students; and
3. the ELL population itself will vary, e.g. those who have academic support at home and those who do not.

Delimitations

Delimitations refer to those conditions or parameters in the study controlled by the researcher. The delimitations of this study include:

1. a qualitative study confines the scope of inquiry;

2. only two high schools will be examined;
3. student data are restricted to ELLs enrolled in the sheltered collaborative courses;
4. one instructional model will be examined;
5. only level 1, 2, or 3 ELLs will be examined; and
6. socioeconomic status, age, and drop out data of students will not be examined in this study

Organization of the Study

The research is organized into five chapters; the Introduction introduces the context and gives an overview of the problem. It also lists the research questions and the purpose of this study. Review of Literature provides a current review of literature for the topic. Methodology chapter establishes the framework of the study and outlines the data collection procedures and the data analysis methodology. The Research Findings reports the data collected and Summary Discussions and Implications synthesizes the data and provides findings and recommendations based on the synthesis.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

With the ever increasing number of immigrant students enrolling in American schools, the Supreme Court's ruling in *Plyler v. Doe*, now 26 years old, remains in force in regard to the treatment of illegal students in U.S. public schools. Public schools are currently dealing with the challenges of teaching academic English as well as core content subjects to students of limited English proficiency. Such challenges can make it difficult for school leaders to determine the proper course of action as they enroll and try to educate undocumented and documented immigrant students and the unique circumstances they bring with them to school (Taylor, 2008).

Since the implementation of the mandates of NCLB (2001) a variety of instructional approaches for educating ELLs have been implemented at the secondary level. Approaches range from pull out programs that involve one period of English instruction to sheltered content courses with supporting ESOL classes. Short and Fitzsimmons (2007) pointed out that there are no simple, one-size-fits-all solutions to the challenges of educating adolescent ELLs.

At the national level literacy statistics of limited English speaking students are below the proficiency level. For example, only 4% of eighth-grade ELLs scored at the proficient or advanced levels on the reading portion of the 2005 National Assessment for Educational Progress (NAEP) (Perie, Grigg, & Donahue, 2005) – the only national ongoing assessment of content knowledge conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. This means that 96 % of the eighth-grade English Language Learners (ELL) scored below the basic level. ELLs graduate from high school at far lower rates than do their native English-speaking peers. Only 10% of young adults who speak English at home fail to complete high school; the percentage is three times higher, 31 %, for ELLs (USDOE, 2004).

Based on the descriptive data, literacy development is a particular problem for the ELLs who enter the educational system in high school. They have to master complex course context in no more than seven years and adjust to the way that American schools are structured and operated (Rueda & Garcia, 2001). Schools can provide English language learners with appropriate instruction and support that will enable them to develop the language and academic

skills they need, but this takes educational leadership. School leaders should begin with an intensive program of professional development for all teachers involved in instructing ELLs in core content classes. Leaders must accept the responsibility of providing teachers with staff development activities that emphasize the role of academic English as it pertains to course content, test performance and learning (Bielenberg & Fillmore, 2004).

In order to bring clarity to this study, an attempt will be made to describe current ELL instructional models being implemented with emphasis on the secondary level; however, others implemented at elementary and higher education will be examined for potential application at the high school level. Both sheltered and collaborative instructional models similar to the ones under observation at two secondary schools in central Virginia will be reviewed. The descriptions of these models will be utilized to examine their effectiveness of instruction and implementation.

Literature Search and Review Process

Searches for this review of literature focused on the volume of research associated with English Language Learners student instructional models at all grade levels. Searches were completed to find information on ELL instructional practices, academic English acquisition, bilingual education, collaborative ELL instruction, and closing the achievement gap for ELLs. In order to obtain a clear picture of the magnitude of the body of work on ELL instruction currently in practice, a search was conducted for literature reviews on ELL instruction and bilingual education using Education Full Text and the keywords “English language learners” and “instruction.”

In addition, searches using the terms “limited English proficient,” “instruction,” “qualitative,” and “quantitative” were conducted using JSTOR, Education Full Text, and InfoTracOneFile to determine the extent to which qualitative and quantitative research had been completed in this area. Multiple hits resulted from the search in JSTOR, but upon examination of the articles, few of them were quantitative in nature. Most of them were based on qualitative research. In order to gain information about immigrant students in schools, “limited English proficient”, “immigrant students”, and “instruction” were used to search ERIC, Education Full Text. Additional articles of interest were located by utilizing the reference pages of articles from the ERIC search. These articles were obtained through the Virginia Tech library online journal database. Articles were chosen based on their relevance and date, the most recent being the most important.

In order to gather additional information, a search of referenced reports and studies of educational agencies both public and private: the Urban League, Center for Applied Linguistics, National Literacy Panel on Language-Minority Children and Youth, and the Center for Research on Education, Diversity, and Excellence were conducted. Further research was conducted using a topic search of the Virginia Tech library online dissertation database. The studies selected for the body of literature for this review was based on content related to ELL instruction at all levels. Copies of the studies were obtained through the Virginia Tech library on sponsoring educational agency.

Analysis of the Research

Educational leaders can no longer afford to ignore the literacy needs of ELLs in middle and high schools; therefore, the purpose of this review of literature is to examine current instructional practices, their effectiveness, and the role of school leaders in implementing them. To bring the issues and challenges confronting adolescent ELLs into clear focus, the Center for Applied Linguistics (CAL), working on behalf of Carnegie Corporation of New York, convened a panel of researchers, policymakers, and practitioners working in the field to offer their expertise. Utilizing a mixed methods study, Short and Fitzsimmons (2007) examined successful academic literacy programs in practice at three schools and the challenges the school leaders faced.

In the Short and Fitzsimmons report, CAL reviewed the literature on adolescent ELL literacy and conducted site visits to three schools. The researcher used search engines from the National Literacy Panel on Language-Minority Children and Youth, ERIC, PsycINFO, Linguistics and Language Behavior Abstracts (LLBA), and sociological abstracts. A combination of search terms for the students, programs, topics, and educational settings was used. Most of the documents were published in the past fifteen years, although some seminal works were also examined. Peer-reviewed journal articles, book chapters, dissertations, and technical reports were also reviewed.

Articles were selected for review according to grade level and literacy development outcomes. The literature was categorized based on instructional practices, program design, professional development, assessment, policy and community issues, and second language literacy development. The articles were abstracted, and additional articles were located if they were found to be pertinent or relevant. For some of the topics, the available literature was sparse.

As a result of the literature review, six major institutional challenges to the goal of improving adolescent ELL literacy nationwide were identified:

1. lack of common criteria for identifying ELLs and tracking their academic performance,
2. lack of appropriate assessments,
3. inadequate educator capacity for improving literacy in ELLs,
4. lack of appropriate and flexible program options,
5. inadequate use of research-based instructional practices, and
6. lack of strong and coherent research agenda about adolescent ELL literacy.

For each major challenge, possible solutions were offered for consideration by schools, districts, state departments of education, and policymakers. The recommendations included changes in day-to-day teaching practices, professional training, research, and educational policy. The CAL researchers concluded that current research on best practices for developing adolescent ELL literacy is small but is becoming more widely disseminated through increased dialogue among educational leaders, researchers, and policymakers. The findings indicated that there is a need for more research on school practices and the effects they have on ELLs' academic achievement.

ELL Instructional Models

Short and Fitzsimmons (2007) in *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*, reported on a review of literature along with a study of current practices and obstacles facing school districts that are trying to meet the challenges of teaching the growing enrollment of immigrant students in middle and high school. Their research noted most of the educational research on ELLs has concentrated on the elementary level and policymakers overlooked the older language-minority students. During the course of the project, the researchers conducted site visits to three promising programs: J.E.B. Stuart High School, Hoover High School, and Union City School District.

At J.E.B. Stuart High School in Fairfax County, Virginia, beginning level ELLs are taught in a separate ESOL program by ESOL teachers. As students develop more English literacy, they are placed in mainstreamed classes; however, sheltered science and social studies classes taught by ESOL staff members are available. For academic English literacy, ELLs are placed in a double block of academic English and ESOL language courses with a focus on

content area reading. Wherever possible, alignments are made between the content reading course and the sheltered courses students take in the subject area departments. The double English/reading block has been successful in meeting the high-level literacy demands of the mainstreamed English class. As students progress through the ESOL program, they are also afforded sheltered instruction in beginning level math classes (Short & Fitzsimmons, 2007).

School leaders at Hoover High School in San Diego, California, have placed emphasis on literacy throughout the school. Their decisions have been based partly on poor scores on standards-based English/language arts tests and partly on an ever growing diverse student population. To improve testing outcomes, the school leaders made literacy strategies the focus of professional development. Instructional strategies, such as graphic organizers, vocabulary instruction across the curriculum, writing strategies, reciprocal teaching, and questioning strategies, are commonplace in all classes. To improve diverse student achievement, the ESOL program also placed a strong emphasis on literacy strategies throughout its courses, as well as sheltered content classes in science and history. The ESOL staff continuously offers a support system for their immigrant students and their families by developing a mentor program. The Hoover ESOL program consists of academic literacy-focused ESOL instruction and sheltered content classes in science and history. Students are scheduled in at least two classes a day with other ELLs. This practice has proven to be a successful support system for ESOL students and allows teachers to establish relationships and monitor academic progress (Short & Fitzsimmons, 2007).

In New Jersey, the Union City school district, with over 92% Latino student enrollment has a more flexible ESOL instructional program than Stuart or Hoover. It offers bilingual, separate ESOL classes or a combination of both programs. Bilingual instruction is usually offered at the elementary and middle school levels. Union City places ELLs in a transitional bilingual/ESOL program for students through grade twelve. The secondary program offers five levels of ESOL reading and writing from beginners to advanced levels. These courses prepare students for mainstreamed language arts classes. Secondary level bilingual content courses are offered in science, math, social studies, health, and driver's education. The Union City district also offers specialized programs to adolescent ELLs who are at risk of educational failure. This intense program provides courses in English immersion and career exploration in combination with bilingual content area classes. Once these students demonstrate competency on a high

school placement test, they are enrolled in the ESOL program with other ELLs. A bilingual course option allows adolescent ELLs to receive core credits for high school graduation requirements. They may also receive up to four core language arts literacy credits for ESOL courses. ELLs at Stuart and Hoover, through constant monitoring and support by the ESOL staff, make the transition out of the bilingual programs. As a safety net for students, an extended day tutoring program for remediation is available. Because of poor performance on state required assessment tests, the school leaders in this district realized that the needs of their immigrant population were not being addressed, thus they made the decision to provide teachers with professional development opportunities that emphasized academic literacy strategies. Through required teacher training, coaching, and mentoring, the district has seen improvement in language arts assessment outcomes for their diverse population (Short & Fitzsimmons, 2007).

Data from interviews and observations at the aforementioned schools and district enabled Short and Fitzsimmons (2007) to identify six major areas that require attention to improve adolescent ELL literacy: (a) common ELL identification criteria, (b) common and flexible assessments, (c) teacher training, (d) program options, (e) instructional practices, and (f) coherent research. The authors discussed each area in detail with descriptions of the current challenges and potential solutions. The most important area was instructional practices because it had the most impact on student assessment outcomes. Short and Fitzsimmons recommended the implementation of sheltered instructional methodologies, changes in teacher training, literacy coaches, curriculum development, and student assessment. Administrators were also encouraged to play a part in ensuring that teachers receive appropriate training and support in the form of scheduling time, as well as opportunities for content area teachers to collaborate with English for Students of Other Languages (ESOL) teachers to discuss and compare teaching strategies. Each school in the study utilized staff development plans at both the district and school level that provided teachers with instructional strategies that targeted diverse learners. All three schools admitted that the decision to train teachers in particular strategies was driven by student assessment data. At one school in particular, Hoover, it took a change in the school administration to execute a renewed vision toward ELL instruction. As accountability for ELL success increases, instructional leaders should become knowledgeable in effective instructional techniques, such as targeted vocabulary instruction (Short & Fitzsimmons, 2007).

Short has also been instrumental in researching other instructional practices. In collaboration with Echevarria, the researchers executed an action research project: *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development* (1999). Short and Echevarria undertook a project designed to develop an explicit model of sheltered instruction that teachers could use to improve the academic success of their students. The study, using both qualitative and quantitative methods, was based on the best practices and experiences of participating teachers and researchers who collaborated in the development of the observation tool used in the study. The researchers began this undertaking through a review of literature and an examination of district-produced guidelines for ELLs. Their purpose was to find a common definition of sheltered instruction (Short and Echevarria, 1999).

Supported by the Center for Research on Education, Diversity, & Excellence, Short and Echevarria were able to engage in an intensive refinement process and realize their model on both the East and West Coasts. Classroom observation, coaching, discussion, and reflection of this model assisted them with refinement and application of changes. The final product, Sheltered Instruction Observation Protocol (SIOP), supplied them with the characteristics of sheltered instruction (Short & Echeverria, 1999).

The SIOP instructional practices were implemented in the middle school setting in four urban schools. The sheltered model was used in a variety of settings: traditional ESOL classes, content-based ESOL classes, and sheltered content-based classes. The teachers involved were both ESOL trained and content trained. Prior to the implementation of the SIOP model, teachers received professional development that included exploration of the project's goals, development of the observation instrument, lesson demonstrations, and discussion of videotaped classroom scenes. The observation instrument and lesson planning tools developed were composed of thirty items grouped into three sections: preparation, instruction, and review/evaluation. Instruction was further divided into six subcategories. The subcategories were the basis of individual teacher observation. Items were scored using a Likert scale. Teachers were also interviewed monthly in order to gather information about their impressions of their experiences, help them to reflect on instructional practices and analyze student outcomes. The study was conducted from 1997-1999 (Short & Echeverria, 1999).

Through teacher interviews, Short and Echevarria (1999) found that the implementation of SIOP helped teachers expand their knowledge base in several of the protocol areas and the more capable instructors indicated an increased understanding of their subject matter, especially in the area of language development. The teachers also felt they had the opportunity to explore new teaching and assessment strategies. Both Short and Echevarria believed that the teachers who participated in this study created professional learning communities where they could freely discuss issues of real importance and set the pace for future professional growth. The authors challenged school leaders and teachers of ESOL, who may conceptualize ESOL instruction in terms of pullout programs, to examine the trend toward inclusion within the context of developments in both language teaching and general education, including alignment of language and content area curriculum standards. The study and application of the SIOP model continues at the piloting schools. This instructional design has become nationally recognized as a model of effective ESOL instruction as a program in itself or in conjunction with other programs. Members of the original cohort teachers have helped school districts across the country that are facing issues concerning academic success of ELLs by providing training sponsored through the SIOP Institute (Echevarria, Vogt, & Short, 2008, Short & Echevarria, 1999).

Portocarrero and Bergin (1997) described a case study of a collaborative ESOL teaching program at Viers Mill Elementary School, Silver Spring, Maryland. In *Developing Literacy: A Co-teaching Model Using Readers' and Writers' Workshop*, Portocarrero and Bergin examined a co-teaching model in which classroom teachers and ESOL teachers collaborate in readers' and writers' workshops. The workshops were offered in first through fifth grades. The report used classroom observations, anecdotal records, and informal student assessments to evaluate the success of and make modifications to the program.

The implementation of a co-teaching model was a change for Viers Mill, the school that previously used a pull-out program where ELLs were isolated from native English speakers and not mainstreamed with their peers. The new program consisted of a sixty-minute block where ESOL and classroom teachers worked with students in readers' or writers' workshops two to three days a week. Students self-selected reading material and writing topics at their own instructional levels, which promoted student ownership of work. The basic routine included whole-group mini-lessons taught by teachers, independent work, conferencing time with both ESOL and the content teacher, and concluded with whole-group sharing time. Both teachers

provided individualized direct instruction and identification of students' strengths and weaknesses in the form of anecdotal records. The ESOL teacher reinforced pronunciation, language usage, and decoding and comprehension strategies (Portocarrero & Bergen, 1997).

Teacher observation, anecdotal records, and informal reading assessments were used to measure students' progress. Reading assessments were administered to students in the fall, mid-year, and spring. Results of these assessments showed that the majority of the ESOL students who participated in the co-teaching model made steady progress in reading over the years. Each year since this model has been put in to practice, the number of students reading at grade level has increase (Portocarrero & Bergen, 1997).

Students and staff reported benefits from implementation. ESOL students were no longer isolated in a pull-out program but integrated into the mainstream with their peers. They were able to work under the same expectations as their English speaking classmates but at their own pace. This increased their self-esteem. The instructional format promoted enthusiasm for reading and writing as students were encouraged to take ownership in their learning. Teachers also benefited from this model by sharing strategies and techniques associated with their own areas of expertise (Portocarrero & Bergen, 1997).

Portocarrero and Bergin (1997) concluded that the success of the program was based on the meaningful instruction in a mainstreamed setting, allowing for continuous student progress, and heightened student enthusiasm for reading and writing. This elementary-level literacy model has application for sheltered ESOL and content area classes at the high school as school leaders are held accountable for immigrant student success in academic English literacy on state mandated language arts assessments.

In an evaluative report on the results of the Cicero Public School District, Cook County, Illinois, McNeely (1998), the researcher examined an alternative approach to ESOL instruction. A Title VII Special Alternative Program Grant provided funding to place collaborative teams of bilingual and ESOL teachers in the schools. The purpose was to provide support for the teachers, students, and parents through training, collaboration, and development of materials and resources. The project developed collaborative teams of bilingual and ESOL teachers. The collaboration project, known as BRIDGES, consisted of 28 teachers at the elementary level in nine different schools. The purpose was to provide the best possible service to the growing non-native English language population, over 95% of them Hispanic. The teachers received training

in cooperative learning and effective lesson planning. The project also provided opportunities for bilingual teachers to collaborate with ESOL teachers in order to develop team teaching materials, innovative teaching techniques, and implement a collaborative teaching model.

The evaluation of the BRIDGES project was designed to assess the extent to which the objectives of the project were met. The long-term goal was to provide longitudinal data that considered the achievement of students taught by teachers involved with the grant and to compare it with the achievement of students whose teachers were not involved with the grant but also taught bilingual classes. Qualitative and quantitative data were examined to determine the degree to which the program successfully met the pre-established goals and objectives. The data were collected through structured interviews, observations, anecdotal reports, surveys, review of videotapes, and analysis of primary and secondary assessments. Classroom observations were conducted by the evaluator and the program director (McNeely, 1998).

Based on the data collected, the researcher in his analysis determined the project, although small in size, was successful and worth implementing for the entire district. The standardized test scores showed that students involved in the program scored at least 25% better than those ELLs not in the program. The students involved in the BRIDGES program transitioned into the regular education classroom the following year. An examination of materials developed, videotapes, surveys, and interviews determined that the staff was demonstrating successful implementation of the collaborative models. The teachers interviewed found the program to be beneficial for them, and they appreciated the training, coaching, and interaction with colleagues. They expressed a strong desire to continue their participation in the project. In his findings, McNeely recommended the continuation and expansion of the project. Her recommendation, however, was accompanied with a caution that the key to success is in the willingness of the teachers to participate in the development of instructional materials and collaborative teaching practices (McNeely, 1998).

Effectiveness of Instructional Models

As the population of English language learners entering U.S. public schools continues to grow, so will issues related to the effective instruction of these students. Platt, Harper, & Mendoza (2003) conducted a review of journals published in 2001 and 2002. Their search revealed 27 articles featuring English language learners. Platt, et al. also found that sessions relating to the instruction of English language learners appeared in programs at professional

teacher association conferences. Current changes in state and district instructional services available to ELLs indicated that the move toward inclusion instructional models was becoming a national trend.

The study provided an overview of the historical background and philosophical bases of the comprehensive restructuring of education for ELLs in Florida since 1990. The movement has been from separation to inclusion (mainstreaming) for these learners. Data from interviews with 29 district-level ESOL administrators addressed their rationales for the models implemented in their districts and their beliefs about the effectiveness of each one (Platt, Harper, & Mendoza, 2003).

In Florida, the challenge of providing equal educational access to a rapidly growing population of ELLs has led educators to consider a range of approaches. The lack of uniform district-level decisions made instructional programming for these students occur within a broad educational context. Since the 1960s Florida experienced tremendous growth in both the size and diversity of its immigrant population. It has been ranked among the top three states in number of students with a home language other than English. In the 1970s, the state developed standards for identification and instruction of ELLs and certification of bilingual and ESOL teachers. In the mid-1980s when large numbers of families from the Caribbean and Latin America began arriving, concerns for ELL instruction reached critical proportions. By the late 1980s, community groups representing this minority filed suit against the Florida Department of Education (DOE). The result was a consent decree with mandated guidelines to be implemented in each school district (Platt, et al., 2003).

One of the first practices that was eliminated from schools was clustering or grouping of ELLs for instruction within and across schools. The DOE considered this practice to be potentially discriminatory and open to multiple interpretations. By the mid-1990s, the clustering practice was no longer permitted to continue, and all districts were ordered to adopt inclusion at the expense of other effective educational programs. Successful ESOL pullout, sheltered content, and newcomer separation programs were dismantled and replaced by inclusion programs. Since the inception of the consent decree and the mandates of the Florida DOE, some adjustments have been made to conform to the regulations set forth at the national level, e.g. No Child Left Behind Act (2001).

Platt et al. (2003) decided to focus their study on ESOL administrators because they have been an underrepresented group in previous research on beliefs about effective instruction for English language learners. The surveyed administrators were chosen for their understanding of district-level policy and implementation. The twofold purpose of the quantitative portion of the study was to identify (a) types of programs in place for ELLs (e.g. pullout or self-contained ESOL, bilingual education, sheltered content, and full inclusion) and (b) major issues currently facing Florida school districts. Administrators in 44 districts responded to the survey. Districts were grouped in categories (1-5) based on the district's population of ELLs. The researchers felt that the size of the immigrant student population was relevant to the types and varieties of ELL programs offered.

The qualitative portion of the study involved interviews with 29 of the 44 administrators who responded to the survey. Questions were asked about the administrator's role and position in the district, the district's demographics, the history of and rationale for programs serving ELLs and the administrator's own views about the programs and their effectiveness within the context of the district. The results of these interviews were illustrated in profiles of three administrators. Two were proponents of separation models (one bilingual and one ESOL pullout), and the other favored the inclusion model (Platt et al., 2003).

The first administrator explained that both the superintendent of the district and parents of ELLs valued bilingual instruction. More than 100 languages were represented in the district; for this reason, bilingual programs were not available for all students. Those who were not serviced in the bilingual program were placed in either ESOL pullout or sheltered programs depending on availability. Inclusion was not a program that was supported based on inconsistent execution of ELL instructional practices by the mainstreamed teachers (Platt et al., 2003).

The strongest proponent of separate ESOL instruction was the second administrator profiled in this study. She reported that ESOL curriculum at the high school level was guided by the state standards for the English language arts. Beginner and intermediate level ELLs typically spent two periods a day in pullout programs. More advanced students spent only one period in an ESOL class. This program design worked best for her district (Platt et al., 2003).

The final profile was an administrator who clearly articulated a rationale for the inclusion method. She described the manner in which each neighborhood school was responsible for implementing the inclusion model. All teachers and administrators received training in

awareness of ELLs differing needs and of ways to meet them. She admitted that although inclusion is preferred, there was also a need for sheltered language arts for struggling ELLs, especially at the secondary levels. The sheltered classes also allowed students to enjoy a less stressful and more comfortable classroom environment (Platt et al., 2003).

With respect to the effectiveness of the ELL programs across the state, the researchers noticed a broad range of views in support of or critical of separation for English and academic skills. Administrators indicated that teachers, particularly at the secondary level, did not understand the special language learning needs of limited English speaking students, and there was a feeling of inadequacy in their ability to teach immigrant students well within the limits of time and their own expertise. Based on this finding, Platt et al. (2003) suggest that what is needed is a better understanding of the extent to which teachers who have been trained in strategies for working with ELLs can actually provide adequate support for these students in mainstream classrooms.

Influences at the state and national level also affected a program's effectiveness. Several administrators across program types and distinct population categories expressed serious concerns about pressure from the state level to produce good test scores within a limited time frame, with unrealistic expectations being placed on teachers and students. Many administrators said it was unrealistic to expect ELLs to meet grade-level benchmarks given the state's failure to promote alternative assessments. More time was needed to develop academic language proficiency (Platt et al., 2003).

The final findings of Platt et al. (2003), indicated that based on the variety of administrators' views regarding the instructional programs available for ELLs in Florida, there is cause for concern. On the surface the inclusion model requirements appear progressive and positive, but equity requires both challenge and support for ELLs. ESOL and bilingual classes have traditionally provided support but lack high expectations and academic development. According to the data gathered here, where resources are available and where welcoming attitudes are demonstrated, administrators believe that students can fare well in inclusion settings. If a district's resources are stretched and administrators and teachers lack time, expertise, or the will to help these students, outcomes are likely to be less favorable (Platt, Harper, & Mendoza, 2003).

A second study examining the effectiveness of inclusive ESOL instruction examined pedagogy at the college level, taking a different view of instructional practices. Berlin (2002) conducted a qualitative study of effective language instruction based on interviews with students in an intensive English program. Berlin employed the methodology of semi-structured interviews with 47 students from all seven levels of an intensive English program at the University of Arizona. After reviewing transcripts Berlin applied the constant comparative method to the data and identified units of analysis by shift of topic.

Berlin described pedagogical practices that students felt were the most influential in their acquisition of English. The nature of these practices was multidirectional. Meeting expectations, making connections, and finding a balance were essential to student success. Berlin identified these three functions as pedagogical, environmental, and societal. Their roles were pivotal to effective instruction. The pedagogical role enabled the language teacher to meet student expectations and to communicate effectively academic expectations. The environmental role enabled students to find a balance in the classroom and allowed teachers to accommodate individual student needs, e.g. small group instruction. The societal role connected the classroom and the real world. Praxis, the nexus of theory and practice, was viewed as extending beyond the classroom. The teacher implemented an orientation towards the teaching of language that matched the students' predominant orientation toward language and its use. The teacher's style of instruction fostered a problem-posing approach which could empower students to think critically inside and outside the classroom (Berlin, 2002). Much of Berlin's findings at the college level can be influential to secondary level leaders as they examine methodology that promotes rigor and prepares older ELLs for careers and higher education.

A final pedagogical examination of a mainstreamed ELL instructional model was undertaken by Travieso-Parker (2006). Her case study involved a qualitative investigation of the challenges that ELLs face in acquiring second language acquisition skills in an urban Virginia high school. The focus of her study was to analyze the impact of pedagogy on the educational experiences of ten Latino English language learners. One of her guiding research questions pertained to the manner in which ELLs acquire the academic knowledge and second language skills to succeed in regular classes with native English speakers.

In her findings, Travieso-Parker (2006), described Latino ELLs experiences in mainstreamed classes. The students she interviewed indicated that their success in inclusion

classes was predicated on the instructional strategies used by the teachers. Much like the Berlin study, small group instruction, access to bilingual materials, use of learning tools (e.g. graphic organizers), and computer technology were noted as effective instructional methods.

Mainstreamed and ESOL teachers developed a network to assist content area teachers with vocabulary development activities in both core content and sheltered ESOL courses. Positive interactions between teachers and learners as well as culturally responsive teaching and holding students to high degrees of accountability were also noted.

Travieso-Parker (2006) concluded her study with the following recommendations to enable school districts and leaders to face the challenges of the rising number of immigrant students enrolling in secondary schools.

1. Because acquiring academic language takes from five to seven years, it is challenging for ELLs to become proficient in English, especially in mainstreamed content area classes, in a short time and be able to complete high school. Consideration, she says, should be given to instructional approaches in content area classes that will maximize cognitive growth and assist ELLs to become successful learners in high school.
2. The inclusion model can be more successful if it becomes a formalized systemic aspect of curriculum planning in the school and becomes an integral part of a school's course offerings.
3. Formal mechanisms for professional development and collaboration with ESOL professionals should be a part of the school culture.
4. Networking among teachers should be a more formal process so that all content teachers can work cooperatively with ESOL teachers (Travieso-Parker, 2006).

Implementation of Instructional Models

In *Program Alternatives for Linguistically Diverse Students*, a publication from the Center for Research on Education, Diversity & Excellence, edited by Genesee (1999), who presented a descriptive examination of programs and approaches for educating students from diverse linguistic and cultural backgrounds as a guide for decision makers in schools and school districts. His guide was designed to help educational leaders identify the programs best suited to meet their goals and needs. In a case study format, four programs were examined: sheltered instruction, newcomer, bilingual, and immersion programs. Each program alternative was described with respect to its theoretical rationale, salient pedagogical and programs features,

necessary resources, and necessary local conditions. His findings are summarized in Table 2.1 Based on the predominance of the Sheltered Instructional Observation Protocol (SIOP), the focus for this section of the literature review inspect Genesee’s examination of the SIOP program.

Table 2.1

Summary of ELL Program Alternatives from the Genesee Report (1999).

	Sheltered Instruction	Newcomer Programs	Bilingual Programs	Immersion
Language Goals	Academic English proficiency	English proficiency	Transition to English instruction	Bilingualism
Cultural Goals	Acculturation to mainstream America	Integration in to mainstream America	Integration in to mainstream America	Understanding of mainstream American culture
Academic Goals	Same goals for all students	Varies from school to school	Same as district program goals for all students	Common language goals for all students
Student Characteristics	Limited or no English	Limited or no English	Limited or no English	Speak the majority language
Grade levels	All grades	K-12	Elementary	Primarily K-8
Participation of mainstream teachers	SIOP training preferred	Must have SIOP training	Transitional programs, not developmental	Mainstream English curriculum
Teacher qualifications	Certified ESOL/bilingual and content teachers with SIOP training	Regular certification with SIOP training	Bilingual certification	Regular certification

Based on Genesee’s (1999) program evaluations, the instructional approach that he considered the most applicable to any and all students who are learning through the medium of a second language, no matter what their background or the particular features of the program they may be participating in, was the SIOP model. This sheltered approach aimed to facilitate mastery of academic content that was taught through a second language. It also aimed to promote development of the second language. While sheltered instruction was implemented in conjunction with the other program alternatives, Genesee also considered this methodology as one that could be implemented as a sole approach for education ELLs.

Genesee concluded that in SIOP, academic subjects were taught using English as the medium of instruction. Instruction in English was most often used in classes comprised solely of English language learners and in those classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of ELLs. The SIOP approach provided students with meaningful academic experiences that also contributed to the development of their academic skills. Through SIOP, unlike other programs, ELLs could make progress toward meeting content standards and gain a foundation in academic domains as their English skills improved (Genesee, 1999).

The researcher described a case study at a middle school that provided professional development opportunities for a select number of teachers at each grade level to learn and implement the SIOP model. These select teachers were also given common planning time to collaborate on language objectives and develop materials to be used in their classes. For students, consistent use of SIOP strategies across academic domains enhanced both content learning and English language development. For teachers, camaraderie that common planning provided contributed to their professional development. Shared ideas, successes, and challenges allowed teachers to develop relationships that were mutually supportive of each other (Genesee, 1999).

In program alternatives depicted in this report, Genesee (1999) summarized the commonalities of the four types of programs studied. He recommends that school leaders use the following guidelines when implementing or selecting the appropriate model for their schools:

1. Provide ongoing, appropriate, and state-of-the-art professional development for both ESOL and mainstreamed teachers.
2. Look for instructional personnel who can implement strategies that promote academic English proficiency, sheltered instruction, and assessment methods aligned with instructional objectives.
3. Promote high standards in both language acquisition and academic achievement.
4. Become knowledgeable in second language acquisition and instructional strategies that promote academic English literacy in ELLs.

Genesee (1999) concluded with a precaution that the report is intended to be a guide for school leaders but does not promote one best model. An underlying assumption, that echoes the Short and Fitzsimmons (2007) report, is that one size does not fit all and that different

approaches can be successful if implemented well. School leaders are advised to make informed innovative choices based on local student population needs (Genesee, 1999).

From 1996 until 2001, Thomas and Collier (2002) of George Mason University conducted a fourteen year study for the Center for Research on Education, Diversity & Excellence (CREDE). Their study documented the academic achievement of ELLs over the long-term (4-12 years) and across content areas. It offers an overview of programmatic successes in the education of ELLs for policy makers.

Thomas and Collier (2002) collected data from five school districts throughout the United States. They included inner city, urban, and rural districts. Researchers collected records of individual ELLs for a minimum of four years and analyzed their achievement trends. Records examined included those of students who remained in longer-term language support programs (5-6 years), those in shorter-term programs (1-3 years), and those who had exited or never entered ESOL programs. The purpose of the data analysis was to understand how effective varying programs, implemented with theoretical integrity and logistical support, could prepare students for success throughout the duration of their academic experiences.

Another study of ELL academic challenges was conducted in Dallas, Texas by Yang and Murray (2001). They attribute the academic challenges to both the increase in secondary new enrollment growth in Dallas public schools and to the continuation of ELL students in the bilingual and ESOL programs for seven or even more years. Nearly half of the secondary ELL population had been in the program for seven or more years because of an average annual exit rate of less than 10 %. Many of them were unable to meet the exit criteria.

In this policy analysis study, Yang and Murray (2001) reviewed the language course-taking patterns of secondary ELL students – bilingual, ESOL, sheltered, remedial, and general classes. They found that the current Dallas program tried to integrate ESOL programs with the general education program. It also allowed individual school flexibility in scheduling ELL students at different levels in order to satisfy the graduation requirements. This involved incorporating sheltered core content classes with general education classes. At the conclusion of Yang and Murray's study, the data showed the percent of ELL students taking ESOL courses declined rapidly as students stayed longer in the program, from 78 % in year 1 to 27 % in year 3. By year 4, only 10 % enrolled in ESOL courses while 69 % were in sheltered English or sheltered English with ESOL level 3. Data showed a pattern of accelerated transition from ESOL

courses to sheltered English courses, to general education English of high school ELL students. For Yang and Murray, course placement and scheduling, content coverage and staffing, and organization of teachers were key elements to successful implementation of a flexible scheduling plan for ELL students.

The study evaluated data from fully implemented language support programs: bilingual immersion, transitional bilingual education, ESOL taught through academic content, and English mainstreamed classes. The bilingual programs were further distinguished by the amount of instructional time spent using English and non-English as mediums of instruction. Student records were grouped into longitudinal cohorts of grades for which students attended school in the district (e.g. ELLs of similar socioeconomic backgrounds who attended kindergarten through grade 4). In the final stages of the study, researchers compared achievement results of all cohort groups based on program of instruction. This allowed researchers to draw conclusions about the academic success students had in the varying programs.

The findings of both studies were conclusive about academic achievement in a variety of learning areas and research variables. Thomas and Collier (2002) found that bilingual programs assisted students in reaching and maintaining the fiftieth percentile on standardized tests in both their native language and English in all subject areas. ELLs who refused services and were mainstreamed with native English speakers showed decreases in reading and math achievement when compared to students who participated in language support groups. Students who exited the language support program and were immersed in mainstream classes outperformed those in bilingual programs when tested in English. Students with a strong primary language education surpassed those with little or disjointed educations in their native countries. The greater the number of years of primary language, grade-level schooling the higher the English achievement.

Thomas and Collier (2002) offer major recommendations to school administrators and policy makers. Recognizing that each school context is different, the researchers discovered significant elements within educational contexts that can have a strong influence on students' academic achievement. Overall they found that there were five major factors that can influence the success of programs for ELLs:

1. School leaders should choose a program that is feature rich with enhanced potential to affect student achievement.

2. Administrative support, teacher skills, training in language literacy techniques, and monitoring of program installation and processes and testing outcomes must be constantly maintained in order to evaluate program effectiveness.
3. Schools should create a socio-cultural environment where linguistic, cognitive, and academic development of English is promoted rather than a narrow and restrictive focus (e.g. learning just enough English to get by).
4. Additive language-learning environments, including parental engagement and support of the instructional program, continuously help students to acquire a second language without any loss of their primary language.
5. The degree to which instructional time is used effectively influences student achievement, especially in classrooms where ELLs are interacting together and with native English speakers (e.g. double blocked periods or sheltered instruction for struggling ELLs).

Second language acquisition programs that produce high achieving students will reap long-term benefits from implementing these suggestions. Providing for enriched forms of instruction that help to close the achievement gap between ELLs and non-ELLs will produce long term results. Programs that do not heed these recommendations will simply be viewed as remedial, short-term, and ineffective. Thomas and Collier's study goals, research design, and analysis are clearly documented and the conclusions can inform decision-making and policy at the school, district, and state levels (Thomas & Collier, 2002).

Summary of Literature Review

A summary of the analysis of the current research discussed is depicted in Table 2.2.

Table 2.2

Summary of Analysis

Study	Problem	Research Design	Population/Sample	Analysis
Short and Fitzsimmons (2007)	Inadequate ELL English literacy levels	Qualitative and quantitative	ELLs in three secondary level schools across the country	Critical areas: ELL adolescent literacy; researched- based teacher training
Short and Echevarria (1999)	Inadequate teacher preparation and poor instruction affect ELL progress	Qualitative and quantitative	East/West Coast middle school programs with 22-50% ELL	SIOP instruction improved student performance; correlation between instruction and student performance.
Portocarrero and Bergin (1997)	Ineffective pull-out instruction	Qualitative and quantitative	135 elementary ELLs	Correlation between co-teaching model and improved student performance on reading tests
McNeely (1998)	Increase literacy in core subjects; teacher training	Qualitative and quantitative	ELLs taught by twenty-eight teachers in nine elementary.	Correlation between instruction and student performance.
Platt, Harper, & Mendoza (2003)	ELL instruction practices in Florida; inclusion vs. separation	Qualitative with historical overview	Interviews with 29 district-level ESOL administrators	Need for: improved new teacher instructional practices; training in culturally diversity
Berlin (2002)	Post-secondary language gaps	Qualitative case study	47 ELL college students	Effective pedagogy includes variety, humor, relationships
Travieso-Parker (2006)	ELL English acquisition	Qualitative case study	10 Latino ELLs in an urban high school in Virginia	Collaborative instructional with positive interactions, Sheltered instruction (SIOP) model most applicable to all ELLs
Genesee (1999)	Best suited for individual school districts.	Qualitative case study	Four instructional programs	
Thomas and Collier (2002)	Closing the achievement gap	Quantitative	ELLs in five school districts across the U.S.	Needs: on-going evaluation, training, support
Yang and Murray (2001)	Graduation requirements and course taking patterns of ELL students	Quantitative and qualitative	Analysis of archival data: scheduling practices, academic performance, and policy impact	School flexibility: scheduling, staffing, and organization

In Table 2.2 there are several recurring topics that emerge from the analysis of the studies. There is a correlation between instruction and student academic achievement and a need for school

districts as well as universities to provide all teachers with training in research-based effective instructional practices that support second language acquisition and proficiency in English academic literacy. The most effective ESOL programs are those that include collaboration between ESOL and core content trained teachers. State and local school districts need to re-design programs to include administrative support and on-going evaluation of their effectiveness.

Conclusions and Implications

As indicated by Genesee (1999) and Thomas and Collier (2002) both the SIOP instructional method and sheltered ELL instruction have effectively influenced ELL achievement. The study conducted here explored the implementation and outcomes of a sheltered collaborative ELL program currently in use at two high schools in a central Virginia school district. As indicated by the Short and Fitzsimmons (2007) Carnegie report, there is very little research on ELL programs and student outcomes at the secondary level. The studies of ELL programs were based on sound second language development and suggest there is no simple, one-size-fits all solution to the challenges that confront ELLs and schools struggling to help them succeed. No single or rigid approach to literacy instruction is likely to work for every learner or every school. Programs have to be flexible, strategic in their use of time and resources, open to options for change, supportive of the attainment of course credit, and considerate of individual student goals.

The SIOP (Short & Echeverria, 1999) and Maryland studies (Portocarrero & Bergin, 1997) described the changes and modifications made to the programs based on teacher input and student progress. In the Short and Fitzsimmons (2007) report, two high schools with large immigrant populations were profiled, one in Fairfax County, Virginia, and the other in San Diego, California. The ESOL programs in both schools used a sheltered model for some core content classes taught by the content area teachers utilizing literacy development teaching strategies. In both schools the programs had been modified from the initial design indicating the need for flexibility (Short & Fitzsimmons, 2007).

The need to explore or possibly transform outdated second language acquisition programs, increase student learning, and foster equity in educational outcomes exists, especially at the secondary level. As indicated by the studies examined, leaders of schools with large and growing immigrant populations should develop an understanding of the principles of second language acquisition, evaluation of literacy programs, and classroom-based instructional models

for ELLs. As programs are implemented, there should be an ongoing dialog between leaders and the teachers who participate in the program implementation. Providing teachers with support to improve instruction can include placing two collaborative teachers in sheltered classes, content trained and ESOL trained, similar to the one being examined in this study. Based on the examination of the studies in the review of literature, there is evidence that combining the elements of sheltered instruction with collaborating teaching might provide optimum language development and content vocabulary comprehension. As more and more immigrant students enroll in secondary schools, traditional ELL programs become less effective. Educational practitioners need to take a look at existing programs and transform the parts or the whole as a means of fostering changes that will benefit ELL student outcomes and improve accountability as mandated by NCLB (2001).

The study under investigation here provided evidence on the effects of a sheltered collaborative instructional model as it related to the ELL students' on time graduation rate as required for district accountability and informal outcomes as indicated by teachers involved in the implementation of the program.

CHAPTER 3 METHODOLOGY

Overview

As outlined in No Child Left Behind Act (2001), all schools and districts educating immigrant students are expected to ensure that ELLs attain English proficiency and meet the high standards set for all. A school that continually fails to demonstrate ELL progress would be required to provide supplemental services, allow students the option of attending other schools, or ultimately lose state and federal Title III funding (ESEA, 1974). This accountability and lack of success in educating linguistically and culturally diverse students has become problematic for school districts with an increasing ELL enrollment. States and local school divisions are held responsible if their school or district does not make Adequate Yearly Progress (AYP) for this subgroup. Accountability for limited English students' academic success has created an increased need to examine the type of instruction school leaders have decided to provide. Effective leaders should reflect on and re-examine the ways immigrant students' needs are being met. The key to meeting the demands of NCLB is improving or changing how these students are taught academic English as well as the required content courses. Leaders should be proactive and examine an alternative instructional model for non-native English speaking students as a way of improving performance on state mandated assessments and making AYP.

The purpose of this study was to examine the outcomes of a sheltered collaborative teaching method. Experiences of teachers implementing a sheltered collaborative teaching model were recorded and analyzed along with a descriptive analysis of the effect of this model on the on-time graduation rate of ELLs. The teachers were interviewed in order to capture their impressions of ELL social assimilation in two high schools with a sheltered collaborative instructional model in SOL core content classes: (a) mathematics and (b) social studies. In this model, ELLs are segregated in a classroom where they are taught by a general education teacher and an English to Students of Other Languages (ESOL) trained teacher in a suburban school district in central Virginia. These teachers involved in implementation collaborate by taking responsibility for planning, teaching, and monitoring the success of all learners in the classroom. They do this by developing a relationship built trust and confidence in each other's ability. The collaborative partnerships in this study where the two teachers decided the role each would play

in instruction determined the teaching practices each pair would utilize in this model. An important emphasis of the analysis here is the academic success of ELLs (on time graduation rate) and social effectiveness (participation in co-curricular activities) of the instructional model currently in practice at the secondary school level a central Virginia school district. The research questions guiding this study are

1. What is the effect of the sheltered collaborative model of instruction for second language learners on the graduation rate for ELLs?
 - a. Are the ELLs graduating within the same four year time span as native English speaking students?
 - b. Are the ELLs graduating in the four to seven year time span allowed them under the guidelines of NCLB, 2001 (20 USC § 6301)?
2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

From this study, the researcher examined how the sheltered instruction described in this study has affected the ELL students' number of years in high school, from enrollment to graduation. The researcher developed an understanding of the role of both the core content and ESOL trained teachers in implementing the model described here as well as their impressions about the effects this type of supportive instruction on immigrant students' ability to culturally assimilate. Through this study, the researcher was able to provide a context for the implementation of this type of instructional model in schools with increasing ELL student enrollment.

This chapter contains details about the methodology utilized for this study. The research design is described, including the role of the researcher, the teacher selection criteria and process, the setting for the inquiry, and the participants. Next, the informed consent procedures are explained in conjunction with the measures taken to insure confidentiality of the participants and how access will be gained to the subjects. Finally, the data collection process, analysis procedures, and method of results representation are described.

Design

This study is a mixed methods design using a merging or converging method. Creswell and Clark (2007) state that a mixed method research model is a research design with

philosophical assumptions as well as methods of inquiry. As a methodology, a mixed methods design involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. A mixed methods design focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study. The central premise is to use quantitative and qualitative approaches in combination to provide a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants' perspectives. Creswell and Clark (2007) explain a mixed method is best utilized when one type of evidence might not tell the complete story or when qualitative design can be enhanced by quantitative data. Quantitative data can enhance the description of results or the identification of themes.

The phenomenological qualitative aspect of this study made use of case study methods. As Seidman (2006) stated, the use of interviews is a means to understand the experience of other people. Rossman and Rallis (2003) view interviewing in the field as a means of talking with people and learning about what matters to them as the function of the qualitative researcher. Storytelling allows individuals to explain their personal situation (Rossman & Rallis, 2003). The shared experiences of the teachers involved in the implementation of this instructional model provides insight to the aspects of ELL instruction that may contribute to the decisions school leaders make concerning the best practices for ELL student achievement. An examination of the teachers' experiences with this type of instruction obtained in interviews gives a voice to those who are willing to adapt to change and help ELL students achieve a high school diploma. In addition, it provides a forum for utilizing the collaborative sheltered instructional model to develop a dialog for implementation in all schools with ELL students.

The quantitative quasi-experimental correlation aspect of this study involved the utilization of pre-existing data made available by a central Virginia school district where the sheltered model is currently in practice. Creighton (2007) states that meaningful information can be gained only through the use of proper analysis of data, and good decisions should be based on the utilization of a thoughtful process of inquiry and analysis. He continues by saying that educators should implement a systematic way of examining data to assess the quality of teaching and learning in their schools. An examination of the number of years ELL students spend from enrollment date to graduation date will provide additional evidence of the need to implement a

method of ESOL instruction which will assist them in meeting the requirements for graduation in the same timeframe as their native English speaking counterparts.

Role of the Researcher

Currently, the researcher is a doctoral student in the Educational Leadership and Policy Studies Department at Virginia Tech. After spending 20 years as a Spanish teacher in a comprehensive high school, she decided to pursue a career in public school administration. She has been working as an Assistant Principal in a high school in a large suburban school district in Virginia since July of 2002.

At the beginning of this researcher's tenure as an administrator, her school had just been selected as the second ESOL center for the district. As a proficient Spanish speaker and former teacher, she was given the responsibility for organizing the start up of the center. In her seven years at this school, she has developed an interest in the education and acculturation of immigrant students.

The researcher has heard the experiences of the over 100 students enrolled in the ESOL program, listened to the instructional challenges of their teachers, and has served as their supervisor for the past seven years. She has also designed a master schedule of classes and teaching assignments that has allowed for elasticity in placement of two teachers in a sheltered class and student mobility from level to level as language development improved. The personal involvement in the creation of and assistance in the implementation of collaborative sheltered core content classes in social studies and mathematics classes may influence how this researcher understands the related phenomena told to her by the teachers and her interpretation of the enrollment to graduation data. The importance of phenomenological reduction, Creswell (2007) and Rossman and Rallis (2003), has increased the researcher's awareness of her possible bias and the need to rely upon the experiences of the participants and the data to guide her analysis.

Selection Process

An important focus of this research is examining the experiences of the teachers involved in the implementation of the instructional model and their interpretations of the social assimilation of the ELL students. The interviews of seven teachers from two high schools designed as ESOL satellite centers, the field notes of observations documented while

interviewing the subjects and the graduation data obtained from the school district's Office of School Improvement made up the data for this study.

The researcher interviewed teachers selected in a purposeful manner. Subjects chosen for study were those who are currently teaching a sheltered (ELL only) math or history class, or ESOL teachers who worked collaboratively in a sheltered math/history class. Each teacher in the two ESOL centers who qualified was contacted. Seven teachers were willing to be interviewed for this study. The names of those individuals who satisfied the criteria were identified using a system of letters and numbers. Phone calls and e-mails were made to the selected individuals requesting participation until seven teachers had been identified. A description in the election criteria is provided in the *Participants* section of this chapter.

Setting

For this study, the researcher studied both the graduation rate of ELL students enrolled in two high schools in a central Virginia suburban school district and the instructional experiences of the teachers involved in implementing the sheltered collaborative teaching model. In particular, the researcher sought to determine if ELL students who had been enrolled in classes utilizing the sheltered model graduate within four years.

Two suburban high schools from a central Virginia school district of 58,571 students were chosen for their implementation of the sheltered collaborative instructional model over the past five years. The two schools were different in their overall demographics, but their ESOL population demographics were very similar. The first school was one of the largest schools in the district with a population of nearly 2000 students. The attendance area of the school included a mixture of upper, upper-middle, middle, and lower income students. The neighborhoods where the students lived were diverse; they ranged from million dollar homes to trailer parks or group homes. Approximately 1990 students attended this school where the population was approximately 61.8% Caucasian, 17% African-American, 8% Hispanic, and 4.0% Asian. Of these 1990 students 110 students were currently enrolled in ESOL classes and another 40 were on monitored status.

ESOL monitored students are those who have exited the ESOL program and are now mainstreamed in to classes with native English speakers. These students are closely watched by a case manager, ESOL teacher, who checks on their academic success and attendance. In this

district, 24.7% of the 40,501 students participated in the free or reduced lunch program. In this school, 10% of the ELLs, around eleven students, were eligible for this program.

At the first school, the ELLs represented over 60 countries, a majority of them Spanish-speaking. The mobility rate of these students was approximately 25%. As a general rule, large influxes of ESOL students enrolled in October and April. This school was not eligible for Title I funding, but the ESOL teachers' assignments were generated at the central administration level and did not require the school to pull from its allotment of full time teacher equivalents. This high school was fully accredited and had made AYP in all categories since the ESOL program was established in the 2002-2003 school year.

The second high school in this study was located at the southern end of the county. The neighborhood breakdown was the same: upper, upper-middle, middle, low income and group homes, but the student population varied from the first school in its diversity. Of the 1936 students enrolled, 13.6% were Caucasian, 62.4% African-American, 17.9% Hispanic, and 4.7% Asian. There were 130 students identified as ESOL with 50 on monitored status. These students represented 50 countries and 35 languages. Based on data from the VADOE, 24.7% of the students in this district or 10,015 students were eligible for free or reduced lunch. In this school, 15% of the ELLs were eligible.

Unlike the first high school, the second had not made Annual Yearly Progress for the past three years due to low SOL test scores, particularly of minority and disabled students. As part of the plan to improve student achievement, the school district has monetarily supported such programs as High Schools That Work, as a means of implementing changes in instruction, data collection, and remediation practices.

These two schools were selected for their implementation of the sheltered instruction model in both math and social studies classes. The first high school had been using this model for five years, the second for four. There was a possibility that the data for the second high school would be more limited since the sheltered model was not implemented until a year after the first high school adopted the program.

The setting described was appropriate for this study, because it met the criteria outlined by Rossman and Rallis (2003): "the ideal site is one where entry is possible; you are likely to be able to build strong relations with the participants; [and] ethical and political considerations are not overwhelming, at least initially" (p.136). As an administrator at one of the schools, the

researcher was able to gain access to information about the instructors of the sheltered classes and the ELL student graduation data. The supervisory relationship with the teachers in the researcher's school might have posed some limitations. This might have meant that some of the teachers who might have had some negative contact with the researcher would be hesitant to fully disclose their experiences. Based on the transcripts and field notes in this study, the subjects at the researchers appeared at ease and freely expressed their opinions.

It was likely that the researcher would develop a rapport with the subjects at the other school site since the researcher was unknown to the subjects. Because the researcher had the authority to access school-wide data sources, contacting and interviewing participants was possible once Institutional Review Board approval was granted for the study and school system approval was obtained.

Participants

The participants for interviewing in this study included seven teachers from two suburban high schools in central Virginia: one at the northern end of the district (NHS) and one at the southern end (SHS). Two social studies teachers and three collaborative ESOL teachers were interviewed: one social studies teacher at NHS and one at SHS (TSS1 and TSS2) and two ESOL teachers who collaborate with TSS1 (TESOL1 and TESOL2) and one ESOL teacher who collaborated with TSS2 (TESOL3). One math teacher at each school was interviewed (TMA1 and TMA2) due to budget and staffing constraints a collaborative ESOL teacher had not been assigned to collaborate with these teachers for the last two years. Teachers of other sheltered core content areas, Biology, were not selected as interview subjects because graduation data for ELLs enrolled in this class was not available from the district. Phone calls were made and e-mails were sent to candidates to solicit and confirm their cooperation in the study (see Appendix A for telephone call script).

Informed Consent and Permission Procedures

According to the Belmont Report, research requires a respect for individual subjects (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). An aspect of this respect is the opportunity to consent voluntarily to those procedures in which the subject participated during the research without coercion (Hatch, 2002). Persons who took part in the research were provided with information that describes the

complete nature of the study: procedure, purpose, and any risks or benefits if they exist. These requirements were also delineated in the Institutional Review Board policies of Virginia Tech (see Appendix E for IRB approval letter).

According to the Belmont Report, ethical considerations require that information be provided to the possible participants and written in such a manner that it is comprehensible to any participant (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). For this study, full disclosure of the complete study, including the purpose, guiding questions, risks, and benefits, was provided in the forms used to obtain informed consent. The subjects were supplied with information to insure that they understand that participation in the study is completely voluntary, and they may withdraw from the study at any point (see Appendix B for informed consent form).

The required documentation was submitted and request for expedited approval of the Virginia Tech Institutional Review Board will be made for this study. Once approval had been obtained, informed consent was sought from each of the participants. Initial communication was established with each participant by phone. Arrangements were made via e-mail to interview each participant at his/her respective schools during their working hours. Subjects were given a copy of the informed consent form and interview protocol via e-mail prior to the date of the interview and in person prior to each interview. After each subject had been allowed a sufficient amount of time to read the form, the researcher answered questions for clarification of procedures, risks, and benefits. The researcher began each interview after each subject had agreed to participate in the study. Letters of approval from the director of the Office of School Improvement and each individual school principal were also obtained.

Assurance of Confidentiality

According to Rossman and Rallis (2003), maintaining confidentiality of subjects requires withholding identities and assurance that names will not be associated with stories or data. The researcher transcribed each interview as soon as possible after the conclusion. This was stated in the informed consent procedures. The only people who were permitted access to the transcripts of the taped interviews were members of the dissertation committee and the researcher. This was also stated in the consent procedures. In all written evidence of the interviews, codes were used to identify each participant. Permission to use direct quotes of the participants was requested in the informed consent forms. In all graduation data, student identification numbers were used to

identify the enrollment and graduation dates. While the attempt to maintain confidentiality was made in earnest, there was minimal risk that the identities of the participants were identifiable due to the content of their interviews. This possibility was noted in the informed consent forms.

In order to minimize the possibility of identifying any third parties, pseudonyms were used for any names mentioned in the interviews in any printed materials. No mention of the actual identity of the school was made in any printed material.

Gaining Access and Entry

Each of the potential subjects for this study is a current teacher. School data access was necessary to obtain enrollment and graduation dates. The researcher's position as an Assistant Principal of one of the high schools in this study provided her with access. The researcher also had complete support of her supervisor and members of the central administration of the school district for this research (see Appendices C and D for letters of support). There also has been a current focus in the school district to improve ELL services, to support instruction, to meet the needs of the ELL students and to improve their academic outcome. Within the school system this topic has been relevant to key gatekeepers.

Data Collection

The investigation of the sheltered collaborative content area instructional model for ELLs, how it is being implemented at the two high schools in a central Virginia school district, and the relationship it has on the ESOL student graduation rate was examined in this study. Two particular schools were utilized in order to examine the phenomenon, provide an illustration of a program that was developed in a secondary school as a reaction to a change in demographics and establishment of an ESOL center, and explain the effect of this model on the on-time graduation rate for ELLs. The particular school sites were used based on the ease of accessibility by the researcher, an administrator in the school district.

To examine the sheltered collaborative model at the two schools and its effects on the ESOL students, seven classroom teachers currently involved in this type of instructional model were identified: two math, two social studies, and three ESOL teachers. The data collection component of this study was comprised of teachers' responses to the interview questions. The subjects were purposefully selected based on their experience with the research topic. Ultimately,

the subjects' responses were used to help identify the sheltered collaborative instructional model in content area courses and its benefits.

Creswell (2007) states that interviewing is grounded in the theoretical genre of phenomenology, a study of participants' lived experiences. Data collection is often in the form of in-depth interviews with participants who have experienced the phenomenon (Creswell, 2003). The primary advantage of phenomenological interviewing is to permit an explicit focus on the researcher's personal experience combined with those of the subjects (Rossman & Rallis, 2003). Creswell (2007) advocates the use of field notes, in the form of reflective and descriptive notes, to augment the transcript. For the purposes of this study, field notes were one of the primary means of data collection along with transcripts of the interviews. Additionally, pre-existing data from the district's Office of School Improvement were utilized for the study to determine the number of years a student was enrolled in high school.

Interview Method

The qualitative case study method used in this study employed the use of interviews of both core content and ESOL teachers involved in the instructional implementation. Rossman and Rallis (2003) draw attention to Seidman's interview method for phenomenological studies that called to three consecutive interviews to fully understand the lived experiences of the subject. Seidman (2006) noted that alternatives to the three-interview process may be used successfully as long as the subjects' experiences are described in detail and reflections of the meaning of their experiences are obtained within the conducted interviews. Out of respect for the limited free time the teachers involved in this study would have to spend interviewing, the researcher chose to utilize a method of interviewing which centered on a single interview.

The researcher based the questions for the interviews on description of the pedagogy used, the type of collaborative method (e.g. team teaching), and teacher impressions of student level of comfort with academic English and cultural assimilation. The approach was a semi-structured interview revolving around a group of open-ended questions that built upon and explored the participants' answers. The goal was to have the participant reconstruct his or her experience within the topic under study. For the purposes of this study, the interview guide was organized around nine questions:

1. How do you define the instructional model you use in your sheltered ESOL class?
2. How long have you utilized this approach in your sheltered class?

3. How do you describe the role of the general education/collaborative teacher?
4. How do you feel the students have benefited academically in the sheltered class?
5. How do you provide academic support for the ELL students?
6. How do the ELL students interact with the teachers in the class?
7. How do you feel the students interact with each other?
8. How do you feel the students have benefited socially from being placed in this type of instructional environment?
9. Do you believe this model has made a difference in the level of progress for ELL students toward graduation?

The first question was to focus on the subject and begin the talk about current experiences. The next four questions were asked for more concrete detail about the participant's lived experiences. Seidman (2006) advocates an approach that asks for concrete details about the subjects' experiences before exploring attitudes and opinions about it. He contends that more concrete details constitute the experience; attitudes and opinions are based on them. Without the concrete details, the attitudes and opinions can seem groundless (Seidman, 2006). The last questions in this interview were written to extract the responses that provided the data for determining the extent of the ELLs social assimilation. The subjects' responses also were used to help identify the sheltered collaborative instructional model in content area courses and its benefits.

Interview Protocol

Below in Table 3.1 is a list of additional interview questions that were used to gather information necessary to answer the research questions. The interview, as outlined in the summary table, was of a semi-structured nature. The researcher anticipated that the research subjects would speak about the instructional model and student behaviors without being prompted to do so. At the conclusion of the interviews, each subject was thanked for participating in the study. The researcher carefully transcribed the interviews as soon as is possible after each was completed.

Table 3.1

Summary of Interview Protocol

Initial Interview Question	Follow-up Questions
1. How do you define the instructional model you use in your sheltered ESOL class?	(a) Is it a combination of several types of best practices? (b) Can you tell me a specific lesson that went well? (c) What specifically helped the students understand the content in more detail? (d) What type of staff development or training have you been given? (e) What type of support have you received from your school or district?
2. How long have you utilized this approach in your sheltered class?	(a) Do you anticipate continuing to teach this class? (b) Can you tell me specifically why you were selected or volunteered to teach ELL students?
3. How do you describe the role of the general education/collaborative teacher?	(a) Who is the content specialist in the classroom? (b) Who is the language specialist? (c) What type of collaborative model do you and the other teacher use?
4. How do you feel the students have benefited academically in the sheltered class?	(a) Have you noticed an improvement in their grades in your class and in general? (b) Do your students talk about other classes? (c) What do they say about students/teachers in their other classes?
5. How do you provide academic support for the ELL students?	(a) Do your students ask for additional help outside of the instructional time? (b) What do they specifically request? (c) What type of support system do your students have at home?
6. How do the ELL students interact with the teachers in the class?	(a) How would you describe the overall classroom environment? (b) How would you describe the relationship the two teachers have with the students?
7. How do you feel the students interact with each other?	(a) How do your students respond to each other in class? (b) How culturally diverse is the student population in the class? (c) How do they interact when you see them in the hall or the cafeteria? (d) How economically diverse are the students? (e) Have you noticed any conflicts or friendships develop? (f) Is there anything else you have noticed that we have not discussed?
8. How do you feel the students have benefited socially from being placed in this type of instructional environment?	(a) When you see your ELL students outside of class, how do they interact with the native English speaking students? (b) Do they participate in school-wide activities? (c) What are some of the co-curricular activities in which you have seen them participate? (d) What have you observed that demonstrates they have assimilated in to American society?
9. Do you believe this model has made a difference in the level of progress for ELL students toward graduation?	(a) Can you give me an example of a student who has been impacted by this model? (b) In what ways was she/he affected?

Field Notes

Interviews and field notes were the primary means of data collection for this study. At the completion of each interview, transcripts were typed and labeled with line numbers, page numbers, subject, and date. While listening intently to the experiences and observations of the participants, the researcher took copious notes. Note taking began from the moment the participant was contacted. Rossman and Rallis (2003) encourage the use of dense description and providing elaborate details in the field notes to enhance future analysis. During the interview, observations were made about each participant's demeanor, comfort level, physical movements, and any other nuances or stumbling blocks presented. Specific words used in the descriptions told by the participants about their experiences and observations were highlighted in the field notes.

In addition to recording observations, field notes promoted reflexivity on the part of the researcher. The researcher then recognized personal biases, values, and experiences as they became a part of the study (Creswell, 2007). Due to the researcher's interaction with some of the participants, the researcher felt certain that reflexivity was crucial to her comprehension of the data. Moustaches (1994) and Creswell (2007) describe a process known as epoch or bracketing used by a phenomenological researcher to set aside preconceived experiences to best understand the experiences of the participants in the study. The researcher made every effort to comprehend the experiences related by the subjects, as she understood them apart from the researcher's own biases and beliefs. Through bracketing and making a conscious effort to be reflexive in the examination of the data, the researcher was able to convey the experiences and impressions of the teachers as they related to their instructional practices and the cultural assimilation of the ELL students.

Pre-existing Data

Pre-existing data on ELL students previously enrolled in the sheltered classes are maintained by the school district's Office of School Improvement. These data included class lists of the ELL students enrolled in the sheltered collaborative mathematics and social studies classes over the past four years. Through an examination of the enrollment and graduation dates of these students, the researcher was able to determine the number of years each student required to meet the graduation standards. An examination of the number of years each sheltered student spent in

high school was entered into a data base in Statistical Practices for the Social Sciences (SPSS). Participation in no fewer than two years in a collaborative setting with the number of years to graduation from high school determined an examination of the student data. Table 3.2 illustrates the variables for this study, ELL students in the sheltered collaborative classes, each student's ESOL level (1, 2, or 3), and number of years in high school until graduation requirements had been met. ELL students not enrolled in the sheltered classes, particularly those in ESOL level 4, will not be examined in this study since the purpose is to see if this type of instruction has an effect on the timely graduation of ELL students at the beginning stages of their academic English language instruction. No other archival data on these students were examined since the research is focused on the graduation rate, percent of students who graduated within four and seven years, of the students enrolled in the sheltered math and social studies classes.

Table 3.2

Variables for Sheltered Collaborative ESOL Instruction in Core Content Classes

Variables	Categories
<ul style="list-style-type: none"> ▪ ELL enrolled in Sheltered Math Instruction ▪ ELL enrolled in Sheltered Social Studies Instruction ▪ Number of years from first time ninth grade ELL enrollment to graduation 	<ul style="list-style-type: none"> ▪ ELL level 1 or 2 enrolled in first/second year of model implementation ▪ ELL level 2 or 3 enrolled in first/second year of model implementation ▪ Continuous from four to seven years

Based on the variables examined in this study the sheltered collaborative instructional model was investigated to determine its influence on the ELL students' on time graduation rate, within the four to seven years allowed by NCLB (2001). From interview questions, the researcher got a sense of teacher beliefs that students who were more comfortable with the collaborative core content instruction with emphasis on academic English helped them succeed in other non-collaborative mainstreamed classes. The teachers also expressed cultural adjustment on the part of the ELLs due in part to the environment in the sheltered classroom. From the graduation rate of the students instructed in the sheltered class, this researcher hypothesized that

the graduation rate would improve and come closer to the four years for native English speaking students rather than the seven years allowed for ESOL students.

The quantitative method employed to examine this data for this study was to determine the existence of an effect of the sheltered instructional model on the on-time graduation rate. Statistical Package for the Social Sciences used to run a descriptive statistical analysis of the frequencies of the data supplied by the district's Office of School Improvement. The descriptive analysis for students enrolled in the sheltered collaborative math and social studies classes and the number of years spent in high school until graduation would determine the effects.

Data Analysis Procedures

Validity and Reliability

Creswell and Clark (2007) state a component of all good research is a report on the validity of the data and results. Patton (1990) states that the use of a systematic approach to data collection, multiple data sources, triangulation, external reviews, and other techniques aim at producing high quality data that are credible, accurate, and true to the phenomenon under study. Creswell (2007) writes that credibility can be obtained through engagement in the field, peer debriefing, triangulation, member checks, and time sampling. In this study, multiple data sources, triangulation, member checks, and peer debriefing was utilized.

The teachers involved in the interviews in this study volunteered to create a partnership in order to improve academic outcomes of beginning level ELL students. The teachers paralleled each other in age, varying by no more than ten years, and philosophy. They were chosen by their respective administrators as instructors for the sheltered classes based on their previous experiences in establishing meaningful relationships with ELL students. The input of these teachers who have been implementing the sheltered instruction for three to five years provided credible qualitative data.

For triangulation purposes, a mixed method was used. Creswell and Clark (2007) describe three ways to mix qualitative and quantitative data: merging or converging the two datasets by actually bringing them together, connecting the two datasets by having one build on the other, or embedding one dataset within the other so that one type of data provides a supportive role for the other dataset. In short, they say that it is not enough to simply collect and analyze the quantitative and qualitative data: they need to be mixed in some way so that together

they form a more complete picture of the problem than they do when standing alone (p.7). Of the methods recommended, the embedded design model will be used in this study. In this model, quantitative data will be used to answer the primary question and qualitative data will be embedded within the descriptive statistical report with the intent of explaining the mechanisms that relate the outcome variables (p.85).

The quantitative analysis consisted of the use SPSS software for the purpose of running a descriptive statistical analysis of students enrolled in the sheltered collaborative core content math classes and the number of years, ranging from four to seven, from their enrollment to graduation. This analysis has been chosen because much of the research conducted in ELL education has involved mostly qualitative investigation. There have been a few significant quantitative ones, for example, Thomas and Collier's longitudinal study in 2002, where they used test and performance data at elementary, middle and high school levels. There has not been a study that examines a secondary instructional ELL model, as the one described in this study, and the on-time graduation. The descriptive data gave the researcher statistical information to indicate whether enrollment in the sheltered instruction will assist ELLs in graduating with their native English speaking peers.

Transferability

In order to promote transferability of the results of the study, purposeful selection of the subjects and thick descriptions were used when gathering data. Rossman and Rallis (2003) promote the use of dense field notes to make analysis and interpretation possible. A focused effort was made to provide all aspects of the interview, including setting, mood, tone, and words used by the participants when conveying their experiences.

Dependability

Seidman (2006) states that to work with the data gathered for analysis, the researcher first has to make it accessible by organizing it. Creswell (2007) promotes the establishment of an audit trail so that the researcher provides clear documentation of research decisions and activities. The audit trail for this study was documented carefully in the researcher's field notes as the study is taking place. All activities for data collection were recorded, as well as the data analysis procedures. The software NVivo was used to help analyze, manage, shape, and analyze the qualitative data. The archival data were entered and labeled into SPSS software for storage

and analysis. Triangulation of data sources was utilized to ensure dependability in the same manner as the software was used to ensure credibility. The researcher's advisor examined the methods and the results of the analysis of the data to provide feedback and suggestions for improvement of the analysis.

Confirmability

Morrow (2005) asserted that confirmability may be achieved only when qualitative researchers acknowledge the fact that by its very nature qualitative research is not objective. As such Morrow believes that the data, data analysis process, and findings must be tied together in order to confirm adequacy of the findings. As such Morrow believes that the data, data analysis process, and findings must be tied together in order to confirm adequacy of the findings. Triangulation was utilized in order to increase the depth of the stories provided by the participants by using multiple data sources. Rossman and Rallis (2003) encourage bracketing that provides the researcher with a visual reminder of personal observations and comments. The incorporation of bracketing the researcher's thoughts in field notes will be practiced to elevate the level of reflexivity in the data collection and data analysis processes. The maintenance of an audit trail was used as a means of connecting the data, data analysis, and findings together in this mixed methods analysis.

Data Management and Interpretation

“Interpretation is an art: it is not formulaic or mechanical” (Rossman & Rallis, 2003, p. 287); this means attaching significance to what was found. Because of the great responsibility to thoroughly portray the experiences of the participants without losing sight of the purpose of this study, the data analysis and data management methods must be designed carefully. This section presents the method utilized for the management and interpretation of the data.

Data Management

Creswell (2007) underscored the importance of creating and organizing files for data. As each interview was conducted, a folder was generated. Each folder contained the following documentation: tapes of interviews, interview transcripts, enrollment date, and graduation dates for students who have been enrolled in the sheltered collaborative classes. In addition, field notes specific to each participant were placed in the appropriate folder.

As soon as possible after each interview, the taped interview was transcribed by the researcher. Upon completion of the transcription and printing of multiple copies, the document was read as a whole. As a first step, Seidman (2006) tells the researcher to read the transcript and mark interesting passages to reduce the data to what is important in the context of the study. Analytic memos of the essence of the stories were made on the transcripts. These memos were included in the documentation maintained in each participant's folder. In addition, bracketed information was recorded in the appropriate participants' folders. As the data were reduced through iterative coding through the use of NVivo, the essence of the stories of the participants was documented in the findings.

Data Interpretation

As a result of the purpose of this study and the research questions guiding the inquiry, an analytic framework centered on sheltered ELL instruction and the relationship to on time graduation rates was established. The primary codes and themes developed during the analysis of the data were based on the literature review of instructional practices. Any other codes and themes that were found in the data were scrutinized to ascertain how they fit or did not fit into the framework of the ELL model.

Interviews and field notes were the primary means of data collection for this study. In addition, archival documents obtained from the school district's Office of School Improvement were collected as data. At the completion of each interview, transcripts were typed and labeled with line numbers, page numbers, subject, and date. Field notes were typed and labeled according to date and subject. The graduation data were copied and labeled according to date and subject. In addition, notes on the graduation documents were kept with the data.

As an initial examination of the transcribed interviews, initial codes in NVivo were developed to categorize and identify certain words and ideas that tended to stand out in the context of the study. These words and ideas served as the coding categories. Instructional practices, academic achievement, and social assimilation provided a context for the coding categories.

The second examination described by Creswell (2007), known as the constant comparative method, is to look for patterns among the initial coding. The researcher identifies incidents, events, and activities and constantly compares them to an emerging category to

develop and saturate the category. This is a way for the researcher to group segments of data into smaller constructs. It is at this stage that themes emerge as a way to categorize the data further.

The final examination was hypothesis or theory development as it applied to the context of the problem. The researcher used a strategy known as memoing (Creswell 2007), or preliminary propositions and ideas about emerging categories, while listing to experiences described by the participants. Memoing helped the researcher to relate the ELL instruction described to academic achievement and graduation rates.

The process of code mapping provided an audit trail of the data analysis process which enhanced the dependability of the study. Throughout the data interpretation process, the multiple data sources were analyzed to promote data triangulation. This process promoted credibility, dependability, and confirmability of the research.

Conclusion

The researcher used the mixed methods study to analyze stories of teachers implementing a sheltered instructional model for second language learners and the relationship this type of instruction has had on the one time graduation rate for ELL students. The teaching experiences of the subjects from two high schools in a suburban central Virginia high obtained through interviews imparted a voice to a population that has been missing in the literature. The literature contains many qualitative studies on ELL instruction at the elementary and middle school levels but lacks quantitative and mixed studies to support ELL instruction and graduation at the high school level.

Field notes and graduation data allowed triangulation of the data, which promoted transferability, dependability, and confirmability of the research. Data were analyzed through the use of coding in NVivo and descriptive statistical reports utilizing SPSS. These strategies helped provide an audit trail for the study. The results are presented as narrative descriptions of the experiences of each of the participants, the themes resulting from analysis across all of the narratives, and analysis of the first time ninth grade ELL enrollment and graduation dates.

CHAPTER 4

RESEARCH FINDINGS

Introduction

The purpose of this study is to analyze the effect of an instructional model on the graduation data and ELL social assimilation in two high schools, the only ESOL centers in the district, with a sheltered collaborative instructional model in SOL core content classes: (a) mathematics and (b) social studies. In this model, ELLs are segregated from native English speakers in a classroom where they are taught collaboratively by a general education teacher and an English to Students of Other Languages (ESOL) trained teacher in a suburban school district in central Virginia. The teachers are involved in implementation, partnership, and responsibility for planning, teaching, and monitoring the success of all learners in the classroom. They do this by developing a relationship built on trust and confidence in each other's ability to meet the needs of ELLs. The collaborative partnerships in this study where the two teachers respect each others' role in instruction and establish a relationship with their students drives the teaching practices in this model. An important emphasis of the analysis here is the academic success of ELLs (on-time graduation rate) and social effectiveness (cultural assimilation) of the instructional model currently in practice at the secondary school level in a central Virginia school district. The researcher examined the contextual framework of an ESOL instructional model in a large suburban school district, as well as, socio-cultural factors that converge to help ELLs learn academic English to succeed in high school. The research questions guiding this study are

1. What is the effect of the sheltered collaborative model of instruction for second language learners on the graduation rate for ELLs?
 - a. Are the ELLs graduating within the same four year time span as native English speaking students?
 - b. Are the ELLs graduating in the four to seven year time span allowed them under the guidelines of NCLB, 2001 (20 USC § 6301)?
2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

In this chapter, profiles of the data sources are presented followed by a descriptive report. First, the details of the quantitative data are described and examined to determine the ELL

graduation rate before and after implementation. Next the qualitative data gathered from teacher interviews are discussed, including a description of a contextual framework, subjects, coding, and query analysis. Finally, themes and patterns that emerged from the interview content analysis are discussed.

Findings

QUANTITATIVE DATA DESCRIPTION

Profiles of Data Sources

To address the first research question: to examine the effect of the collaborative sheltered model on the ELL on-time graduation rate, the researcher examined the graduation dates for the students enrolled in the sheltered classes. The Office of School Improvement in the school district under investigation in this study provided the researcher with the quantitative data used. Data for the high school level ESOL program that included students enrolled in the first two years of implementation of the sheltered program, their graduation dates, and withdrawal dates were retrieved. The Algebra I course was the first implemented. The specific data retrieved pertained to the math course only, not the history course that was implemented at a later date. ELLs enrolled in the years of implementation of both the math and history courses have not been enrolled in high school for four years and have not yet had the opportunity to meet the graduation requirements to date.

Description of ELL Graduation Data

The researcher conducted a quantitative examination of the graduation dates of all ESOL students enrolled in the sheltered collaborative model in the two suburban high schools in the first two years of implementation. The Statistical Practices for the Social Sciences (SPSS) software package was utilized to measure the effect of placing ELLs in sheltered instruction with the expectation that the ELL graduation rate improved over time.

Table 4.1

Graduation Data for ELL Cohort Enrolled In Sheltered Math in 2003-2004

Year	ELLs Graduated	Percent
2006	1	3.4
2007	5	17.2
2008	1	3.4
Total Graduates	7	24.1
Missing graduation dates	22	75.9
Total	29	100.0

In the first year of implementation of the sheltered collaborative math course for ELLs, 29 level 1 ESOL students were placed in the class. Within four years, 6 ELLs or 2.6 % graduated, Table 4.1. One student or 3.4% graduated within five years. Seven out of the 29 students or 24.1 % graduated in three to five years of enrollment in the math class as ninth or tenth grade students. Twenty of the ELLs withdrew from school. Data were not available for two of the students enrolled that year. Based on Table 4.1, a small percentage of the ELLs in the sheltered course in 2003-2004 were successful in obtaining a high school diploma within four years.

Table 4.2

Withdrawal Data for ELLs Enrolled In Sheltered Math 2003-2004

Reason	Number	Percent
Transferred to school out of district	3	10.3
Transferred to school in district	4	13.8
Left schooling/dropped out	13	44.8
Missing withdrawal data	2	6.9
Total	22	75.9

In Table 4.2, the district did not provide specific data for 51.7 % or 15 out of 29 students. The district denoted these students as dropouts or simply did not make any notation. No graduation dates were provided by the district for the seven students who transferred to another

school. It is possible these students graduated or are still enrolled in their transfer schools. Of the twenty who withdrew, 3 or 10.3 % transferred to another school outside the district, 4 or 13.8 % transferred to another school within the district, and 13 or 44.8 % discontinued schooling or dropped out. Specific reasons for dropping out of school were not provided by the district.

Table 4.3

Graduation Data for ELL Cohort Enrolled In Sheltered Math in 2004-2005

Year	Number of ELLs Graduated	Percent
2005	1	2.1
2006	3	6.4
2007	13	27.2
2008	8	17.0
2009	1	2.1
Total Graduates	26	55.3
Missing graduation dates	21	44.7
Total	47	100.0

The second year of implementation of the sheltered collaborative math course for ELLs, 47 level 1 ESOL students were placed in the Algebra I part 1 or Algebra I part 2 course, Table 4.3. Within two years, 3 ELLs or 6.4 % graduated. Thirteen students or 27.2 % graduated in three years. Eight out of the 47 students or 17 % graduated in four years, and one or 2.1 % graduated in five years. Twenty-six or 55.3 %, an increase of 31.2 % higher than the 2003-2004 cohort, graduated in less than the seven years allotted for ELLs. Twenty-one or 44.7 % of the ELLs withdrew from school. Unlike the first cohort, all data on the ELLs were provided by the district.

Table 4.4

Withdrawal Data for ELLs Enrolled In Sheltered Math 2004-2005

Reason	Number	Percent
Transferred to school out of district	2	4.3
Transferred to school in district	2	4.3
Left schooling/dropped out	15	31.9
Excessive absences	2	4.3
Total	21	44.7

In Table 4.4, the district did not provide graduation data for 44.7 %, or 21 of 47 ELLs enrolled in the sheltered math class in 2004. It is possible that the students who transferred to another school graduated or are still enrolled. Of the twenty-one who were coded as withdrawn from the school in this study, 2 or 4.3 % transferred to another school outside the district, 2 or 4.3 % transferred to another school in another state, 15 or 31.9 % discontinued schooling or dropped out, and 2 or 4.3 % were withdrawn by the school after fifteen consecutive days of absence. Based on the Table 4.3, more than half of the ELLs in the sheltered course in 2004-2005 were successful in obtaining a high school diploma within four years. For this cohort, there were less than half of students who chose to leave the school system or discontinue schooling, 44.7 versus 55.3 % and 8.6 % of them might have graduated from another school or district. Unlike the first cohort fewer students dropped out than graduated in this cohort an improvement of over 30 %.

Qualitative Data

Overview

In reaction to the mandates of NCLB (2001), the district leaders, school administrators, and both content area and ESOL teachers at the two high schools in this study, one at the northern end of the school district (NHS) and one at the southern end of the school district (SHS), created and implemented a program of study for incoming immigrant students. This program for ELLs was designed to meet both language proficiency and academic needs

depending on each immigrant student's level of formal education. The school district's ESOL program design offers four levels of ELL identification (as described in the Introduction) with two levels of monitored student status. The monitored students, who may still be acquiring proficiency in academic English, are counted as ELL for the NCLB (2001) accountability targets for two years after they exit the ESOL required courses. The ESOL staff serves as case managers who scrutinize the academic progress of these students. At NHS, monitored students who are no longer enrolled in ESOL courses are placed together in both an ESOL English 4 and general education English class.

To answer the second research question: teacher impressions of the collaborative sheltered model. Individual interviews (see Methodology for interview questions) were conducted with seven teachers in the school district who are currently implementing a sheltered collaborative model. Four core content teachers were interviewed along with the three ESOL teachers who collaborate with them in the sheltered classroom. The teachers were interviewed in their respective schools in their classrooms, a conference room, or the researcher's office. The interview questions focused on teachers' impressions of instructional practices, academic and social benefits, district and parental support for academic progress, and student comfort level.

At both high schools, ESOL level 2 and 3 students are placed in sheltered social studies classes with both a content area teacher and an ESOL teacher. Level 1 students at both schools are placed in a sheltered Algebra I part 1 course with a content area teacher and a collaborative ESOL teacher. To execute the complex program of studies for ELLs, the ESOL department works closely with the administration and office of school counseling in scheduling students. Other sheltered courses not under investigation in this study because of lack of data and inconsistent implementations include: science, physical education, keyboarding, and art.

Analysis of the interview transcripts was conducted using NVivo as a tool to code and query for commonalities and recurring themes. The researcher used quantitative and qualitative research sources as a means of triangulating the data. Triangulation was used to complete the development of an embedded mixed methods design with the intent that the supportive quantitative analysis supported or refuted the qualitative data.

Contextual Framework

Five organizing principles undergird the qualitative findings of the interview data and form the intersections of pedagogy, cultural assimilation, and academic success for ELLs. Specifically the researcher examined and analyzed the aspects of teaching and learning:

1. Instructional practices
2. Student motivation
3. Relationships
4. School/district support
5. Co-curricular activities.

In Figure 4.1, Factors Affecting ELL Academic Outcomes, the researcher lists the recurring themes derived from the coding of the teacher interviews in NVivo. In this chapter the researcher concentrated on the pedagogy, cultural assimilation, and academic successes of the findings.

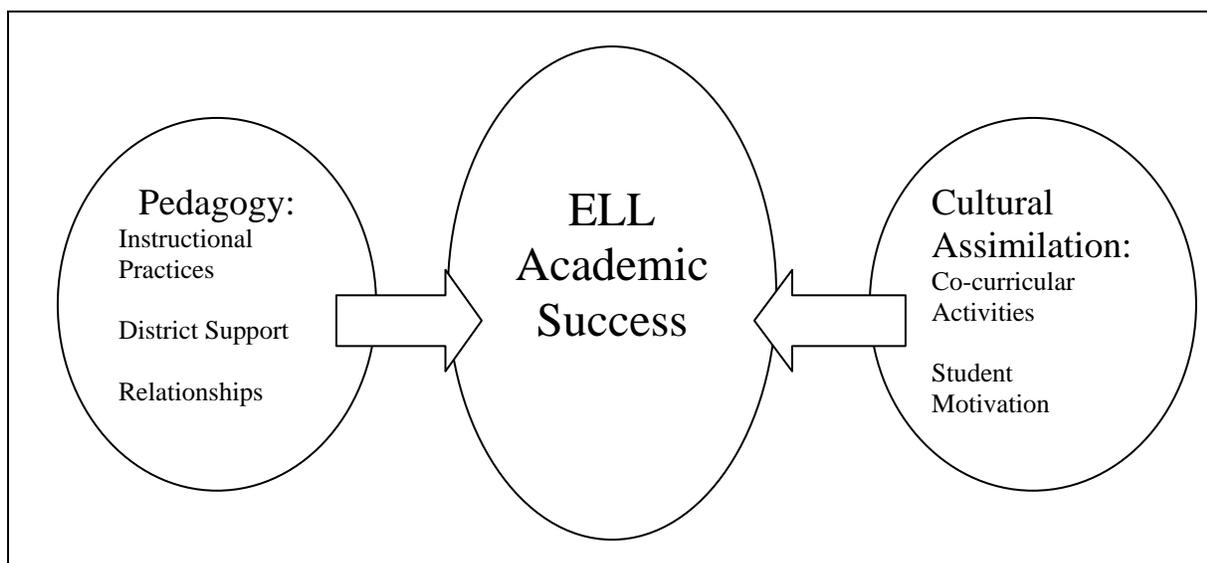


Figure 4.1. Qualitative Factors Affecting ELL Academic Outcomes.

Teacher Interviews

School Subject Responses

Teachers contacted for interviews quickly acquiesced with the request and provided available dates and times for meetings. Seven teachers were interviewed for this study: two

social studies (TSS1, TSS2), two math (TMA1, TMA2), and three ESOL who collaborate with them (TESOL1, TESOL2, TESOL3). The interviews were transcribed and coded for common recurring ideas, and themes. Table 4.5 provides a list of the coded common recurring responses. The initial sort of provisional common indicators evolving from the initial coding included between two and fifteen responses per group. During this step of the process the goal after transcribing and bracketing the interviews was to pull them apart and sort comments into common responses. The discovery sheet developed from the coding and query processes utilizing NVivo was used as a guide for initial groupings. This resulted in a detailed inventory of the interview data. The provisional common ideas were identified with a standard phrase that was paraphrased from the teacher interviews.

Interview Analysis

The interview data were organized in the table as a list of provisional groupings with the frequency of responses from content area and ESOL teachers to the right of each provisional group. To clarify, the number listed in the table is a frequency of responses in each group; they do not reflect the number of total participants who shared a particular response. A low number in the right column would signify few matches to a particular idea. A high number in the right column would signify a large number of matches to a particular response group.

Table 4.5 shows 25 provisional groups. These groupings show the interview data from the teacher interviews. Several groupings reflect issues that consistently appeared as a result of the research. The groupings that content vocabulary is a challenge for ELLs and that the teachers had developed a positive relationship with the students received fifteen responses, the most within this grouping. Other high response groupings ranged from twelve to nine and included effective instructional strategies such as hands-on instruction, visuals, and cooperative learning techniques. Nine groups had seven responses including the use of core curriculum, teachers assist students, ELLs get along, ELLs are self-motivated, sheltered instruction helps with other classes, promotes on time graduation, co-curricular activities, cultural assimilation, and sheltered instruction is successful. Three had six responses including providing help outside of class, academic support at home, and ELL responsibilities after school. The remaining groups had two to five responses each.

Table 4.5

Frequencies of Topics from Teacher Interviews

Common Ideas	Responses In Category
1. ESOL and content teacher use core curriculum	7
2. Provide academic help outside of class	6
3. More than 2 years experience with this model	5
4. Less than one year experience with this model	2
5. School/district provides support (e.g. money/scheduling).	4
6. Use of visuals is an effective instructional tool	10
7. Hands-on is an effective instructional tool	12
8. Cooperative groups are effective	9
9. One-on-one assistance if provided in class	3
10. Content area vocabulary is a challenge / simple English needed	15
11. Teachers share teaching responsibilities	3
12. Core content teacher teaches / ESOL assists students	7
13. Content area teachers received training	4
14. Teachers have developed a positive relationship with ELLs	15
15. ELLs get along with others in sheltered class	7
16. ELLs talk about other classes	5
17. ELLs want to do well in school/self-motivated	7
18. Teachers feel sheltered instruction helps academics in other classes	7
19. Teachers feel ELLs are more comfortable in sheltered classes	11
20. Teachers feel sheltered instruction promotes on time graduation	7
21. ELLs have an academic support system at home	6
22. ELLs have responsibilities after school (e.g. work; babysit)	6
23. ELLs participate in co-curricular activities	7
24. Examples of cultural assimilation	7
25. Teachers feel sheltered collaborative instruction is successful and should continue	7

The teacher provisional groups were reviewed again to group similar data together. After all data had been placed in preliminary groups, all common ideas were reviewed and the groups were split or merged based on common themes. According to Seidman (2006) when reviewing data information placed in groups or categories should be distinctly similar. This sorting resulted in ten consolidated categories (Table 4.6). The categories evolving from this sort included between seven and forty-one responses.

The data in the table were organized as a list of consolidated categories with the frequency of responses from content area and ESOL teachers to the right of each category. The frequency of responses signifies how many individual coded ideas were placed in each category. To clarify, the number listed is a frequency of response that matches each category; they do not reflect the number of total participants who shared a particular response. A low number in the right column signifies few matches to a particular category.

These consolidated categories show the interview data from the teacher interviews. Several categories reflect issues that consistently appeared as a result of research. One category, instructional strategies, was represented with 41 responses. Another category, relationships, had 24 responses. Another category, self-motivation, had 24 responses. Academic support had 20 responses, curriculum challenges had 15, and teacher collaboration had 10. Participation in co-curricular activities and teacher support from the school/district had nine and eight responses respectively. The remaining two categories teacher experience and examples of cultural assimilation had seven responses.

Table 4.6

Teacher Consolidated Categories

Consolidated Categories	Responses
1. Instructional Strategies	41
2. Curriculum challenges	15
3. Collaboration between teachers	10
4. Teacher experience	7
5. Relationships	23
6. Support from school/district	8
7. Academic support	20
8. Cultural Assimilation	7
9. Self-Motivation	25
10. Participation in co-curricular activities	9

Emerging Themes

Themes emerged from a review the categories of the interviews with both content area and ESOL trained teachers along with the field notes and memoing technique implemented during the interviews. Collapsing and combining the categories even further and resulted in the emergence of five themes:

1. Instructional practices
2. School/district support
3. Relationships
4. Student self-motivation
5. Co-curricular activities/cultural assimilation

The following sections are summaries of the five themes. At the beginning of each section is a summary of the categories included in the data for the section. References to the table are provided so there is a clear line showing the source of the data.

Instructional Practices

The data source for this information includes Categories 1, 2, 3, and 7 in Table 4.6. The seven teachers' interviews shared details about their teaching experiences with sheltered instruction with ELLs. Overall classroom experience with ELLs ranged from two months to six years. All teachers recalled several student experiences prior to teaching the sheltered classes. The teacher with the least amount of experience (TSS1) with sheltered instruction shared

I've had ELLs in my general education classes since the establishment of NHS as an ESOL center in the school district. I just wanted to work with them as a group to see if they perform better.

TSS2 from SHS related her personal experience as an ELL as the reason why she wanted to teach the sheltered class. She stated

I sympathize with the ELLs because I know what it is like starting school without knowing any English. I struggled for many years and I tell my students that.

All seven teachers referenced a common training they all experienced before teaching in the sheltered collaborative model. Everyone had been trained in the SIOP (Short & Echevarria, 1999) instructional model the summer prior to teaching the ELL sheltered class. Along with their SIOP training, all core content teachers stated that they liked the SIOP techniques but also used some of their own that utilized visuals, hands-on, and cooperative learning techniques they had tried and used successfully.

Adjusting the curriculum content was a challenge more so for the two social studies teachers interviewed than for the math teachers. Both TSS1 and TSS2 stated that the ESOL teachers they worked with were helpful with simplifying the core content into academic English the ELLs would understand. TSS2 stated

TESOL3 has to reel me in sometimes when I get going on a topic or assign a five paragraph essay. I have now learned to start small with five to ten sentences rather than several paragraphs.

TSS2 echoed the statements of TSS1 who shared that without maps and other visuals, his students would not be able to understand much of the content. She also stated that she felt it was

imperative that both the content teacher and the ESOL teacher have a common planning time. TSS2 stated this helped her discuss strategies and new ideas with her collaborative ESOL teacher, TESOL3.

TSS1 felt that the use of visuals and pairing higher ability level students with lower ability ones helped his students. Both social studies teachers stated that they had to be careful with group work because the students, especially the Hispanic ones, would let one person do all the work and all other group members would copy it. They agreed that this appeared to them to be a common cultural practice.

The two math teachers agreed the copying each others' work as a concern but did not think their content needed to be adjusted because of the lack of academic English knowledge, they felt their problems stemmed from students who enroll with little or no education or whose education had been interrupted. These students presented the biggest challenge for TMA1 and TMA2 who did not have the help of an ESOL teacher in their classroom this year. Due to budget and staffing constraints in the district, both teachers were not given a collaborative teacher. TMA1 and TMA2 did not present this as a negative aspect of their teaching; both have been successful with high percentages of students passing the Virginia Standards of Learning (SOL) test for Algebra 1.

Two of the core content teachers had the support of a collaborative ESOL teacher this school year. Both of the social studies teachers currently worked with one or two ESOL teachers. The two math teachers were not supported this year by collaborative teachers but they had worked with ESOL teachers in previous years. TSS1 was new to sheltered instruction and was not willing to relinquish sole control over instruction. The two ESOL teachers who worked with him, TESOL1 and TESOL2, stated that they were willing to work with TSS1 in a supportive role until he felt more comfortable with this particular instructional model. TESOL1 worked for the past two years with another social studies teacher who allowed TESOL1 to take a more active role in teaching the class. TESOL1 was hopeful the TSS1 would allow her to do more teaching as the year progressed. TESOL2 shared that he liked his supportive role and he preferred a system where he could pull students out of the class to work with them one-on-one with their writing and language skills. At SHS, TSS2 and TESOL3 had worked together for more than five years. They stated that they divided up the instructional duties. In past years, the two teachers had been given class schedules that allowed for the two of them to have a common planning

period where they could plan their teaching strategies. This practice was not true for the current school year.

TMA1 explained a different collaborative experience. As a teacher of sheltered ELL math classes for six years, she recalled her experiences with an ESOL teacher for two of the six. In her interview she explained,

Well my experience has not been the best. She (the ESOL teacher) was not capable of teaching any of the math concepts. She did not do any teaching.

TMA1 was disappointed with the support she received so she decided to pursue a degree in ESOL. She is now a certified SIOP trainer and presenter of instructional strategies for ELLs at state and national mathematics and ESOL conferences. This past school year her ELL sheltered Algebra 1 class received a 100% passing rate on the Virginia Algebra 1 Standards of Learning end of course test. TMA2 had a more positive experience with the collaborative ESOL teacher with whom he had worked prior to this year. He felt the ESOL teacher was able to assist him with both language acquisition and math skills.

Collaborative practices varied from team to team and teacher to teacher. One teacher, TESOL1, shared the same philosophy of Short and Echeverria (1999) where the investigators noted that more research needed to be done in order to refine and define the roles of the core teacher and the ESOL teacher. TESOL1 stated that she would like to see a written definition of the collaborative teacher's role. The role of the collaborative teacher emerged as ambiguous for those teachers who were paired together.

Academic support for ELLs was of importance to all teachers interviewed. Both NHS and SHS had adopted a school-wide schedule that included a remediation or make-up work period to support students like ELLs who are not able to remain after school for additional tutoring. All teachers stated that they do provide additional practice during the class period and were more than willing to help any student who asked. TSS2 stated

“...practice, practice, and more practice, is what helps our students pass the SOL.”

Teachers at both schools shared that many ELLs cannot stay after school because they do not have cars, live too far away, or have a job after school so staying for extra help or co-curricular activities is not possible. If time in the school day is allowed for such things, the ELLs are more than willing to participate or ask for help.

All the teachers interviewed felt their instructional practices and the support of all teachers at their respective schools were influential on the ELLs ability to graduate from high school. Every teacher agreed the implementation of sheltered instruction that places emphasis on academic English in the content area with support of two specialists, content and language was producing long-term results (graduation). From their point of view, providing for this type of enriched instruction with a teacher support system was effective.

School/District Support

The data source for this information includes Category 6 in Table 4.6 with 8 responses. The number of coding references is smaller than other categories, however, one of the teachers interviewed, TSS2, felt very strongly about this theme. When TSS2 was asked what kind of school support she received this year, she said “none”. The class schedules for TSS2 and TESOL3 had been designed in such a way that neither could find time in the day to plan lessons together. TSS2 stated that the administration at the school had changed and she felt as if the support for ESOL was no longer a priority. She started the school year as the only teacher assigned to the sheltered social studies class. In years past TESOL3 was assigned as a collaborative teacher, but this past September TSS1 was the sole instructor. The concern she shared was that this was a class with 24 students from five diverse cultural backgrounds with limited academic English skills. She knew it would be difficult for her to provide ELLs with the instruction and support she had been giving them for the previous four years. She stated that she felt as if the administrative support she had received was no longer there. She could not prepare these students to pass the World History I SOL without support from TESOL3. After much “pleading” she stated, TESOL3’s schedule was changed so she could collaborate with TSS2. During the interview, TSS2 appeared to stiffen in her posture when the researcher asked this question. She was the only one of the teachers who expressed strong concern over the lack of support from her school administration. The two other teachers interviewed at her school, SHS, expressed the reduction in the amount of ESOL support as in years past, but neither of them used the vocal tone that TSS2 employed in her interview.

The teachers interviewed at NHS stated that they felt there was a strong support system between the teachers who taught ELLs, the counselors, the school administrator, and the district curriculum specialist. As TESOL2 stated

I have never asked for any textbook, material, conference fee, or anything that would help me teach my classes, that was every denied or turned down.

It appeared that there was a difference between school administration at NHS and SHS in terms of scheduling, instructional materials, and teacher support.

Relationships

The data source for this information includes Category 5 in Table 4.6. Developing relationships with students was a top category for the teachers with 24 references from their interviews in this category. All of the teachers felt that the key to academic success was caring about the students and letting them know “that you are there for them (TESOL3).” Teachers interviewed shared that the students feel very comfortable in their classes because the ELLs have a common bond – they are all new to the United States. TESOL1 expressed it best,

...these students see us in many of their classes and they are comfortable with us. They are more willing to ask us for help because they have been with us, some of them, for several years.

Table 4.7 identifies key words used in the coding process that the interviewees used when describing the classroom environment. Some of the recurring key words in the interviews for this category were words or expressions such as positive, social, friendly, comfortable, supportive, gives students’ confidence, and the students are so comfortable that they joke with each other and the teachers.

Table 4.7

Words Recurring In Relationship Coding

Word/Phrase	TSS1	TSS2	TMA1	TMA2	TESOL1	TESOL2	TESOL3
Positive	X			X		X	
Social	X					X	
Joke	X	X		X			X
Friendly	X	X	X	X	X	X	X
Comfortable			X	X	X	X	X
Supportive			X	X	X		X
Confidence		X	X		X	X	X

When asked about the manner in which ESOL students had developed relationships with each other and non-ESOL students, every teacher stated that the ELLs tended to band together in groups. Even among ELLs the students gravitated to those of the same language and culture. They were most comfortable with students who shared their native language. The teachers felt that this was due, in part, to their lack of English language skills, the only language they had in common. Interacting in their native language required less effort and made them feel comfortable. They could be themselves.

TMA2 noted that students from Latin American countries were smaller in stature and he felt they traveled in groups because he felt the students felt more comfortable with others like them both culturally and physically. He said this was especially true for the girls. TSS1 noticed that even in the same class, he observed cultural differences. He stated that for the most part, the ELLs in his classes were friendly to each other and appeared to get along well. He also said that some of the girls in one class did not like one boy who repeatedly stood or sat too close to them when they were asked to participate in student-centered activities. At one point, the female students asked the ESOL teacher to speak to him about it. TSS1 felt this was a minor problem but worth noting since the females were Korean and the male was Russian. He saw this as more of a misunderstanding between cultures than a classroom management problem.

TSS2 stated that over time she had learned that students with the same native language did not always get along. She observed that some students from Central American countries did not want to associate with students from Mexico. She said she had figured this out through trial and error with the emphasis on error. TSS2 echoed the same sentiments as all of the teachers interviewed. Very few ELLs had developed relationships with the native English speaking students. Only ELLs who participated in sports seemed to interact with the American students and when they did, they only talked about the sport they had in common. The reverse was also true. Very few American students made efforts to include the ELLs in casual conversation. TESOL2 felt this was an area where the individual high school should place more emphasis. He wanted to see a deliberate effort made by the school leadership to find a way to encourage the interaction between ELLs and native English students. He contradicted himself by also stating that ELLs did not always feel comfortable in their mainstreamed classes. They sometimes felt stupid when they did not understand the class or the teacher and students spoke English too fast. All teachers interviewed emphasized this point. They stated the main problem ELLs had with

their mainstreamed classes revolved around their inability to process English fast enough to understand the teacher. ELLs often returned to the teachers interviewed for help with other classes because they were not comfortable asking the general education teacher for tutorial help. The general education teachers had not made an effort to develop a relationship with the ELLs or did not feel they could not communicate with the ELLs effectively.

Two teachers recounted stories of friendships that had developed among ELLs of different cultures. TSS2 told of a relationship between a Latin American girl and a girl from Vietnam. She recalled how the two had met in her class and became friends instantly. The girls remained friends, as far as TSS2 knew, up to their final year in high school. TESOL2 recalled a friendship between two girls, one Korean and one Pakistani, who met as level 1 students and remained friends after graduation. They studied together, attended dances together, and participated in clubs together. He said he uses them as a success story for his current students in order to motivate them to succeed.

Student Self-Motivation

The data source for this information includes Category 8 in Table 4.6 with 25 coding references from the interviews. The teachers interviewed at both schools expressed how much they enjoyed teaching ELLs in a class both themselves. They felt that the ELLs behavior was less mature than the native English students. TMA2 expressed it this way,

They're so busy learning the language, learning the skills, that their behavior basically mimics a sixth grader. The jokes they tell, the things they laugh at is frequently a fifth or sixth grade level of humor.

TESOL2 echoed the same sentiment. He stated that as ELLs become more proficient at English, they demonstrate more grade level appropriate behaviors. He attributed the pre-teen behavior to lack of English development. The ELLs development in the beginning levels, those that are in the sheltered classes, is on par with middle school age or younger students.

TESOL2, who collaborates with TSS1 in one of the sheltered social studies classes and also teaches ESOL Level 4 English, had a unique perspective on student self-motivation. He believed the level 4 students who were closer to graduating were much more focused on that goal than the younger students. The level 4 students, being older, had a stronger desire to complete high school as a goal to obtain a better job or to continue their schooling.

TSS2 stated that this year she had been asked to complete a college recommendation for a student who had dropped out of SHS for one year and returned. TSS2 said applying and attending college is the goal she set for all of her ELLs. She believed that this instructional model would be the only way for ELLs to pass the necessary SOL tests and complete their required courses in order to receive a high school diploma.

TMA1 stated that self-confidence was a key component for her students. She said, The self-confidence they get from this class carries over to other things. They feel that they can tackle the world when they make accomplishments in my class.

She somewhat egotistically continued with,

I give them skills that can help them to get a job.

Her statement that the content of other sheltered classes was not as important to immigrant students once they graduate. The sentiment of building the immigrant student's confidence was reflective of the feelings of all the teachers interviewed. This was evident as they emphasized the bonding that takes place between the teachers and their students in order to promote an atmosphere of academic success.

Co-curricular Activities/Cultural Assimilation

The data source for this information includes Categories 8 and 10 in Table 4.7. The combined coding references resulted in 16 responses. The teachers interviewed described the same co-curricular activities for their ELLs: soccer and clubs. The only other sport mentioned was football and this was in the context of a need on the school team for a strong placekicker.

Overwhelmingly, the teachers stated that students were limited in their ability to participate in co-curricular activities that took place after school. They mentioned, again, that transportation for many of their students, especially those who were not old enough to drive, inhibited ELL participation. All teachers reported that many of the students who attend ESOL centers in the district are not necessarily students who live in the local neighborhoods. Many of them live farther away and their only way to and from school are by way of the school bus. Other students who are able to drive, for the most part, are expected by their parents to obtain employment in order to help support the family. Co-curricular activities for all ELLs, according to the teachers interviewed, was not part of their social life because of transportation constraints. TMA1 and TESOL2 wanted their school to find a way to change this so that ELLs could

participate in more activities. On more than one occasion, both teachers have provided financial assistance to several ELLs to attend the school prom and homecoming dances.

Teachers interviewed provided some examples of ways ELLs have assimilated in to the American culture. All of them mentioned the use of slang terms (e.g. whatever) and clothing. TESOL2 mentioned the change in their attitude as ELLs moved from level 2 or 3 students to more Americanized level 4 ones. He said that he noticed how they laughed at some of the jokes on the morning announcements – ones that unless you were an American adolescent you would not understand. He also mentioned negative ways that his students assimilated. He noticed how the younger ones were fascinated with learning, but as they moved up the levels of ESOL the ELLs became more Americanized and started to pretend that school and learning were unimportant and boring.

TMA1 gave an interesting example of assimilation. She stated that the year her sheltered class was scheduled for first period, all her students stood up every morning with their hands over their hearts to pay respect to the American flag as the pledge of allegiance was read over the public address system. This year, she said, she has all native English speakers in a general education class. She has to remind her American students to stand for the pledge every morning. TMA1 stated

...my ELLs are proud and grateful to be here.

Summary

The first research question which addressed the effect of the sheltered collaborative model of instruction for second language learners revealed the effect of this program on the graduation rate of ELLs through a descriptive report of graduation data. The results showed

- Nearly one fourth, 24.2 %, of the students in the first year of implementation graduated within five years of their first time high school enrollment date.
- Over three fourths, 75.9 %, of the students enrolled in the first year either transferred from the school under investigation or left school within three to five years will the district rate for the past five years has ranged from 65 to 72 %.
- In the second cohort, the graduation rate more than doubled, 24.2 % to 55.3 %.
- In the first cohort, three-fourths or 75.9 % transferred schools or dropped out within one to five years, whereas, less than half of the students, 44.7 %, in the second cohort transferred or left school.

- The ELLs in the second cohort graduated within one to five years after enrolling in the class.
- The dropout rate decreased in the second cohort from that of the first cohort, from 44.8 % to 31.9 %.
- All ELLs that graduated from high school and enrolled in a sheltered math course obtained a high school diploma in one to five years, which is than the seven years allowed by NCLB (2001).

The second research question which addressed changes over time in the immigrant students revealed a practical significance between the model under investigation and student motivation, academic success and cultural assimilation through content analysis of interview transcripts using NVivo. The results from the consolidated categories with a minimum of 20 responses showed six organizing principles:

1. Instructional practices
2. Academic support
3. Relationships
4. Student self-motivation
5. Co-curricular activities/cultural assimilation.

All of these are associated with educational and socio-cultural aspects of learning and coping with the acculturation processes. The socio-cultural markers undergird the educational facets of learning a second language and have a strong bearing on the academic component of being in a high school trying to learn academic English for the first time. To summarize the salient features of this chapter:

- All seven teachers had received sheltered instruction (SIOP) training prior to teaching the sheltered collaborative course.
- Adjusting the core content curriculum was a challenge for the social studies teachers.
- All core content teachers relied on the ESOL collaborative teacher to help with the academic English instruction and readily accepted input on ways to adapt the content to simpler vocabulary understandable to beginning level ELLs.
- Collaboration between the two teachers varied depending on the core content teacher.
- Academic support for all ELLs was of high importance to all teachers. All provided tutorial or remedial support.

- All teachers felt the ELLs were comfortable with their teachers and the other students in the sheltered classes.
- All teachers felt support by the district but only one school felt they received support from the local school administration.
- ELL self-motivation varied based on age and level of confidence in speaking English.
- ELLs did not readily participate in after school activities because of lack of transportation.
- ELLs did participate in co-curricular activities if the opportunity arose during school hours.
- Examples of cultural assimilation included: clothing, use of slang, mimicking the apathetic attitudes of American students and understanding American humor.

The overarching theme from all seven teachers interviewed, was their impression that the teaching method employed in these two schools under investigation provided students with a caring, nurturing environment that promoted academic success.

In the next chapter, the researcher revisits the findings and discusses implications for practice and possible implications for further research.

CHAPTER 5

SUMMARY DISCUSSIONS AND IMPLICATIONS

Introduction

The purpose of this study was to record and analyze experiences of teachers implementing a sheltered collaborative teaching model for second language learners. This study also analyzed the effect of this model on the on-time graduation rate of limited English proficient students. Using a mixed methods design taking both a phenomenological and quasi-experimental case study approach, the researcher focused on the collection of the experiences of seven teachers in two high school ESOL centers in a central Virginia school district and the district ELL graduation rate data to determine the outcomes of the collaborative instructional model. The researcher examined the nexus of the experiences of caring ESOL trained and content area teachers with the academic achievement, e.g. graduation rate, of the ELLs enrolled in the collaborative classes in 2003-2004 and 2004-2005. By reviewing the experiences and practices used by the ESOL trained and core content area teachers in the ESOL centers in two high schools in a central Virginia school district, I examined the contextual framework and factors converging to help ELLs learn academic English in order to graduate from high school.

In this chapter, I revisit my research questions, present a brief summary of my findings, and end the chapter with implications for practice, recommendations of the study, and possible implications for further research.

Research Questions

The research questions guiding this study were:

1. What is the effect of the sheltered collaborative model of instruction for second language learners on the graduation rate for ELLs?
 - a. Are the ELLs graduating within the same four year time span as native English speaking students?
 - b. Are the ELLs graduating in the four to seven year time span allowed them under the guidelines of NCLB, 2001 (20 USC § 6301)?
2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

Findings

My findings are presented around key issues that impact the teaching and academic success for ELLs in a central Virginia school district. Table 6.1 depicts the impact of the research findings throughout this study. It frames the original questions proposed for the study as well as includes any unexpected findings, which surfaced while I was conducting the study.

Table 5.1

Impact of Sheltered Collaborative Instruction on ELLs

Research Question 1	Research Question 2	Unexpected Findings
<ul style="list-style-type: none"> ▪ Graduation Data ▪ Pedagogy 	<ul style="list-style-type: none"> ▪ Relationships ▪ Cultural Assimilation 	<ul style="list-style-type: none"> ▪ Local School/District Support

Graduation Data

The State of Virginia uses Standards of Learning (SOLs) end of course tests to measure accountability to comply with NCLB (2001) ELLs must meet language proficiency requirements, which means that they must participate yearly in assessments as required under NCLB. They must take end-of-course assessments if they are enrolled in courses that require SOLs. Depending on the type of high school diploma each ELL is seeking, a student is required to pass no less than six core content SOLs. One of the high schools in this study had been certified as meeting AYP requirements every year until the 2008-2009 academic year due to low math scores. The other high school had not yet met the AYP standards. The visible impact of NCLB was not apparent in the sheltered classrooms. It was tangentially apparent and does play a part in the life of the schools because the goal of the ESOL program is to exit students into a full mainstream English program after sheltered instruction. The only continuous support in one of the high schools is the parallel instruction of ESOL level 4 students, high school seniors, who are enrolled in ESOL English 4 and a sheltered core content SOL English class in the same year. Both the core content teacher and the ESOL teachers were responsible for monitoring the program and testing the students.

Based on the graduation data for the two cohort groups, nearly one fourth of the students in the first year of implementation graduated within five years. In the second cohort, the

graduation rate more than doubled that of the first group. Over three fourths of the first cohort but less than half of the second cohort either transferred or left school within three to five years. The ELLs in the second cohort graduated within one to five years after enrolling in the class whereas those in the first cohort took three to five years. The dropout rate decreased in the second cohort from that of the first. All ELLs that graduated from high school and enrolled in a sheltered math course in this district obtained a high school diploma in less than the seven years allowed by NCLB (2001).

Based on the graduation dates provided by the district, the overall graduation rate for the two cohort groups improved, from 24.1 % to 55.3 %. The district overall ELL graduation rate that includes ELLs who completed all the ESOL course work required to be mainstreamed into general education classes and those who have refused ESOL services, has ranged from 65 to 71.4 % from 2005 to 2009 (VDOE, 2009). When looking at this data and considering the district has maintained only two ESOL high school student centers, the two schools in this study, that have implemented the sheltered instructional model since 2003, it should be noted that this model has had a positive impact on the graduation rate. This finding supports sheltered collaborative instruction as having an effect on ELL academic success. Yang and Murray (2001) also determined in their study of high school ESOL programs in Texas that incorporating sheltered with general education classes was a key element in the academic success of ELLs in the Texas ESOL program.

Pedagogy

All seven teachers in this study had volunteered to implement the sheltered collaborative model. Their training varied from teacher to teacher and subject to subject. All had participated in the SIOP (Short & Echeverria, 1999) training during the summer. All of them stated that their instructional practices had varied from the original guidelines because the SIOP model was geared more toward elementary and middle school students. They agreed that the basic principles of SIOP were beneficial but modifications had to be made to fit the content and the end-of-course test. The core content and collaborative pairs had developed their own method of instruction that applied some of the basic assertions of SIOP. Some of the instructional methods they employed included:

- Use of visuals, especially maps in the social studies classes.
- Simplification of the content into plain academic English.

- Constant review and reinforcement of vocabulary and key concepts.
- Incorporation of activities with the emphasis on high student engagement, e.g. group/pair activities.
- Variety of assessments to parallel the end-of-course test yet simple enough to allow ELLs to feel successful.

The pairs of teachers worked collaboratively together yet the implementation varied from teacher to teacher and content to content. Both core content social studies teachers depended on the support of the ESOL teachers to provide a resource of language acquisition activities and insight. The core content teachers believed the support from the ESOL teacher was invaluable in determining the most effective instructional strategies and assessments. The ESOL teachers were seen as literacy coaches. This finding is reflected by Short and Echevarria (1999) who support the use of literacy coaches and sheltered instruction.

Both math teachers did not see the need for an ESOL trained teacher. Their experiences with a collaborating teacher were less rewarding. They believed most ESOL teachers were trained as linguists not mathematicians. One math teacher repeated teaching content to both the ELLs and the ESOL teacher. Both math teachers preferred a smaller number of students in the sheltered class and more training on how to instruct ELLs. On the contrary, the math teachers admitted they liked having another adult in the room in the sheltered class as an instructional assistant. Support for more training is supported in a study by Short and Fitzsimmons (2007) who determined on-going teacher training and coaching were assets to ELL instruction. A study by Platt, Harper, and Mendoza (2003) also discovered the need for more second language acquisition training for all teachers at the secondary level in order to support ELL instruction in core content classes. To further support the findings, Travieso-Parker (2006) supported formal networking among ESOL and core content teachers.

Of all teachers interviewed only one instructional pair shared a common planning period to discuss ideas and strategies. These teachers believed this was the key to their success and comfort level. They had created their own support system. This finding is supported by Short and Echevarria (1999) who discovered the development of teacher support groups in the form of professional learning communities where they could freely discuss issues were invaluable to teachers of sheltered instruction. It is also supported by Genesee (1999) who recommended all

schools and districts support ESOL instruction with appropriate and state-of-the-art professional development.

Academic support was another key component to the program's success, according to the interviewees. Both schools currently allow a study period for remediation and extra help. ELLs were described as very concerned about their grades and took advantage of the study period. Several teachers had students come to them for help in subjects they did not teach. Teachers tried to encourage students to see a mainstreamed teacher for help in order to force the ELLs to interact with other teachers and students. Dependence on the ESOL or sheltered teacher was a concern for some subjects. The teachers commented how flattered they felt by the attention but wanted the ELLs to become more like their native English speaking peers. Some of the teachers acknowledged that maybe sheltering the ELLs may be positive in elevating the students' comfort level, but possibly negative in retarding their independence level. As the ELLs matured, the dependence level decreased. The teachers who had been implementing this model, as opposed to the pull-out model previously used in the district, believed it was the key to the academic success of their ESOL population. To them there is no other program that provides a caring supportive academic environment. Providing continuous academic support was a major finding in a study by Thomas and Collier (2002). They strongly recommended continuous help to students who were acquiring a second language.

Relationships

The findings of this study agreed with Travieso-Parker (2006) and Berlin (2002) who stated positive interactions and making connections with ELLs were key factors in their academic success. The teachers interviewed in this study believed the means to academic success was caring about their students and letting them know it. ELLs were comfortable in classes with other ELLs like them. The sense of belonging to a common group, non-English speaking, made them feel less anxious and willing to take more risks. Classes with others who also struggled with academic English allowed ELLs to take risks with the language. Teachers admitted to hearing ELLs complain about feeling stupid in mainstreamed classes because of their inadequate English skills. Mainstreamed teachers did not try to development a relationship with them, but the sheltered teachers did. The sheltered teachers took extra time with them until they mastered the core content. The ELLs shared struggles and celebrated successes in the sheltered classes. This did not happen in the mainstreamed courses.

Relationships between ELLs and native English speakers were not evident to the interviewees. ELLs only interacted with American students if the native English speakers tried to communicate in the ELLs native language. For the most part, teachers reported groups of ELLs gravitating to those who spoke their language, but just because they shared the same language did not mean they liked each other. Teachers observed ELLs traveling in packs by common culture. They felt safe and protected in a group. Part of the problem with interacting with American students was the ELLs inability to participate in co-curricular activities. Teachers from one school noted their ELLs most recently enjoyed the luxury of an administrator (the researcher) who spoke Spanish. Students and their parents had developed a relationship with the administrator. Teachers believed this added to their program's success.

Cultural Assimilation

The teachers supposed that assimilation into American society evolved not only in part from sheltered instruction and socio-cultural conversations they had with students but also in part by outside factors – television, advertisements, mimicking American students. Some of the examples of assimilation included: (a) use of slang, (b) clothing, (c) patriotism, (d) attitudes about adults/school, and (e) understanding American humor. Assimilating through co-curricular activities was noted as more difficult because of lack of transportation or family commitments.

Teachers stated that ELLs were unable to attend after school activities because they did not have transportation home. Most of the ELL families relied on the school to provide transportation, especially for students who lived farther from their assigned ESOL center. With only two centers in the district, some students traveled for an hour or more to attend school every day. Teachers also reported that many of the girls were needed at home to care of younger siblings and the boys were expected to work. A few teachers gave examples of ELLs who played sports. Those who played sports had native English speaking friends and were noticed as assimilating much quicker than those who did not participate in sports. This finding agreed with Berlin (2002) who said that ELL instruction is multidimensional in that students needed language instruction that empowered them to use English inside and outside of the classroom.

Local School Support

Three of the seven teachers who currently teach at SHS stated they did not feel supported in their efforts, especially at the local level. They wanted to be consulted on scheduling concerns,

e.g. collaborative classes and common planning periods. One teacher spoke openly about how in years past, she had been asked for her input on scheduling the sheltered classes, but this year she was not scheduled to have a collaborative ESOL teacher. She persisted and eventually received the help she needed. The lack of support for ELL instruction made it difficult for her to implement effective instruction. She felt the school administration did not focus any effort on the academic success of ELLs. All the efforts were coming from the teachers implementing the sheltered program. In contrast, the four teachers at the other high school felt supported by the local school. As one ESOL teacher stated,

...no matter what I have requested, whether it was instructional materials or attending a conference, I always got whatever I requested.

This finding is also evident in Platt, et al. (2003) which stated the variety of administrator views in ELL instruction is cause for concern. The researchers opined that resources and administrator support will allow ELLs to succeed academically.

At the district level, all seven teachers felt they had opportunities for staff development. The district supported and provided teachers with a week of SIOP training during the summer. All participants received on-going support through peer observation and feedback. Each teacher also received a stipend for participating. All seven teachers had participated in the SIOP institute and appreciated the training. Most of them implemented all or part of the SIOP instructional practices. Teachers stated staff development was available at the state level but wanted more district ongoing staff development. They felt they had to go looking for the training on their own. The need for ongoing staff development is supported in the studies of Platt, et al. (2003), Short and Fitzsimmons (2007), Travieso-Parker (2006), and Genesee (1999).

Implications of the Study

Literacy development is a particular problem for the ELLs who enter the educational system in high school (Rueda & Garcia, 2001). They have to master complex course content, usually accompanied with little understanding of the way that American schools are structured and operated, but they also have to learn English in a fewer number of years than the native English speaking students (Short & Fitzsimmons, 2007). ELLs are usually placed in classes with secondary teachers who are not trained to teach basic English literacy skills to ELLs (Rueda & Garcia, 2001). English language learners need to be provided with appropriate instruction and support that will enable them to develop the language and academic skills they need, but this

takes educational leadership. Bielenberg and Fillmore (2004) suggest that all teachers involved in teaching ELLs need an intensive program of professional development in instructing ELLs in core content classes. They also advise school leaders to accept the responsibility of providing teachers with staff development activities that emphasize the role of academic English as it pertains to course content, test performance and learning.

It is imperative that educational leaders examine options for ELLs to ensure that they have opportunities to engage in meaningful educational experiences that lead to high school graduation. Educational leaders need to provide opportunities to equip ELLs with the necessary knowledge to become productive members of society.

Based on the findings of this study, the practitioner might want to consider the following:

1. Execute a renewed vision of ELL program planning and instruction by pairing sheltered instruction with collaborative instruction where a core content teacher and an ESOL trained teacher work together to adapt content to the language level of ELLs until they are ready for mainstreamed classes.
2. Become knowledgeable in effective second language instructional techniques that promote academic success.
3. Provide curricula that incorporate content and second language acquisition objectives.
4. Incorporate daily instructional strategies that promote language development: using visuals extensively, simplifying language structures, decoding textbooks, adapting assignments and assessments, promoting oral interaction, highlighting key facts, and using scaffolding techniques.
5. Adapt teacher speech to utilize shorter sentences, provide step-by-step oral and written instructions, and extend wait time for oral responses.
6. Allow multiple opportunities for interaction with content and language including additional time for review, re-teaching, and re-testing.
7. Provide instructional materials that promote content and language development.
8. Grant extra time in the school day to allow for academic support, remediation, or enrichment.
9. Select teachers who are willing to nurture ELLs, both academically and socio-culturally, as they adapt to American schools. The right teachers will development

- relationships with ELLs that will encourage them to succeed academically and to graduate from high school.
10. Afford teachers ongoing staff development that provides them with instructional strategies that target ELL instruction.
 11. Provide opportunities for collaboration between pairs of teachers to review lesson objectives, instructional strategies, engage in meaningful professional learning, and empower them to form mentoring relationships with ESOL staff.
 12. Provide ELLs with occasions to participate in school activities during the school day.
 13. Implement teacher preparation programs that incorporate courses in language acquisition instruction and academic English literacy for ELLs.

Recommendation for Future Research

Federal and state laws mandate that public education accommodate the needs of ELLs and as numbers of ELLs enrolling in public schools continue to grow, issues related to meeting the educational needs of these students will continue to be important. The regulations of NCLB (2001) require public schools to account for both achievement test scores and graduation rates in determining whether a high school has made Adequate Yearly Progress (AYP). As determined by Short and Fitzsimmons (2007) there is a significant lack of sustained research on second language acquisition at the secondary level. Based on the data generated in this study, there is a need for further study of ELL achievement at the secondary level. The following recommendations for further research are:

1. A longitudinal study of multiple school districts implementing an ELL sheltered collaborative model that quantitatively examines the program effectiveness based on scores on end of course assessments and the relationship to graduation rates. The study conducted, although shorter in duration, did indicate improvement in the ELL graduation rate for students enrolled in a sheltered collaborative model.
2. A qualitative investigation of the knowledge base of secondary administrators and district leaders on the principles of ELL instruction and program implementation. This study focused on the opinions of the teachers who indicated the lack of administrative support.
3. A study of collaborative mentoring of content area teachers and ESOL trained teachers that qualitatively examine the effectiveness of peer feedback. The subjects

- interviewed said they would like more time to work together on instructional strategies and to provide each other with feedback.
4. A mixed methods examination of ELL participation in co-curricular activities and academic success utilizing student participation data and state test scores or graduation data to determine academic achievement. Based on teacher interviews, all subjects believed ELLs who participated in school-wide activities assimilated more quickly into American culture and were more successful in school.
 5. A longitudinal investigation of the implementation of SIOP instructional strategies and the effect on the ELL graduation rate. The teachers in this study felt their teaching strategies had a large influence on the ability of ELLs to understand the core content.

Conclusion

This study provides information for school systems struggling to serve their ELL population. This research identifies a list of instructional strategies, teacher to student interactions, and school to student indicators that influence the academic outcomes of ELLs. School systems can use this information to address district-wide staff development and policy issues that have surfaced as a result of the growing immigrant population.

This study is important for two primary reasons. The first is the significant increase in the ELL population which is impacting every state's public school enrollment. The second reason is No Child Left Behind (2001) legislation that separates ELLs into a separate subgroup. The expectations for this group under NCLB (2001) has required states to take notice of this unique group whose numbers were too small to have an impact on state accountability. As the numbers of ELLs grows school systems need information that will assist them with educating second language learners and obtaining Adequate Yearly Progress (AYP) goals under NCLB (2001). School systems must develop or redesign and implement an effective plan that specifically addresses the needs of this subgroup. They can no longer be left behind.

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APPENDIX A

TELEPHONE SCRIPT TO REQUEST STUDY PARTICIPATION

Hello (Teacher's name). My name is Kitty Catina. I am a graduate student at Virginia Tech and the Assistant Principal at James River High School. I am currently working on a study in which I am telling the experiences of teachers who have been implementing the ESOL sheltered instructional model, and I need your help. I am hoping that you will allow me to include your familiarity with the program. I am trying to determine if this model has any effect on LEP student academics and cultural assimilation. Your story may help others who are investigating ESOL instructional practices. It may also help school leaders design programs to meet the needs of ELLs. Your practices and observations are very important to me and it could be to a lot of other people.

Before I continue, do you think you might be willing to participate? (If the teacher says no, I will thank him or her for his/her time. I will also ask if he or she knows anyone who might be willing to participate. If the teacher says yes, I will continue with the remainder of the script.) Thank you for being willing to participate. But before you agree completely, would you like to know a little more about the study?

I will set up a time with you when you are available to be interviewed for about 45 to 90 minutes. We will agree on a time and place for the interview. I would suggest the guidance conference room in the home school. If you are not comfortable meeting there, then we can find some other place. Once we meet, I will ask you to sign an informed consent form which explains the study. Then, I will ask you to tell me your teaching experiences. I will ask you to tell me about your observations of your students' involvement in the school culture outside of your classroom. Everything you say will be completely confidential. You will not be identified in the study in any way. If at any time you are uncomfortable with the questions or the situation, you may stop the interview. After I have completed typing up the interview, I will allow you to read it so that I do not make any mistakes with your words.

Do you have any questions? Would you be willing to participate?

Is there any particular day or time that would be best for you for the interview?

Are you comfortable with my coming to the school for the interview or is there some other place you would prefer?

Thank you so much. I truly appreciate your participation.

APPENDIX B
INFORMED CONSENT FORM

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
In Research Projects Involving Human Subjects

Title of Project: Outcomes of a Sheltered Collaborative Teaching Model for Second Language Learners

Investigator(s): Kathryn L. Catina and Theodore B. Creighton

I. Purpose of this Research/Project

The purpose of this research is to write down and examine teacher experiences with a secondary sheltered ESOL teaching model and the impact such a model has on the on-time graduation rate of ELL students. The manner of implementation and student cultural assimilation will be described. Enrollment and graduation date data will be analyzed to determine the proximity to the on-time exit date. This research will be used to complete my dissertation.

Six to seven teachers, both core content and ESOL trained will be interviewed. These teachers will be instructors in mathematics or social studies and their respective collaborative ESOL partners.

II. Procedures

You will be interviewed for about 45-90 minutes about your teaching experiences. The interview will be recorded and notes will be made about the interview. You will only be asked to sit for one interview. The interview will take place at the respective high school or another location of your choice. You are asked to be open and honest about your experiences in implementing this model. The following guiding questions will be asked of you:

1. How do you define the instructional model you use in your sheltered ESOL class?
2. How long have you utilized this approach in your sheltered class?
3. How do you describe the role of the general education/collaborative teacher?
4. How do you feel the students have benefited academically in the sheltered class?
5. How do you provide academic support for the ELL students?
6. How do the ELL students interact with the teachers in the class?
7. How do you feel the students interact with each other?
8. How do you feel the students have benefited socially from being placed in this type of instructional environment?
9. Do you believe this model has made a difference in the level of progress toward graduation?

After the interview, the researcher will type a transcript of the interview. At least three attempts will be made to contact you. You will be invited to read the transcript and make

comments. A time and place to read the transcript will be selected. You may read the transcript in the presence of the researcher. If necessary, the researcher will read the transcript to you.

III. Risk

There are minimal risks associated with this study. You are allowed to state that you do not wish to answer a question that is asked of you at any time.

III. Benefits

Society will benefit from hearing your experiences for it may lead to the development of programs designed to better meet the needs of ELL students. No promises or guarantees of benefits have been made to encourage you to participate. You may contact the researcher at a later time for a summary of the research results.

IV. Extent of Anonymity and Confidentiality

Every effort will be made to hide your identity in any written work resulting from this study. False names will be used to identify you in any written materials. The researcher will try to minimize the possibility of identifying other people you may mention. Fake names will be used in any printed materials. Furthermore, no mention of the actual name of the school will be made. Within the transcripts, you will be identified as "Teacher __," where the blank will be an abbreviation of the subject and a number in the order you were interviewed.

CDs or tapes made from the recordings of the interview will be stored in a locked file box at the researcher's home. The researcher is the only individual who will have access to the recordings. Copies of the transcripts may be viewed by the researcher or other members of her dissertation committee.

It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

All data will be destroyed after the dissertation defense, publication of any articles resulting from the study, or presentations made related to the study.

VI. Compensation

There will be no money given to you for participating in this study.

VII. Freedom to Withdraw

You are free stop participating in this study at any time. You may feel free not to answer any questions. If there are circumstances which arise and it is determined that you should not continue as a subject, the interview will end.

VIII. Subject's Responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities:

- I agree to answer questions honestly. Initial _____
- I agree to allow the researcher to record the interview on tape. Initial _____

X. Subject's Permission

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____

Subject signature

Kathryn L. Catina 804-378-2420/kathryn_catina@ccpsnet.net.

Investigator Telephone/e-mail

Theodore B. Creighton 540-231-4546/tcreigh@vt.edu

Faculty Advisor Telephone/e-mail

M. David Alexander 540-231-9723/mdavid@vt.edu

Department Head Telephone/e-mail

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

David M. Moore 540-231-4991/moored@vt.edu

Chair, Virginia Tech Institutional Review Telephone/e-mail

Board for the Protection of Human Subjects

Office of Research Compliance

1880 Pratt Drive, Suite 2006 (0497)

[NOTE: Subjects must be given a complete copy (or duplicate original) of the signed Informed Consent.]

APPENDIX C

SUPERINTENDENT LETTER FOR PERMISSION TO USE RECORDS

September 10, 2009

School Improvement Manager

Dear Sir:

I am currently working on my EdD. in Educational Leadership. In order to complete the dissertation requirement, I am doing a mixed methods study on the phenomenon of sheltered ESOL instruction. My dissertation title is "Outcomes of a Sheltered Collaborative Teaching Model for English Language Learners." The purpose of this study is to record and analyze teachers' experiences with implementing a sheltered collaborative model as it relates to the ELL students' graduate rate.

The questions guiding the research are as follows:

1. What is the relationship between the sheltered collaborative model of instruction for second language learners and the graduation rate for ELLs?
 - a. Are the ELLs graduating within the same four year time span as native English speaking students?
 - b. Are the ELLs graduating in the four to seven year time span allowed them under the guidelines of NCLB, 2001 (20 USC § 6301)?
2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

I will be interviewing six to seven teachers who have been implementing this method of instruction. I would like to triangulate the data with graduation rates maintained by the Office of School Improvement. This data, enrollment dates, inclusion in sheltered classes and other relevant information, will be invaluable to me as I confirm the veracity of the information related by the teacher participants. If you would agree to allow me to have access to this information, please sign the statement below. If you have any questions or would like to know more about my study, please feel free to contact me at work (378-2420) or at Kathryn_catina@ccpsnet.net.

Thank you for your continuing support.

Sincerely,

Kathryn L. (Kitty) Catina

I give my approval for Kathryn L. Catina to have access to the student records, maintained by the Office of School Improvement, for the purposes of the study described above.

School Improvement Manager

APPENDIX D
PRINCIPAL LETTER FOR PERMISSION TO USE RECORDS

September 10, 2009

Dear Principal:

I am currently working on my EdD. in Educational Leadership. In order to complete the dissertation requirement, I am doing a mixed methods study on the phenomenon of sheltered ESOL instruction. My dissertation title is "Outcomes of a Sheltered Collaborative Teaching Model for English Language Learners." The purpose of this study is to record and analyze teachers' experiences with implementing a sheltered collaborative model as it relates to the ELL students' graduate rate.

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 - a. Are the ELLs graduating within the same four year time span as native English speaking students?
 - b. Are the ELLs graduating in the four to seven year time span allowed them under the guidelines of NCLB, 2001 (20 USC § 6301)?
2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

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Thank you for your continuing support.

Sincerely,

Kathryn L. (Kitty) Catina

I give my approval for Kathryn L. Catina to have access to the student records, maintained by the Office of School Improvement, for the purposes of the study described above.

Principal

APPENDIX E

INTERNAL REVIEW BOARD LETTER OF APPROVAL TO CONDUCT RESEARCH



Office of Research Compliance
 Institutional Review Board
 2000 Kraft Drive, Suite 2000 (0497)
 Blacksburg, Virginia 24061
 540/231-4991 Fax 540/231-0959
 e-mail moored@vt.edu
 www.irb.vt.edu

FWA30000572 (expires 1/20/2010)
 IRR # is IRR00010067

DATE: October 5, 2009

MEMORANDUM

TO: Theodore Creighton
 Kathryn Catina

FROM: David M. Moore 

Approval date: 10/5/2009
 Continuing Review Due Date: 3/20/2010
 Expiration Date: 10/4/2010

SUBJECT: **IRB Expedited Approval:** "Outcomes of a Sheltered Collaborative Model for English Language Learners", IRB # 09-797

This memo is regarding the above-mentioned protocol. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. As Chair of the Virginia Tech Institutional Review Board, I have granted approval to the study for a period of 12 months, effective October 5, 2009.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.
3. Report promptly to the IRB of the study's closing (i.e., data collecting and data analysis complete at Virginia Tech). If the study is to continue past the expiration date (listed above), investigators must submit a request for continuing review prior to the continuing review due date (listed above). It is the researcher's responsibility to obtain re-approval from the IRB before the study's expiration date.
4. If re-approval is not obtained (unless the study has been reported to the IRB as closed) prior to the expiration date, all activities involving human subjects and data analysis must cease immediately, except where necessary to eliminate apparent immediate hazards to the subjects.

Important:

If you are conducting **federally funded non-exempt research**, please send the applicable OSP/grant proposal to the IRB office, once available. OSP funds may not be released until the IRB has compared and found consistent the proposal and related IRB application.

cc: File

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE UNIVERSITY AND STATE UNIVERSITY

An equal opportunity, affirmative action institution