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Appendix A

Informed Consent for Participants

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Title: Educational Policies and Latino English Language Learners: The Impact of The No Child Left Behind Act (2001) on Teaching and Learning English in one Urban High School in Virginia

Investigator: Lourdes Lucía Travieso-Parker, Doctoral Candidate, Teaching and Learning.

I. THE PURPOSE OF THIS RESEARCH

As the principal investigator of this study, I seek to learn how the policies of the NCLB Act impact on the pedagogy of an ESL teacher and on the practices that Latino ELL students use to acquire academic proficiency in second language in the English Language Learning classroom as well as in academic content area classrooms. By answering the questions of (1) how does the NCLB Act affect the teaching and learning environment of an ELL classroom from the perspective of an ESL teacher and 4 Latino ELL students, and (2) how do 4 Latino ELL students acquire the academic knowledge and second language skills to succeed in regular classes with native English speakers, I hope to understand the dimensions of the policies, pedagogy, and practices necessary to provide Latino ELL students equitable access to educational experiences to be successful academically at the same level of native English speakers.

II. PROCEDURES

You will be asked to participate in an interview in connection with your teaching ELL Latino students in your respective classrooms and subject areas, and to allow me to observe you teaching ELL students in your classrooms. Your participation is voluntary. You will be asked to participate in an individual audiotaped semi-structured interview, which will take no more than one hour about the policies and pedagogical practices that you use in your classrooms and to reflect on the challenges of meeting the mandates of the law to enable ELL students become proficient in English. I will transcribe the interviews and you will be allowed to confirm the data and check for confirmation of data. You will also be asked to allow me, the researcher, to observe your individual classroom at least twice during the research project. During the observations I may take field notes, write on observation guides, and draw seating charts to note interactions between ELL students and

teacher and ELL students and native English speakers during the contextual framework of a classroom environment.

III. RISKS

There are no more than minimal risks to those participating in this study. The interviews will be conducted within the classroom of the participating teachers during their preparation time when there are no students and they are able to give the interview process complete attention. The observations will be conducted in classrooms of the participating teachers during their regular teaching period.

IV. BENEFITS

There are not direct benefits to you as individual educators, but the results of the study may be of benefit to stakeholders who plan instructional programs for ELL students and to Second Language Acquisition pedagogues.

V. ANONYMITY

In the interview and observations you will be identified by a pseudonym. Pseudonyms will be used throughout the transcripts, tapes, references and field notes. However, even though I will make attempts to make you anonymous, it may be possible to identify a participant by his or her activities.

VI. FREEDOM TO WITHDRAW

You may withdraw from the project and interview at any time without penalty of any kind. In the event that you withdraw from the interview or project, any tape made of the interview or observation notes will be destroyed and no transcript will be made of the interview.

If participants choose to withdraw from the project, they will be made aware of how to complete the withdrawal process in the consent forms prior to beginning initial interviews.

VII. APPROVAL OF RESEARCH

This project has been approved as required by the Institutional Review Board for Research involving Human Subjects at Virginia Polytechnic Institute and State University.

VIII. SUBJECT'S RESPONSIBILITIES AND PERMISSION

I have read and understand the informed consent and conditions of this project. I have had all of my questions answered. I have received a copy of this form. I hereby acknowledge the above and give my voluntary consent for participation in this project.

Signature

Date

Name & Pseudonym

Contact: phone, or address.

E-mail (optional)

If you have any additional questions regarding this research study, you may contact:

Investigator: Lourdes Lucía Travieso-Parker, Doctoral Candidate, at: 540-961-7727.

Research Sponsor: Dr. Judith L. Shrum, 540-231-8300.

IRB Chair: Dr. David M. Moore, Office of Research Compliance, 540-231-4991.

Appendix B

Parent Permission Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Title: Educational Policies and Latino English Language Learners: The Impact of The No Child Left Behind Act (2001) on Teaching and Learning English in one Urban High School in Virginia
Investigator: Lourdes Lucía Travieso-Parker, Doctoral Candidate, Teaching and Learning.

Dear Parent or Guardian:

There has been a steady increase of Latino ELL students in the Green Valley. The educational program for Latino ELL students is of concern to educators, policy-makers, and parents alike. Your teenager is being invited to participate in a research study about learning English in the high school. I am conducting a research project to find out about the opportunities and the challenges that Latino ELL students face when learning a second language in the secondary schools. Learning a second language is not an easy task. The results of this study may help teachers and administrators to develop or modify programs that will help ELL students to successfully achieve in classrooms where the language of instruction is English and be given the opportunity to participate fully in a predominately English-speaking environment.

The Virginia Tech Human Subjects Review Committee, the Crimson City Public Schools administrator in ELL and Foreign Language, and the principal of the High School have approved of this study. If you choose to allow your youngster to participate in this study, he/she will be asked to participate in one focus group interview lasting about 45 minutes. The interview will be conducted in a safe, secure area of the school designated by the school administrator. The interview will be audiotaped and the notes transcribed on my computer. Each student will be given a pseudonym (false name) to maintain confidentiality and, if possible, anonymity. After the notes are typed, I will return to the participants to have them read what I recorded and to make any corrections. All of the interview tapes, notes, and any other data collected will be kept either in my university office or home.

If your child would like to continue to participate further in this study, I will ask them to allow me to interview them at least two more times for about 45 minutes each during the duration of the project. I have attached a copy of the questions for you to review. In addition, I would like to observe your child in the ELL classroom and in the content area classroom. The reasons are to observe how they are learning English within the classroom environment and see how they interact with other ELL students and also with native English speakers. I would also like to see samples of any class work or homework assignments that your youngster would like to share with me.

Please be assured that participation in this study will in no way affect your daughter/son's grades, nor be penalized in any form if she/he decides to dropout of the study. Your child is free to withdraw from the study at any time. Your youngster may withdraw by contacting me at the number below. If

you choose to allow your youngster to participate, please have them return this form in a sealed envelope to the ESL teacher.

By signing below, you indicate that you have read and understood all the provisions of this letter and you give your voluntary permission for your son/daughter to participate in this study. Thank you so much for allowing me to consider your student's participation in this project. If you have any further questions, please feel free to call or write me.

Sincerely yours,

Lourdes Travieso-Parker, Ph.D. Candidate
Department of Teaching and Learning in
Second Language Acquisition
Virginia Tech's School of Education

If you have any further questions regarding any aspect of this research study, please contact any one of the following persons:

Investigator:	Lourdes Lucía Travieso-Parker, 540-961-7727
Research Sponsor:	Dr. Judith L. Shrum, 540-231-8300
IRB Departmental Reviewer:	Dr. Jan Nespor, 540-231-8327

My son/daughter has my permission to participate in this research project according to guidelines outlined in this letter.

_____ Student's Name	_____ Parent/Guardian's Signature,	_____ Date.
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P.S. Please return the bottom signed portion of this letter in the envelope to the ESL teacher.

Appendix C

Formulario: Permiso y Autorización de Padres para que sus Hijos Participen en una Investigación Educativa

Parent Permission Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Title: Educational Policies and Latino English Language Learners: The Impact of The No Child Left Behind Act (2001) on Teaching and Learning English in one Urban High School in Southwestern Virginia

Título: Política educativa y niños Latinos aprendiendo inglés: El impacto de la ley *No Child Left Behind* (2001) sobre el aprendizaje y la enseñanza del inglés en una escuela urbana en el suroeste de Virginia

Investigadora: Lourdes Lucía Travieso-Parker, Candidata para el doctorado en educación, en el aprendizaje y la enseñanza del segundo idioma.

Estimados Padres y Guardianes:

En los últimos años ha habido un aumento en el número de estudiantes Latinos e Hispanos que se han mudado al Valle Verde. Educadores, administradores, y padres están interesados en los programas educativos que hay para los niños Latinos que no dominan bien el inglés. Por eso, le invitamos a su hijo o hija para que participe en un programa de investigaciones sobre el aprendizaje del inglés en la escuela secundaria. Yo estoy llevando a cabo una investigación sobre los retos y las oportunidades con que los jóvenes Latinos se encuentran al aprender inglés en las escuelas secundarias de aquí. Aprendiendo un segundo idioma no es fácil. Los resultados de éste estudio podrá ayudar a los educadores y administradores de programas para aprender un segundo idioma a implementar o a modificar programas cuyos propósitos son ayudar a los jóvenes Latinos participar y tener éxito en las clases totalmente en inglés.

Todos los oficiales de las siguientes oficinas han dado permiso para hacer esta investigación: El comité de Virginia Tech *Human Subjects Review*, que se encarga a darle permiso a los investigadores universitarios, los administradores de la junta de las escuelas publicas de la ciudad de Carmesí de la sección de Inglés Como Segundo Idioma con las siglas (ESL) y Programas de

Idiomas Extranjeros, y el principal de la escuela superior. Si usted le diera permiso a su hijo o hija a que participe en éste estudio, nos gustaría que participe en una entrevista que no tomará más de 45 minutos enfocada en el aprendizaje del inglés aquí en ésta escuela. La entrevista será llevada a cabo en un lugar designado por uno de los administradores escolares en un sitio seguro. La entrevista será grabada por mí y transcribida a mi computadora. Para mantener la seguridad de los jóvenes que participaron en la entrevista les daremos un nombre falso (seudónimo). Después de transcribir las notas de la entrevista, regresaré para preguntarles si lo que copie estaba correcto o si había que hacerle algunos cambios. Para mantener más seguridad, todos los documentos estarán guardados en mi oficina de la universidad o en mi casa.

Si su hijo le gustase participar en éste estudio a un nivel más profundizado, yo como investigadora, quisiera entrevistarlo por lo menos dos veces más por 45 minutos cada vez. Adjunto está una copia de las preguntas para que sepa lo que le vamos a preguntar. Además me gustaría observarlo en la clase de inglés como segundo idioma y en 2 otras clases de cursos académicos como las matemáticas o historia para observar como están aprendiendo el inglés y como usan su nuevo idioma con otros estudiantes que también están aprendiendo inglés y los otros chicos que son nativos al idioma. También me gustaría examinar algunos de sus trabajos escolares como sus tareas u otras asignaciones.

Tenga la seguridad que la participación de su hijo en esta investigación no le va a perjudicar en ninguna manera si fuese a darse de baja de este estudio. Su niño tendrá la libertad de retirarse del estudio a cualquier tiempo. Solamente tiene de comunicarse conmigo al teléfono indicado para decírmelo. Si usted le diera permiso a participar en este estudio, por favor devuelva esta carta con su firma dando la autorización y póngala en el sobre sellado y devuélvala a la maestra de inglés como segundo idioma.

Su firma en esta carta indica que usted ha leído y ha comprendido todos los acuerdos de la carta y que también da su autorización voluntariamente para que su hijo participe en el estudio.

Muchísimas gracias por permitirme a considerar a ingresar a su hijo en este proyecto. Si usted tiene más preguntas, por favor llámeme al teléfono indicado o escríbame.

Sinceramente,

Lourdes Travieso-Parker, Candidata para el doctorado en educación
Departamento de Enseñaza y Aprendizaje en Segundo Idioma
Escuela de Educación de Virginia Tech

Si usted tiene más preguntas sobre cualquier aspecto de este proyecto investigativo, por favor comuníquese con algunas de las personas nombradas aquí.

Investigadora: Lourdes Lucía Travieso-Parker, 540-961-7727
Patrocinadora de la Investigación: Dra. Judith L. Shrum, 540-231-8300
Examinador del IRB: Dr. Jan Nesor, 540-231-8327

Le doy la autorización y permiso a mi hijo para participar en el proyecto de investigación de acuerdo con las normas escrita en esta carta.

Nombre del estudiante	Firma del padre o del guardián	Fecha
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PD. Por favor, devuelva esta carta en el sobre a la maestra de Inglés como segundo idioma.
Gracias.

Appendix D

Student Assent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Title: Educational Policies and Latino English Language Learners: The Impact of The No Child Left Behind Act (2001) on Teaching and Learning English in one Urban High School in Virginia

Investigator: Lourdes Lucía Travieso-Parker, Doctoral Candidate, Teaching and Learning.

Dear ELL Latino Student:

You are invited to participate in this research study. The reason for this study is to find out your thoughts, challenges, opportunities and feelings about learning a second language in the United States and in this high school. It is also about reflecting on the opportunities you have to learn to speak, read, write and communicate in English in your ELL class and in your content area classes. I also want you to reflect on your hopes and aspirations for the future as a Latino ELL student once you leave this high school. Because many more Latino ELL students are arriving in this area and will soon attend schools like yours, I hope that your responses will help teachers and administrators plan programs for all ELL students that will help them achieve their goals for learning to communicate in English and be successful in academic programs like the ones you have in this school.

For this study, I will ask you to participate in a focus group interview with me lasting of approximately 45 minutes to one hour. For this focus group interview of 6 to 8 Latino ELL students, we will meet during a convenient time that fits your schedule. I will audiotape the interview so that I can remember your comments and type them down accurately on the computer. During the interview you are free to speak in Spanish or English or use both at the same time. You may ask me questions anytime during the interview or you may wish to add something that I do not ask.

After we have met in the focus group interview, I may return to the focus group again and ask you to review the notes that I typed up. You can look over the notes and add any comments you may have. After that focus group meeting, some of you may be interested in continuing to participate in this research study.

For those of you who wish to continue, I will ask 4 of you to allow me to interview you two more times for approximately 45 minutes. The interviews will be more in-depth about how you are learning the second language, and to share with me any things you have done in school that demonstrates your work. As in the focus group, I will audiotape the interview and I will share with you my interview notes after I have typed them up. You will have the opportunity to make any changes by adding or taking out words. I will keep the interview tapes and the typed notes in a secure location in my university office or home. At the end of the study, I will destroy or erase the tapes.

I would also like to observe you for one class period 2 times in your ELL class, and 2 times in your content area classes. The reason for this is to see how you use the second language in the natural setting of an ELL classroom and in the content area classroom. I also want to see how you use your second language skills with other ELL students and with native English speakers. For these observations, I may write up field notes, or use charts to diagram the interactions of the students in the class with you.

A false name (or pseudonym) will replace your name in the interviews and in the observations, field notes, and final report. I will also use a pseudonym for your school and for the city school district. A final report of this research study may be shared at meetings, conferences, or in written publication reports, but every effort will be made to maintain the confidentiality and anonymity of each ELL Latino student.

Finally, you may **drop out** of the study at anytime. If you choose to drop out, you will not be penalized in any way and your grades will not be affected.

Participant's Permission

I have read the Student's Assent Form and I understand the conditions of this research project. I have had all of my questions answered. I have received a copy of this Assent Form. I acknowledge the above and give my voluntary assent to participate in this study.

Please place an X to one or both permissions.

1. Permission to participate in Focus Group Only_____.
2. Permission to participate in in-depth Interviews and Observations_____.

Student's name (print) and signature

Date

If you have any questions concerning any aspect of this research, you may contact:

Investigator: Lourdes Lucía Travieso-Parker, 540-961-7727.

Research Sponsor: Dr. Judith L. Shrum, 540-231-8300.

IRB Departmental Reviewer: Dr. Jan Nespor, 5450-231-8327

Appendix E

Formulario: Permiso de Consentimiento para los Estudiantes

Student Assent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Title: Educational Policies and Latino English Language Learners: The Impact of The No Child Left Behind Act (2001) on Teaching and Learning English in one Urban High School in Virginia

Título: Política educativa y niños Latinos aprendiendo inglés: El impacto de la ley *No Child Left Behind* (2001) sobre el aprendizaje y la enseñanza del inglés en una escuela urbana en Virginia

Investigadora: Lourdes Lucía Travieso-Parker, Candidata para el doctorado en educación, en el aprendizaje y la enseñanza del segundo idioma.

Estimados Estudiantes Latinos:

Les invito a participar en un estudio investigativo que yo voy hacer. El propósito del estudio es investigar como ustedes están aprendiendo el inglés en los Estados Unidos y especialmente en esta escuela superior. Quisiera investigar cuales son los retos, las oportunidades y los pensamientos, y los sentimientos que tienen al aprender inglés. Quisiera también que ustedes reflexionaran en las oportunidades que tienen para aprender a comunicarse en inglés por medio de las destrezas de hablar, escribir, y leer el idioma en sus clases de inglés como segundo idioma (ESL), y sus clases de otros cursos académicos como las matemáticas e historia. Quisiera también que reflexionaran en sus metas para el futuro cuando se gradúen de esta escuela. Muchos estudiantes Latinos como ustedes se están mudando para este lugar y esta área y seguramente pronto vendrán a escuelas como esta. Mis metas y esperanzas son que las respuestas que ustedes puedan compartir conmigo en esta investigación puedan ser útiles para que los administradores y maestros puedan planificar programas para estudiantes aprendiendo inglés como un segundo idioma y les pueda ayudar a tener éxito en programas académicos como los que tienen ustedes aquí.

Para este estudio, quisiera que participaran en un grupo de investigación que durará desde 45 minutos hasta una hora. El grupo de 6 o 8 Latinos se reunirá a una hora conveniente para todo el grupo. Voy a grabar nuestra conversación para mantener un record de lo que hablamos. En la entrevista tienes la oportunidad de hablar en el idioma que te sea más cómodo, español, inglés, o los dos simultáneamente. Me puede hacer cualquiera pregunta que quiera, o también me puede hacer cualquiera pregunta que tenga o añadirle algo que no le he preguntado.

Después de reunirnos en el primer grupo, regresaré otra vez con ustedes para repasar las notas de lo que han dicho y añadirle cualquier comentario que tengan. Al terminar está reunión, algunos de ustedes quisieran continuar con el estudio y profundizarse más a fondo en la investigación. Voy a pedirle a 4 de ustedes que me permitan a entrevistarles por 45 minutos dos veces más. Las

entrevistas van a profundizarse sobre como están aprendiendo el inglés y también si pueden compartir conmigo algunos ejemplares de su trabajo escolar como las tareas. Igual que el otro grupo yo voy a grabar nuestra conversación. Tendrán la oportunidad para hacer cambios y sacar o añadir algunas palabras. Tendré las cintas y las transcripciones en mi oficina universitaria o mi casa en un lugar seguro. Cuando termine el proyecto borraré las cintas.

También me gustaría observarlo dos veces en su clase de ELL, inglés como segundo idioma y otras dos clases de otros cursos académicos como las matemáticas. Me gustaría ver como usas el inglés con los otros muchachos en la clase de inglés como segundo idioma y también con los estudiantes Americanos. Me gustaría usar algunos diagramas para ver como te comunicas con los otros estudiantes en la clase, y tomar apuntes durante las observaciones.

Usaré un seudónimo (nombre falso) en vez de sus nombres verdaderos en todos los documentos. También usaré un seudónimo para la escuela y la ciudad. Haré todo lo que pueda para mantener los documentos confidencialmente y anónimamente de cada estudiante Latino.

Usted puede retirarse de participar en este estudio a cualquiera hora. Solamente le pido que me informe o cualquiera de la gente en la lista al pie de la página.

Permiso del Participante

He leído el formulario de Consentimiento y comprendo las condiciones de este proyecto de investigación, y me han contestado todas mis preguntas. He recibido una copia de este formulario de Consentimiento, y doy mi permiso voluntariamente para ser participante en este proyecto de investigaciones.

Por favor ponga una X en una o las dos partes del permiso. Gracias.

1. Permiso para participar en el grupo de Enfoque solamente_____
2. Permiso para participar en las entrevistas y las observaciones a fondo_____

Su nombre (en molde), y firma

Fecha

Si tiene algunas preguntas sobre esta investigación, comuníquese con las siguientes personas:

Investigadora:	Lourdes Lucía Travieso-Parker, 540-961-7727
Patrocinadora de la Investigación:	Dra. Judith L. Shrum, 540-231-8300
Examinador del IRB:	Dr. Jan Nespor, 540-231-8327

Appendix F

Interview Protocol questions for Division Coordinator of ELL programs

1. Background Information

- How long have you been an administrator at the District level?
- What did you teach before becoming an administrator?
- How long did you teach before becoming an administrator?
- What motivated you to become an administrator at the District level?

2. District Context

- Describe the Crimson City Public Schools?
- Describe the ELL program in the Crimson City Public Schools?
- What challenges do you have in managing the ELL program at the District level?
- How is articulation achieved between different divisions at the District level?
- How is the District complying with the mandates of the NCLB Act (2001)?
- How is the ELL program complying with the mandates of the NCLB Act (2001)?
- How is the Latino community a part of the ELL program at the District level?

3. Assessment

- What assessment measures do you use for Latino ELL students to comply with the mandates of the NCLB Act (2001)?
- How are SOLs affecting the ELL students in the Crimson City Public Schools?
- What are the major challenges regarding assessment procedures for Latino ELL students?
- How has the curriculum been realigned as a result of the NCLB mandates?
- If you could make changes in the NCLB assessment procedures for Latino ELL students, what would they be?

4. Conclusion

- How do you see the Latino ELL student population in the Crimson City Public Schools within the next five years?
- How do you see the Latino ELL student population integrating with native English speakers within the next five years?
- If you could change something at the District level, what would that be?

Appendix G

Interview Protocol for Principal and Administrators

1. Background Information

- How long have you been an administrator?
- What did you teach before becoming an administrator?
- How long have you been an administrator at this school?
- What motivated you to become an administrator?

2. School Context

- Describe this school?
- Describe the school climate of this school?
- How is this a supportive school climate for ELL students?
- Describe the ELL program in this school?
- How is articulation between ESL teachers and content area teachers, and guidance counselors achieved?
- How do you involve your staff in school improvement efforts?
- How is home, parental, and community involvement a part of this school?

3. Assessment

- What policies are in place regarding assessment?
- What accountability measures are used in the school?
- What standardized tests do you use?
- How are SOLs affecting the teaching and learning environment of this school?
- Has the curriculum in the school been realigned as a result of NCLB?
- What are the major challenges with the NCLB Act and your school?
- If you could changes in the NCLB assessment procedures for all students what would they be?
- If you could make changes in the NCLB assessment procedures for Latino ELL students, what would they be?

4. Conclusion

- How do you see the ELL Latino student population integrating with the native English speakers within the next 5 years?
- If you could change something in this school, what would that be?
- Is there anything else you would like to share with me regarding your school?

Appendix H

Interview Protocol for Guidance Counselor

1. Background Information

- How long have you been a guidance counselor?
- How long have you been a guidance counselor in this school?
- Were you a teacher before becoming a guidance counselor?
- What subjects did you teach?
- Describe your role as a guidance counselor in this school?

2. School Context

- How would you describe the school climate of this school?
- Describe the school climate for the ELL students in this school?
- What articulation is there between the guidance counselor and the ESL teacher?
- What articulation is there among the guidance counselor, the ESL teacher, and the content area teachers?

3. Guidance Functions and ELL Latino Students

- How do you assist Latino ELL students with their academic needs?
- What types of classes do you recommend for Latino ELL students?
- How do you assist Latino ELL students with post-secondary plans?
- How do you involve parents in the decision-making process about post secondary school?
- Describe the guidance needs that Latino ELL students have?

4. Assessment

- What assessment needs do Latino ELL students have?
- How has the NCLB Act affected academic progress for Latino ELL students?
- What changes, if any, would you recommend in assessment for Latino ELL students?

Appendix I

Interview Protocol for ESL Teacher

1. Background Information

- Where were you born?
- Where did you attend college or university?
- What is your highest degree?
- How long have you been a teacher?
- How long have you been a teacher at this school?
- What other subjects have you taught?
- What motivated you to become an ESL teacher?
- Where do you see yourself professionally within 5 years?

2. School Context

- How would you describe this school?
- How is this a supportive school climate for ELL students?
- Describe the ESL program in this school?
- How is articulation among ESL teachers and content area teachers, and the guidance counselors achieved?
- Describe any changes that you would like to see in the ESL program within the next five years?

3. ESL Classroom and Students

- How would you describe the ELL students in your class? (I.e. Home countries, language, schooling).
- How do you manage to teach learners from different countries in the same classroom?
- What challenges are there in teaching students from multiple cognitive levels?
- How would you describe the Latino ELLs in your classroom?
- How do you connect your teaching to the sociocultural environment of your students?
- How do you construct an academically rigorous curriculum in your classroom?
- What language functions do you do in your classroom to make space for discourse that is imaginative, entertaining, personal, interactional and enlightening?
- How do you help students become critical thinkers?
- How do you create opportunities for student-directed activities?
- What instructional strategies do you use to enhance academic learning in L2?
- How do you use some native language and culture in the instruction of ELL students?

- What opportunity do Latino ELL students have to practice their L2 with native language speakers?
- Describe any theoretical models for language learning that you use in your classroom.

4. Assessment

- Describe how you monitor Latino ELL student progress on a regular basis?
- What accountability measures are used in the school?
- What accountability measures are used in the ELL classroom?
- What standardized tests do you use?
- Has your curriculum been realigned as a result of NCLB? How?
- What are the major challenges with the NCLB Act and your teaching?
- If you could change something about the NCLB assessment procedures for Latino ELL students what would that be?

5. Conclusion

- How do you involve the community and the home in your teaching environment?
- Describe yourself as an educator?
- If you could make changes in this school, what would it be?
- Is there anything you would like to share with me that we have not discussed?

Appendix J

Interview Protocol for Content Area Teachers

I. Background Information

- How long have you been teaching?
- What subjects have you taught?
- What are you teaching now?
- How long have you been a teacher at this school?

1. School Context

- Describe this school?
- How is this a supportive school climate for ELL students?
- How is articulation between content area teachers and the ESL teachers achieved?
- How is articulation among the guidance counselor, ESL teacher, and content area teacher achieved?

2. Content Area Classroom and Latino ELL Students

- Describe the Latino ELL students in your class?
- How do the Latino ELL students use English in your class?
- How do the Latino ELL students interact with native English speakers in your class?
- What opportunities do Latino ELL students have to practice English with native English speakers?
- How do you construct an academically rigorous curriculum in your content area class?
- What special accommodations, if any, do you have to make for the Latino ELL students in your classes?

3. Assessment

- What accountability measures do you use in your content area classroom?
- What standardized tests do you use in your classroom?
- What special accommodations are used in testing Latino ELL students?
- Has your curriculum been realigned as a result of NCLB Act (2001)?
- What challenges do you have in teaching for SOLs and your subject area?

Appendix K

Interview Protocol

Focus Group: Latino ELLs

1. Opening

- Tell us your name and how long you have been in this school?
- What is your home country?
- When did you first come to the United States?

2. Introductory

- How did you come to the Green Valley?
- Talk to me about how you are learning to listen, speak, read, and write, in English in the school.

3. Transition

- Please think back to the time when you first came to this school, how did you feel at first?
- How did it feel not being able to speak in English with the other students in the school?
- How did you get used to the routine of the school?

4. Key Questions

- What are some challenging aspect of trying to learn a new language?
- When do you communicate in English with people in your ELL classes?
- When do you communicate in English in your other classes?
- How do you feel about taking tests, especially the standardized tests that everyone in the school takes, like the SOLs?
- What do you plan to do once you leave this school?

5. Ending Questions

- If you could change some things about your experiences in high school what would you change?
- What advice would you give to new Latino ELL students coming to this school?

Appendix L

Interview Protocol

Latino ELLs

1. Background Information

- Where were you born?
- Did you go to school in your home country? How many years?
- When did you first come to the United States?
- Who did you come with?
- How long have you been in Crimson City?
- Do you have a part-time job? Where? How many hours?

2. Social and Cultural Context

- What has your life been like since you arrived in the United States?
- What is a typical school day like for you?
- What do you do on weekends?
- Where are your close friends from?
- What language do you read and speak at home?
- What language do you usually speak with your friends?
- In what language(s) are the TV programs you usually watch?
- In what language(s) are the radio programs you usually listen to?
- What language(s) do you use to surf the Internet?

3. School Setting

- How would you describe your school and your friends?
- How long have you been at this school?
- Tell me about your friends and where they are from?
- How do you communicate with native English language speakers in places like the cafeteria, the hallways, and the gyms?
- What kinds of school activities such as sports or clubs do you belong to?
- What types of classes are you taking?
- What persons or persons have been most helpful to you in this school?

ELL Class

- How is your ESL teacher helping you to learn English?
- Describe some of the things you do in your ELL class.
- How do you communicate with the other ELL students in your class?
- How do you communicate with the other Latino ELL students in your class?
- What are some of the things you like to do best in the ELL class?
- What are some of the things you like to do least in the ELL class?
- Describe how do you feel when you have to take a standardized testing your ELL class like the Idea Proficiency Test, IPT?

Content Area Class

- Describe some of the things you do in your content area classes.
- What is the most difficult for you in your other classes—listening, reading, speaking or writing? Why?
- How do you communicate with your teachers when you need help?
- What are some of the words and ideas that you need to know and use to be successful in this class?
- How do you use your English to communicate with Latino ELL students in your classes?
- How do you use your English to communicate with Anglos in your content area classes?
- Do you use any gestures, or facial expressions, to communicate in your classes?
- What kinds of tests do you have to take in your classes?
- How does the teacher measure your progress in this class?
- Do you have to take SOLs in your classes?
- Does the teacher do anything special when you have to take tests in your classes?

4. Future Goals

- What are your goals after you leave this school?
- What do you need to know to be able to do what you want to do?
- How much English will you need to meet those goals?
- Where do you see yourself in five years from now?
- If you could change some things about your high school experiences, what would you change?
- What advice would you give to new Latino ELL students coming to this school?

Appendix M

Classroom Observation Guide

Class: _____ Date _____ Time _____ Period _____

Topic: _____ Number of students _____

Teacher: _____

1. How was the lesson constructed and organized?
2. What strategies did the teacher use for beginning and ending activities?
3. What strategies did the teacher use for making transitions from one activity to another?
4. What strategies did the teacher use for engaging students in meaningful learning?
5. What second language oral instructional strategies did the teacher use in communicative activities?
6. What second language oral instructional strategies did the teacher use in interactive activities?
7. How did the teacher support verbal explanations with non-verbal clues?
8. How did the teacher integrate opportunities to use oral and written language?
9. What scaffolding techniques did the teacher use?
10. What kinds of assessment methods did the teacher use?
11. How did the students respond to the activities?
12. Unanticipated outcomes. What were any unique or unanticipated outcomes of the lesson?

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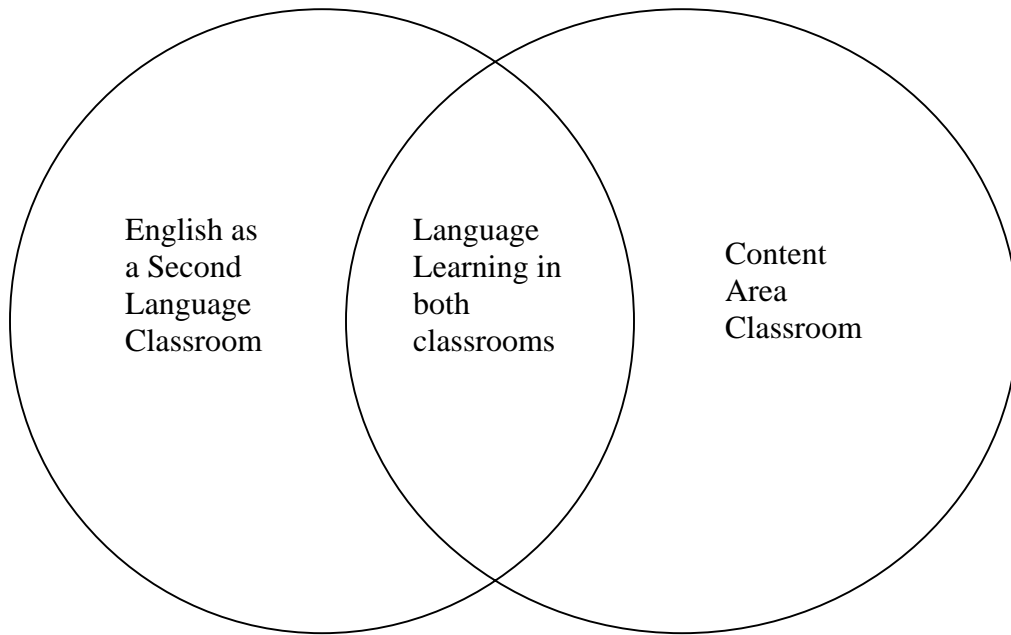
Curtain, H. A., & Dahlberg, C. A. (2004). *Languages and children—Making the match* (3rd ed.). Boston, MA: Pearson Education, Inc., p. 208

Peregoy, S.F. & Boyle, O. F. (2001). *Reading, writing & learning in ESL: A resource book for K-12 teachers*. New York: Longman., p. 70.

VA Tech. (2004). Teacher Education in the Sciences and Humanities, Department of Teaching and Learning. *TESH Assessment of classroom teaching in second language education*.

Appendix N

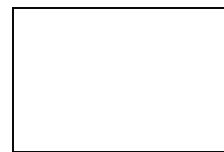
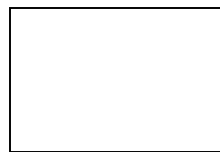
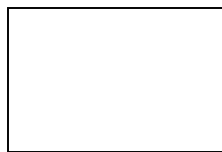
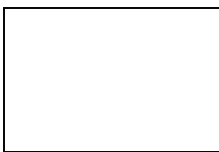
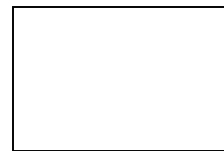
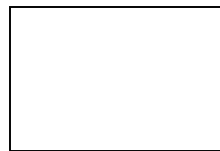
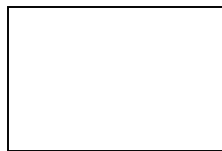
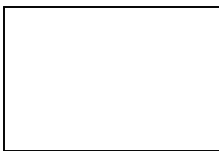
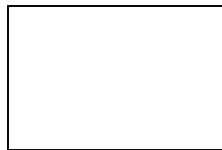
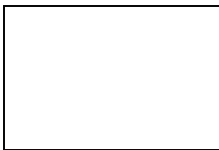
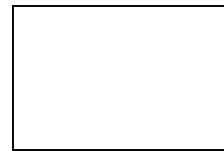
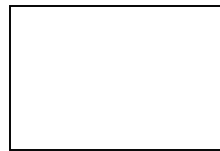
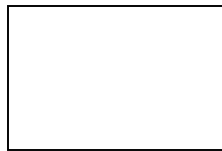
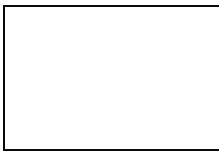
Visual Representation of English Language Learning in Classrooms



Appendix O

Classroom Seating Chart

Class: _____ Date _____



Appendix P

Cummins' Framework for Academic Language Learning

A. Focus on Meaning

Making Input Comprehensible

Developing Critical Literacy

B. Focus on Language

Awareness of Language Forms and Uses

Critical Analysis of Language Forms and Uses

C. Focus on Use

Using Language to:

Generate new knowledge

Create Literature and Art

Act on Social Realities

Source: Cummins, 2000, p. 274.

Appendix Q

I Like to be a Famous Children Psychologist

By Rosalinda, 10th grade

I like to be a famous children psychologist because I love children.

I really want to help every body especially them because they are so little and do not know anything about the life.

Children's psychologists are specialized in work with sick babies, children without family, and Abused one. That is not easy work but I think I love enough children to do a great job to help them. I want to have my own House-Home for them, who are sobbing, and do not have any body in the world. I really want to do that.

I think that is my dream, be psychologist and have my own family, my own children.

Appendix R

I Dream About Peace

By Ana, 9th grade

I dream to feel good because I don't want
to see no body stole thing or war in
different countrys. I don't to no body think bad things.
I want to see people happy children playing and
Person working for a reason and never fight.
I want to have family and tech them
what is good for them and try to be a good person

Appendix S

Poem on Friendship

By Lucia, 9th grade

A friend is alike a blanket that you cover when you are cold.

A friend is a person that help you and when you feel bad, or when you feels

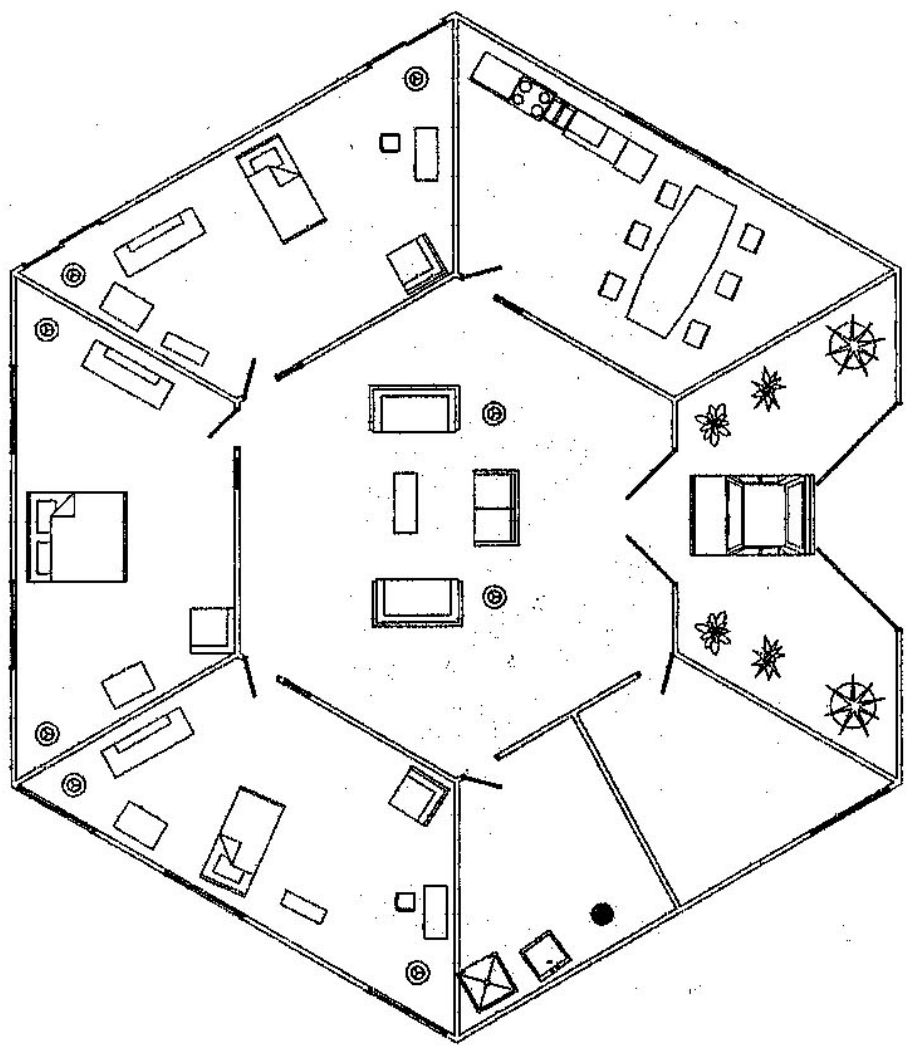
That nobody likes you or nobody pay attention. I will be with you.

I will be your blanket. I will be your friend until, the sun comes

Out in the night, or when the moon comes out in the day.

I will be your friend until, I die.

Lucia: Computer assisted design of my My Dream House



DATE	HIGH SCHOOL		
DRAWN	COMPUTER AIDED DRAFTING CLASS		
CHECKED	SIZE	BLOCK NO.	DWG NO.
REVIEWED	B	A2	X-XX
	SCALE	1:1	SHEET 1 OF 1

Appendix U

"My Story"

WHO	Mrs. White, Mrs. Mulford, Ms. Kim Advanced ELL Class B2 and A3
WHAT	create iMovie telling "your story"
WHEN	Friday, February 18, 2005 – Friday, March 4, 2005
WHERE	High School Media Center

SCHEDULE

Fri	2/18	iMovie overview
Mon	2/21	Research
Tues	2/22	Research
Wed	2/23	Research
Thur	2/24	iMovie "how to"
Fri	2/25	edit research
Mon	2/28	iMovie lab
Tues	3/1	iMovie lab
Wed	3/2	iMovie lab
Thur	3/3	iMovie lab
Fri	3/4	Presentation Celebration

STANDARDS

- The student will make and listen to planned oral presentations.
- The student will use information resources to research a topic.
- The student will use English mechanics and usage.

Dee Flora White
Copyright 2005

Project Guidelines

	Past Pictures	Video	Research Pictures	Present Pictures	Interview
Introduction					
• name					
• school/grade					
• residence					
• immigration story					
Body					
• location/geography					
• people/language					
• family					
• religion					
• education					
• customs/holidays					
• economy/jobs					
• government					
• issues					
Closing					
• miss the most					
• current interests					
• future plans					

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Grading

	BEGINNER 1 point	NOVICE 2 points	INTERMEDIATE 3 points	EXPERT 4 points
CONTENT	includes little essential information and one or two facts	includes some essential information with few citations and few facts	includes essential information with most sources properly cited; includes enough elaboration to give viewers an understanding of the topic	covers topic completely and in depth; includes properly cited sources; encourages viewers to know more
TECHNICAL REQUIREMENTS	Includes 10 slides or less, ineffective transitions, and overall poor quality	Includes 10 slides, ineffective transitions, and minimum quality	Includes at least 10 slides, effective transitions, and overall good quality	Includes 10 or more slides, well-planned transitions, and excellent quality
MECHANICS	Includes more than five grammatical errors, misspellings, punctuation errors, etc.	Includes three to four grammatical errors, misspellings, punctuation errors, etc.	Includes two to three grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct; no errors in the text
WORK ETHIC	Cannot work by oneself in most situations; cannot make decisions or take responsibility	Works by oneself but has difficulty making decision and taking responsibility	Works well by oneself; makes decisions and takes responsibility most of the time	Works well by oneself; is motivated to do one's best and takes full responsibility
ORAL PRESENTATION SKILLS	Great difficulty communicating ideas; poor voice projection; poor pronunciation; little preparation or incomplete work	Some difficulty communicating ideas due to voice projection, pronunciation, lack of preparation, or incomplete work	Communicates ideas with enthusiasm, proper voice projection, good pronunciation; adequate preparation and delivery	Communicates ideas with enthusiasm, proper voice projection, excellent pronunciation and clear delivery

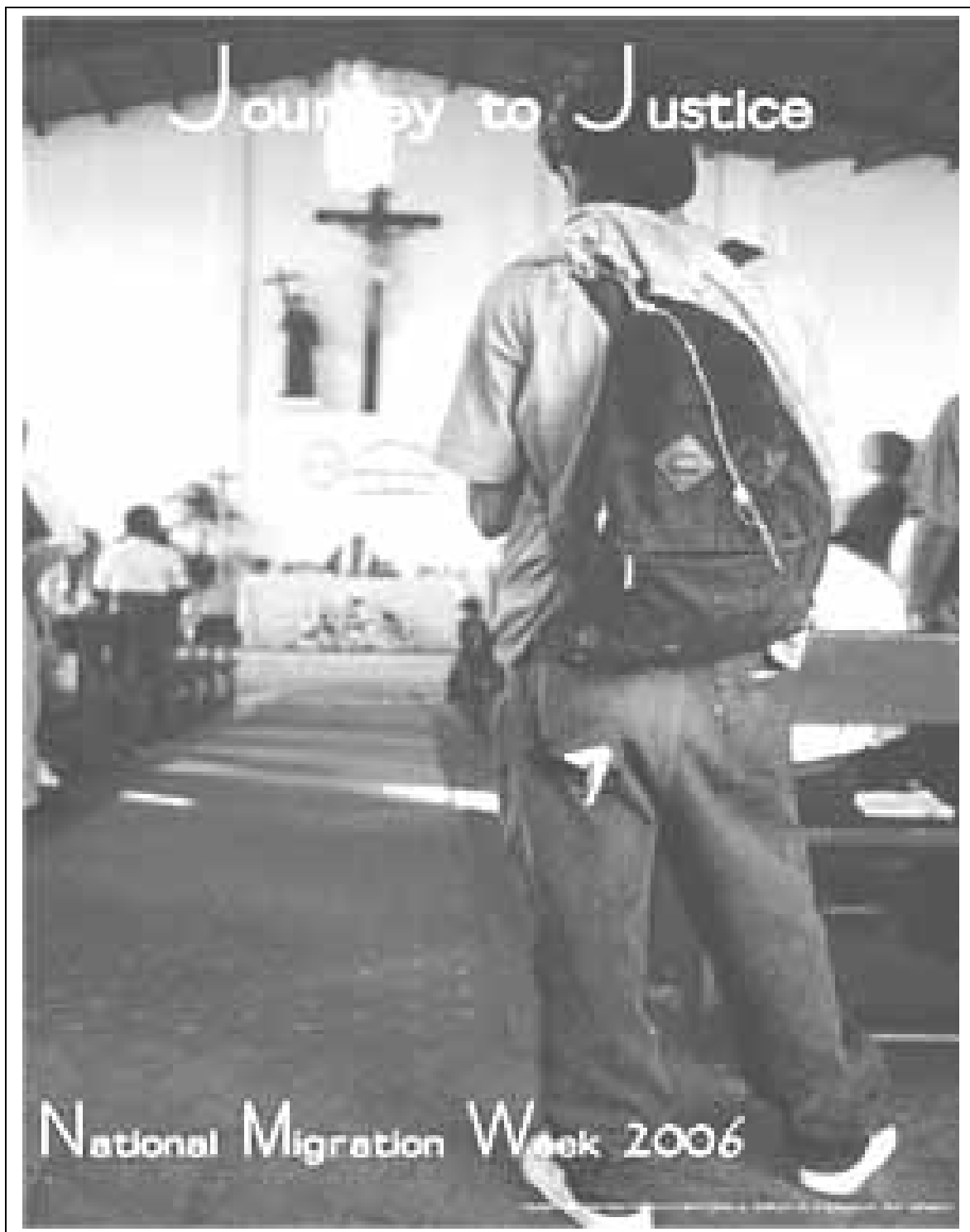
Appendix V

Hugo's Artistic Talent



Appendix W

Journey to Justice



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Curriculum Vitae

Lourdes Lucía Travieso-Parker

8350 Baileys Wharf Road, Gloucester, VA 23061
804-693-5021; 804-832-3835. E-mail: ltravies@vt.edu.

Professional Summary

- Exceptional teaching, training, team building record.
- Experience managing and administrating large educational programs.
- Skilled budgeting, strategic planning, and proposal writing.
- Assertive communicating with individuals and teams.
- Superior writing and speaking ability in Spanish and English.

Education and Awards

- Ph.D. Candidate: Virginia Polytechnic Institute and State University (Virginia Tech).
Dissertation: *Policies, Pedagogy, and Practices: Educational Experiences of Latino English Language Learners in Virginia*. Chair: Dr. Judith L. Shrum,
Defense date: March 20, 2006.
- Winner of the 2005 Virginia Scholars Award from Delta Kappa Gamma Society International.
- Winner of the 2005 Hispanic Achievement Medallion, Sigma Delta Pi, Hispanic Honor Society, Lambda Psi Chapter.
- Member, Omicron Delta Kappa, National Leadership Honor Society, 2004.
- Member, Phi Kappa Phi, National Honor Society, 2004.
- Winner of the Virginia Commonwealth Fellowship for 2002-2003 Academic years at Virginia Tech.
- National Urban Fellow, Yale University leading to Master of Arts in Urban Studies, Occidental College, Los Angeles.
- Master of Arts in Education, New York University, New York.
- Bachelor of Science, in Business Education, New York University.

Related Experiences

Instruction

- Supervised preservice teachers in Early Field Experiences in the Schools, fall 2004, and in Student Teaching, spring 2004 and 2004-2005, as a Graduate Teaching Assistant at Virginia Tech, Blacksburg, Virginia.
- Taught four classes in Social Foundations of Education at Virginia Tech, 2001-2002 academic years.
- Organized electronic mentorship program with high school students and preservice teachers. Organized satellite videoconference with preservice teachers and students in large urban high school for the Social Foundations classes at Virginia Tech.
- Taught elementary and intermediate Spanish at Christopher Newport University, 1996-2000. Newport News, Virginia.
- Taught intensive Spanish for business majors at Christopher Newport University.
- Co-leader of a Spanish Culture summer course to Spain for Christopher Newport University.

- Taught high school Spanish levels one and three, 1999-2001, Gloucester, Virginia.

Administration and Management

- Supervised 24 staff members in community, information and outreach of four departments for the Chicago public school system. Coordinated the work efforts of staff developers, trainers, parent volunteers, news media specialists. Supervised the election and training of persons elected to Local School Councils in 540 schools. Collaborated in developing informational videos for outreach. Hosted, wrote and produced a weekly cable television series on school reform in Chicago Public Schools.
- Supervised and administered a \$45,000,000 budget for the education, support, and training of 35,000 children with limited English proficiency in 18 different languages as director of Multilingual Education in the Chicago Public Schools. Coordinated all services, staff development activities, parent training, monitoring and compliance, proposal writing and budgeting.
- Created and designed a Career Service Training Bureau in collaboration with colleges to deliver on-site training for clerical, school secretaries and support personnel. More than 1,000 employees took in-service training opportunities. Developed and produced video for staff training.
- Prepared preservice teachers to become bilingual Spanish and English teachers for the New York City school system.

Analytical

- Researched federal, corporate and foundation sources to develop proposals for a consortium of ten colleges and universities. Prepared proposals for the consortium housed at Equity Research, Washington, D. C.
- Researched and developed a paper on leadership development, developed needs assessment questionnaires and survey and target list of 350 persons to respond to a survey for the Latino Institute in Chicago.

Media-Related Activities

- Won 1st Place Award of event coverage video, *Voces Hispanas*, for Cable Access television, Chicago, Illinois.
- Created the first weekly bilingual newspaper column for a major newspaper in Philadelphia.
- Participated in NASA and Norfolk State Video Satellite conference for minority teachers in science and mathematics.

Presentations

- Travieso-Parker, L. L. and White, D. (October, 2005). *ESL and Media Technology Teachers Help Latino English Language Learners Tell Their Stories*. Foreign Language Association of Virginia Conference, Richmond, VA.
- Travieso-Parker, L. (April, 2005). *Pre K-12 English Language Proficiency Standards in the Core Content Areas and ESL Teachers: Challenges and Possibilities*. VATESOL Roundtable, ESL Issues and Concerns in SW VA, Roanoke, VA.
- Travieso-Parker, L. L. (October, 2004). *Fostering Respect for Differences in Early Learners*. Virginia Tech Literacy Corps Tutors, Blacksburg, VA.

- Travieso-Parker, L. L. (Spring, 2003). *Latina Women and Domestic Violence*. Theta Nu Xi, Multicultural Sorority, Virginia Tech. Blacksburg, VA.
- Shrum, J. L. and Travieso-Parker (October, 2003). *Teacher as Researcher*. Foreign Language Association of Virginia, Richmond, VA.

Professional Organizations

AAUW: American Association of University Women
 ACTFL: American Council on the Teaching of Foreign Languages
 AERA: American Educational Research Association
 CANABE: Capital Area National Association of Bilingual Education
 FLAVA: Foreign Language Association of Virginia
 NABE: National Association of Bilingual Education
 NCLR: National Council of La Raza
 TESOL: Teachers of English to Speakers of Other Languages