2016

Stakeholders' Perceptions of English Language Learners Meeting Adequate Yearly Progress in Reading

Susan Calibo Loney
Walden University

<u>Walden University</u>

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Susan Loney

has been found to be complete and satisfactory in all respects,

and that any and all revisions required by

the review committee have been made.

Review Committee

Dr. Fatima Mansur, Committee Chairperson, Education Faculty

Dr. Peter Kiriakidis, Committee Member, Education Faculty

Dr. Wallace Southerland, III., University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2016

Abstract

Stakeholders' Perceptions of English Language Learners

Meeting Adequate Yearly Progress in Reading

by

Susan Calibo Loney

ESL Endorsement, Concordia University, 2006

M.S.E.Ed., University of Nebraska at Omaha, 2002

B.S.E.Ed., Immaculate Conception College, 1992

Submitted in Partial Fulfillment

of the Requirements for Doctoral Study

Walden University

June 2016

Abstract

English language learners (ELLs) in a Midwestern urban elementary school have not

been meeting the local school's adequate yearly progress (AYP) in reading in 3

consecutive years on statewide test scores. Meeting school standards is important because

failing to meet AYP for 6 consecutive years can result in the restructuring or closing of

any public school in the nation. The rationale for this qualitative case study was to

examine the perceptions of stakeholders, 7 parents, teachers, and school administrators,

all of whom have demonstrated knowledge of and proximity to the school's AYP

decisions, to develop vocabulary strategies that may increase students' state test scores in

reading. The conceptual framework was based on Gardner's multiple intelligences. The

research questions focused on understanding stakeholders' perceptions of the proficiency

of ELLs in reading, professional development for reading teachers of ELLs,

recommendations for helping ELLs improve reading proficiency, and the challenges

reading teachers face in ELL classes. Semi-structured interviews with each participant

were transcribed, color-coded, and analyzed using holistic and typological analysis

techniques to search for and develop themes and patterns. Findings revealed a need for

teachers to receive professional development training related to improving ELLs'

vocabulary to improve their reading proficiency. A 3-day professional development

curriculum project was developed to focus on teaching effective vocabulary strategies.

This study has implications for social change focused on improving teachers' capacity to

work with ELLs and to improve their reading scores which have lasting impact on

students' lives.

Stakeholders' Perceptions of English Language Learners

Meeting Adequate Yearly Progress in Reading

by

Susan Calibo Loney

ESL Endorsement, Concordia University, 2006

M.S.E.Ed., University of Nebraska at Omaha, 2002

B.S.E.Ed., Immaculate Conception College 1992

Submitted in Partial Fulfillment

of the Requirements for Doctoral Study

Walden University

June 2016

Dedication

I would like to dedicate this accomplishment to my family, friends, and relatives. I want to thank you all for being extremely supportive and optimistic that an immigrant like me can possibly reach this milestone. I would also like to dedicate this achievement to the Omaha Public Schools, Liberty Elementary School, Nebraska State Education Association, and the Omaha Education Association. You all have helped refine my leadership skills, knowledge, confidence, and the abilities to continue to help and be an inspiration to all students, especially those who are English language learners and to those who are in poverty. Who would have thought that a person from an extreme poverty in a third world country could write a dissertation? I am giving back the honor, praises, and glory to thank my God, Jesus Christ for I am nothing without Him.

Acknowledgements

A feat of this magnitude could not have been achieved without the inner strength that God has bestowed upon me everyday; and the love and support of my husband Ron, my daughter Kezia, my stepson Steve, my parents, my brothers, my sisters, my nieces, my nephews, and my relatives in the Philippines. Your unconditional love has kept me persevere in fulfilling my dream into a reality. To my committee, Dr. Fatima Mansur, Dr. Peter Kiriakidis, and Dr. Wallace Southerland III, thank you so much for your untiring assistance to this endeavor. Without your expertise, patience, and kindness, I would not have accomplished this lofty goal, and for this I am incredibly grateful.

Table of Contents

ii

Section 1: The Problem

In an urban elementary school in a Midwestern state, English language learners (ELLs) do not meet adequate yearly progress (AYP) requirements in reading. In 2011 and 2012, students in Grades 3 through 6 all took the state tests in reading in order to measure their reading and comprehension skills. AYP scores reported by this Midwestern urban elementary school have shown that the ELLs are underperforming in reading. The 2009–2010 AYP scores for ELLs in reading were as follows: 32% *met the AYP standards* for third grade; 40% *met the AYP standards* for fourth grade; 19% *met the AYP standards* for fifth grade; 31% *met the AYP standards* for sixth grade. The 2010–2011 AYP scores for ELLs in reading were as follows: 22% *met the AYP standards* for third grade; 28% *met the AYP standards* for fourth grade; 40% *met the AYP standards* for fifth grade; and 18% *met the AYP standards* for sixth grade. The 2011–2012 AYP scores for ELLs in reading are not reported by the state in subgroups as of yet. However, as a school, meaning all subgroups, the scores in reading were as follows: 54% *met the AYP standards* for third grade; 32% *met the AYP standards* for fourth grade; 37% *met the AYP standards* for fifth grade; and 47% *met the AYP standards* for sixth grade.

The No Child Left Behind (NCLB) Act of 2002 is about helping all public school students to receive an equal opportunity for high quality education in the United States of America (Edwards & Pula, 2011; Garcia, 2011; Harding, Harrison-Jones, & Rebach, 2012; Judson, 2012; Kenyon, MacGregor, Li, & Cook, 2011; Koyama, 2011; Maleko & Gawlik, 2011; Stansfield, 2011; Thompson, Meyers, & Oshima, 2011) in order for students to pass standardized tests known as the AYP (Harding et al., 2012). In a recent

study, AYP, a national law, mandates public schools to report students' achievement results every year (Judson, 2012). Schools that do not meet AYP 2 years in a row will be considered a "failing school" (Ediger, 2012, para. 3). NCLB will forcibly use the school accountability tracking system to assess all schools (Garcia, 2011). Sanctions and rewards may persist based on how the students from Grades 3–6, 8, and 11 perform on once-a-year multiple-choice standardized tests (Judson, 2012).

The NCLB Act affirmed to all states, districts, schools, and teachers that they are all accountable for the education of all students, including the ELLs (Stansfield, 2011). The standardization and the curriculum alignment are now focusing on teaching to the test in order to comply with the AYP requirements (D. Rubin & Kazanjian, 2011). Using accommodations for the ELLs facilitates the yearly state standardized tests. Accommodations are the alterations of regular test materials, administration procedures, or setting that provides more meaning to the students taking the assessments (Stansfield, 2011).

As one of the subgroups, ELLs need to meet AYP requirements in compliance with NCLB by obtaining proficient or advanced scores in state testing. In this study, I will focus on understanding the stakeholders' perceptions of the ELLs in reading in meeting AYP. Reading is a critical area (Thompson et al., 2011) as it draws more attention than any other academic discipline (Ediger & Rao, 2011). Reading teachers at the research site have implemented parental outreach efforts to help ELLs in reading. The problem of not meeting the AYP affects the school financially as the school is now facing a budget cut that is prohibiting it from funding additional resource teachers and

purchasing relevant teaching tools. The possible factors contributing to the problem of the ELLs not meeting AYP requirements in a Midwestern urban elementary may include the Common Core Standards, bilingual education, language acquisition of the ELLs, English as a second language (ESL), differentiation of instruction, effective teaching and learning strategies, educational interventions, and parental involvement.

Rationale for Choosing the Problem

The research site was a Midwestern urban elementary school. The educational problem has been chosen for several reasons. First, the ELLs' state test scores are not meeting AYP although reading teachers and administrators have implemented parental outreach efforts for 3 consecutive years. Additionally, scholars have reported that NCLB has mandated high expectations for all students by ensuring accountability for all public schools, which is a challenge for ELLs (Good, Masewicz, & Vogel, 2010) at the research site. Also, the anticipated number of ELL school-age children of immigrants will increase at the research site. In accordance with the NCLB Act, every state must submit an annual report to the public and to the U.S. Department of Education including the schools in need of improvement (A. van der Ploeg et al., 2012). ELLs that exceed 12 months' enrollment must be evaluated using the state's test requirements.

Subsequently, at the research site, in 2011 and 2012, students in Grades 3 through 6 took the state tests in reading. AYP scores have shown that the ELLs are underperforming in reading. The test results decide the cut-off scores that will be translated into a percentage, which will determine who *meets the standards* and who *exceeds the standards*. Over the past 3 years, ELLs at this Midwestern urban elementary

school did not meet the AYP requirements in reading. With such results, there is a need to examine the perceptions of six key stakeholders as to why the ELLs did not meet the AYP requirements in reading.

Definition of Terms

For the purpose of this qualitative case study, several terms have been defined below:

Accommodations: Accommodations are the alterations of regular test materials, administration procedures, or settings that provide more meaning to the students taking the assessments (Stansfield, 2011).

Adequate yearly progress (AYP): AYP is a national law that mandates the school system in the United States to submit students' achievement results every year (Judson, 2012).

Bilingual education: Bilingual education in the United States was made public policy under a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 (Smith & Rodriguez, 2011). The types of systems that were established to assist language minority students were based upon the amendments to the Bilingual Education Act after the *Lau v. Nichols* verdict of 1974 (Smith & Rodriguez, 2011).

Common Core Standards: Common Core Standards are a common set of expectations across states for what K–12 students are expected to know and be able to do in English language arts and math (Anderson, Harrison, & Lewis, 2012).

Differentiation of instruction: Differentiated instruction is a beneficial teaching approach to address students' various educational levels in a course setting (Pham, 2012).

English language learners (ELLs): ELLs are individuals who have desired or are required language to learn the English language in various fields (Sipra, 2013). There are standards as to how the language learners learn effectively. The ELLs must be interested or intrinsically motivated in any teaching activities prepared and managed by the teacher (Enongen, 2013).

Multiple intelligences theory: The theory of MI was developed in 1983 by Dr. Gardner, professor of education at Harvard University, who was captivated by what would have occurred in the minds of *once-normal* or *gifted* human beings who have experienced *traumatic* damages to the brain due to medical or accidental misfortunes (Gardner, 2011). According to Gardner (2011), many educators believe the importance of MI theory, and the strategies of *individualization* and *pluralization*.

No Child Left Behind (NCLB): NCLB is a federal law that defines mandated requirements for all schools in the nation (Howard & Reynolds, 2008). Its ultimate goal has been to help all public school students to receive an equal opportunity for high quality education in the United States of America (Edwards & Pula, 2011; Garcia, 2011; Harding et al., 2012; Judson, 2012; Kenyon et al., 2011; Koyama, 2011; Maleko & Gawlik, 2011; Stansfield, 2011; Thompson et al., 2011).

Parental involvement: Parental involvement is a significant ingredient of a successful school, as students of involved parents have been shown to have greater achievement in school (Rapp & Duncan, 2012).

Professional development: Professional development is the ongoing training for reading teachers to improve their teaching practices. Professional development (a) helps

teachers incorporate effective elements into teaching, (b) is job embedded, and (c) then percolates the elements throughout a school and ultimately a district (Brink, Vourlas, Tran, & Halversen, 2012; Porche, Pallante, & Snow, 2012; Sanchez, 2012).

Significance of the Problem

The aforementioned educational problem is significant for several reasons. The heightening number of students scoring "proficient" on state assessments in reading and math is under NCLB's guidelines (Burke, 2012; A. van der Ploeg et al., 2012). The findings of this qualitative case study may help the community, parents, reading teachers, and building administrators to develop and implement effective teaching strategies in reading that may shed light on how to help ELLs meet AYP.

At this time, raising the ELLs' state tests scores is imperative as the NCLB's goal was for all of these students to achieve proficiency by 2014 (O'Conner, Abedi, & Tung, 2012). Currently, before and after school tutoring, summer school, and various professional developments have been performed at this Midwestern urban elementary school to help ELLs meet the AYP requirements in reading. The yearly progress in reading of the ELLs is reflected by NCLB Title I that includes students from Grades 3–8 and 11, regardless of their background (Fairbairn & Fox, 2009; Stansfield, 2011). Simultaneously, the attainment of the proficiency level in state reading tests that may occur due to this qualitative case study can possibly be of social and educational significance of ELLs who will soon become the productive force of this nation. The number of ELLs continues to grow from 14.5% of the nation's current population to 24.4% by 2050 (Whitacre et al., 2013).

Research Questions

The need for examining the stakeholders' perceptions of meeting AYP of ELLs in reading was the focus for this inquiry and the development of my project. The intent of my project was for the stakeholders to explicitly address the need on how to increase the state test scores in reading of the ELLs. The following research questions guided the study:

1. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding the proficiency of ELLs in reading as measured by state tests?

2. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding professional development for reading teachers of ELLs?

3. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding recommendations for potential solutions to help ELLs with proficiency in reading on state testing?

4. What are the strengths of ELLs in reading classes?

5. What are the challenges of reading teachers in ELL classes?

The findings revealed strategies for ELLs to meet AYP in reading. I had hoped to gain insight from the stakeholders on how to effectively meet the reading needs of the ELLs. If these needs will be successfully addressed, perhaps the state test scores in reading with ELLs will be reversed into a higher test scores in order to meet AYP requirements. Students must possess the reading skills that they need considering that many of their future experiences will require reading.

ELLs are not achieving proficiency in reading and the goal of NCLB was for all students to achieve proficiency by 2014 (O'Conner et al., 2012); however, the number of ELLs continues to grow (Whitacre et al., 2013). Accommodations are needed for ELLs to help them with assessments (Stansfield, 2011) because ELLs speak multiple languages (Shin & Kominski, 2010). According to Judson (2012), ELLs underperformed on standardized tests and did not meet AYP (Harding et al., 2012). As a result, reading teachers may teach to the test in order to comply with the AYP requirements (Rubin & Kazanjian, 2011). In addition, parents of ELLs do not speak English fluently (Calderon, Slavin, & Sanchez, 2011).

Review of Literature

In the following sections, I discuss the MI theory, parental involvement of the ELLs, the Common Core Standards, bilingual education, language acquisition of the ELLs, ESL, differentiation of instruction, effective teaching and learning strategies and educational interventions for the ELLs in reading. As a result of the NCLB legislation, all public schools must ensure that students must meet the AYP. The goal of this study was

to assist the ELLs in meeting the reading AYP requirements in compliance of the NCLB Act.

The Theory of Multiple Intelligences

The theory of MI was the basis of the conceptual framework. Dr. Gardner, professor of education at Harvard University, believes that every individual possesses a multitude of intelligences and that the intelligences have within themselves their own strengths and weaknesses, proposed the MI theory in 1983 (Laughlin & Foley, 2012; Maftoon & Sarem, 2012; Pour-Mohammadi et al., 2012; Taase, 2012; Yesil & Korkmaz, 2010). The MI theory is dependent on the conceptual distinctions of intelligences, domains, and fields (Gardner, 2011). Gardner's (2011) MI theory includes these intelligences: (a) linguistic intelligence (word smart) that pertains to the centrality of the ability and mastery of language in both spoken and written languages; (b) musical intelligence (music smart) that is the ability to think in music and rhythm; (c) logical-mathematical intelligence (number/ reasoning smart) that pertains to the ability to use numbers effectively and to reason well; (d) spatial intelligence (picture smart) that deals with a loosely related capacities that includes the ability to recognize instances of the same element, the ability to transform or to recognize a transformation of one element into another, the capacity to contrive mental imagery and then to transform that imagery, and the capacity to produce a graphic likeness of spatial information; (e) bodily-kinesthetic intelligence (body smart) that entails the use of the body as a form of intelligence; and (f) personal intelligence (people and self-smart) that deals with the

development of both aspects of human nature, the intrapersonal intelligence and interpersonal intelligence.

It was only in the last century or so that tests were devised to actually measure intelligences, with the most popular of these tests being called the Intelligent Quotient exam, or the IQ test (Gardner, 2011). However, IQ tests, and now the dozens or even hundreds of tests similar to it, are limited to assessing only one, or at best only a few, of the mind-related strengths and weaknesses that seem to be unique with the individual (Gardner, 2011) themself. One person's limitation can be another person's opportunity, as being able to identify one's MI preference assists in creating ways to improve the weaknesses by capitalizing on one's strengths in learning (Gardner, 2011; Laughlin & Foley, 2012). Often the symptoms seem to contradict the prognosis of the individuals, so that end results are often unpredictable (Gardner, 2011). For instance, a patient may lose the ability to read words but still retain the ability to decipher numbers, write, and name objects. If a student is not attaining such understandings, rather than blaming the results on the lack of cooperation or abilities of the student, educators should probably question their teaching methods instead (Gardner, 2011).

Academic proficiency is one of the most scrutinized areas, yet the acquired results of increasing learning are far from ending (Arghode, 2013; Maftoon & Sarem, 2012; Valdez, Borge, Ruvalcaba Romero, Villegas, & Lorenzo, 2013). However, the theory of MI states that intelligence is the ability to solve problems, or to create products, that are valued within one of more cultural setting (Gardner, 2011). For most of human history, a scientific definition of intelligence did not exist. Although intelligences were often

referred to as bright or dull, or clever or intelligent, there was never a quantitative means of verifying such assessments (Gardner, 2011). It was generally believed that intelligences were inherited and that every human was like a blank slate that could basically learn anything provided that he or she was properly educated (Gardner, 2011). Although there are still many differences of belief or theories, of what the various intelligences are, there is a commonality in that intelligences are always expressed in the context of specific tasks, domains, and disciplines (Gardner, 2011).

Gardner (2011) posited the presence of various intellectual strengths or competences, in which each may have each individual developmental history. Gardner's MI theory is significant because all students have dominant intelligence, which channels through the greatest educational achievement. Yet, needless to say, there is not and there can never be one single indisputable and universally accepted list of human intelligences. However, there is a need for a better classification of human intelligences (Gardner, 2011).

Maftoon and Sarem (2012) and Gardner (2011) claimed that teaching strategies should have flexibility as students' intellectual capabilities vary. In addition, the MI theory suggests that there is not one specific measure of intelligence or a single way of teaching (Gardner, 2011). Numerous studies have shown that multiple intelligences play a significant role in the learning process (Pour-Mohammadi et al., 2012). Many educators believe that the MI theory should be determined using the strategies of individualization and pluralization (Gardner, 2011). Individualizing means that the educator needs to know as much as possible about the student (Gardner, 2011). Pluralizing means that the

educator must prioritize the training objectives and then use training strategies, which will engage the multiple intelligences of the students so that they can understand the objectives in multiple ways (Gardner, 2011). This means that more students can then understand the subject matter and results in more complete understandings. Because of this, educators need to use different ways of teaching in order to identify the strengths and weaknesses of various intelligences among students when teaching, which could help create positive contributions to students' learning development (Moheb & Bagheri, 2013; Yesil & Korkmaz, 2010). It is now generally believed that accuracy in assessing, identifying, and then addressing these intelligences is important. This framework around the theory of MI guides this qualitative case study, and is a more appropriate framework than others, as many educators believe that pluralizing is the most effective method of education (Gardner, 2011).

Parental Involvement

Parental involvement in their children's homework helps foster academic support (Altschul, 2011; Lagace-Seguin & Case, 2010). Academic attainment levels of the parents of ELLs and their inadequacy of prior exposure to public schools in the nation can be obstacles. Immigrant families have less formal education or uneven exposure to schooling, and school personnel often assume that these lower educational accomplishments limit the parents' capacity to understand and support their child's educational development (Altschul, 2011; Chang, Park, Singh, & Sung, 2009).

Parental involvement often weakens significantly because of the influential roles that communication plays (Jeynes, 2010; Lloyd-Smith & Baron, 2010). Savacool (2011)

added that involvement of the parents should be exceeding their participation in any school-related conferences and/or meetings. Many educators believe that parents of the ELLs lack sufficient time and/or motivation to devote to their children's educational needs, and so, they disregard those needs (Savacool, 2011). However, Lagace-Seguin and Case (2010) advised that support and guidance from the parents make significant differences in how children accept their responsibilities pertaining to their education. Despite these issues, parents of different ethnicities support their children in various ways academically and motivate their children to do their best for a better future (Chang et al., 2009; Patel & Stevens, 2010). Students with highly involved parents have manifested to attain higher academic achievement (Rapp & Duncan, 2012; Savacool, 2011) as families can have a great impact on various school outcomes on the students.

Parental involvement is a significant ingredient of a successful school, as students of involved parents have been shown to have greater achievement in school (Rapp & Duncan, 2012). For a number of reasons, parental involvement has been of considerable concern to researchers (Rapp & Duncan, 2012). School frameworks need to be changed with more emphasis given to parental involvement and engagement of the parents in giving recognition of academic achievements in the home (Panferov, 2010). Parental participation that involves school and community is a significant goal to school, district, and community stakeholders (Blackmore & Hutchison, 2010).

Although parental actions can pave a way for children to avoid unnecessary challenges, ELL parents with lower incomes and educational attainment have less of an opportunity to get involved (Dweck, 2010; Shumow, Lyutykh, & Schmidt, 2011). Parents

of ELLs, including the ones without any language barriers (Isik-Ercan, 2010), tackle

challenges as they try to become informed about or involved in their child's school.

O'Conner et al. (2012) posited that closing the achievement gap of the ELL requires an

essential step in achieving the NCLB goal of not just a percentage, but of all students

achieving proficiency in 2014 as the achievement gap is still broad (Aud et al., 2010).

Common Core Standards

The accountability for the students' reading proficiency at both the school and the

classroom levels has elevated its demand due to the Common Core Standards initiative

(Peterson &Taylor, 2012). Rather than adopting the Common Core State Standards, there

has been a state-led effort to establish a different common set of expectations in the state

where this urban Midwestern elementary school, the research site, is situated (Anderson

et al., 2012). The entire state that this urban Midwestern elementary school is located in

has chosen not to adopt and/or change their current standards even though the Common

Core State Standards may impact the educational dynamic of this urban Midwestern

elementary school.

The Common Core State Standards might be related to the issue of this urban

Midwestern elementary school not making the AYP. Watts-Taffe, Laster, Broach,

Marinak, McDonald Connor, and Walker-Dalhouse (2012) stated that the Common Core

State Standards would benefit states in five ways. First, the Common Core State

Standards could send a crystal clear message to the teachers, parents, and to the

community or to the public on what every student should achieve in various grade levels.

Second, the teaching resources will be aligned to the Common Core State Standards such

as curricula, textbooks, and digital media. Third, the professional development is more specific and helps address the needs of every student at every grade level with best practices. Fourth, an assessment system could be developed and implemented to measure student performance against the Common Core State Standards. Fifth, the policy changes needed to help students meet the Common Core State Standards could be evaluated.

Bilingual Education

As public education has evolved into becoming linguistically diverse, bilingual education in the United States, even though not an easy battle, was made public policy under a reauthorization of the ESEA of 1965 (Smith & Rodriguez, 2011). The types of systems that were established to assist language minority students were based upon the amendments to the Bilingual Education Act after the *Lau v. Nichols* verdict of 1974 (Smith & Rodriguez, 2011). The reauthorization brought various changes in how linguistically diverse students must be taught or educated (Smith & Rodriguez, 2011). Although President Obama and Secretary of Education Arne Duncan have recently allowed certain mandates to be optional, the effects of the NCLB Act are still felt by the linguistically diverse students throughout this country (Smith & Rodriguez, 2011). For this reason, it is relevant for teachers to use strategies that enhance linguistic and academic development (Alanis, 2011).

The reality of living in a linguistically diverse nation forces educators to plan their literacy instruction differently (Castek, 2012). The ELLs learn to read in a wide variety of educational settings, with the balance of English and Spanish instruction in a bilingual education curriculum (Castek, 2012). Nationally, the designation of limited English

proficiency (LEP), although it has not made an impact as to how these students are viewed, has now been replaced with ELL (Franquiz, 2012). There are about 11,000,000 students in Grades K–12 that speak a language other than English, yet the state and the federal accountability have now both challenged the bilingual programs (Texas Education Agency [TEA], 2010). Some bilingual students have also been challenged outside of school due to insufficient resources in their home communities (Harman & Varga-Dobai, 2012).

Bilingual education has the ultimate goal of generating students who can tackle both bilingual and biliterate contexts, whether these contexts are within their respective families or their communities (Pimentel, 2011). In homes with bilingual families, parents play a significant role not just in retaining their children's home language, but also in acquiring the host country's language (Moin, Schwartz, & Breitkopf, 2011). On the other hand, like parents, teachers have an imperative role to play as well. According to Smith and Rodriguez (2011), teachers must continually reinvent and analyze their teaching practices in the bilingual education context. Furthermore, in the process of teaching bilingual students, teachers have to help strengthen both the students' home language and the English language (Nemeth & Erdosi, 2012).

Languages, despite their peculiarity, are linguistically intertwined to each other (Incestas, 2011). But if bilinguals are only allowed to utilize one language in various situations, they activate one language, while deactivating the other language (Smith & Rodriguez, 2011). However, the competition between which two languages to activate can suffice deactivation of the other spoken language (Macizo, Bajo, & Paolieri, 2012).

As a component of bilingualism, biliteracy or proficiency in both the native and second language must be paid attention to (Rauch, Naumann, & Jude, 2012). Bilingual education programs are effective if the students' English reading skills are developed through the use of students' indigenous or home language (Mather & Foxen, 2010).

In conclusion, even though bilingual students feel isolated (Harman & Varga-Dobai, 2012), there are evidently cognitive advantages of being bilingual. According to Lauchlan, Parisi, and Fadda (2013), bilingual students have been manifested to have metalinguistic awareness or the ability to use knowledge about language. Compared to the monolinguals, bilingual learners are different due to the fact that they can juggle and can switch back and forth between languages that they speak (Treffers-Draller & Sakel, 2012). Immersing students in numerous privileges to learn two languages is beneficial (Pang, 2012) as it helps them develop competence in this multilingual world (Smith & Rodriguez, 2011).

Language Acquisition of the English Language Learners (ELLs)

Over the last 2 decades, multilingualism has been one of the most considered aspects in linguistic research studies (del Pilar Garcia-Mayo, 2012). Globally, foreign language skills play a significant role in the human competitiveness (Liepa, Ratniece, & Kaltigina, 2012). However, English language acquisition is challenging due to its difficult structures (Ko, 2013). Even though an individual may learn all the grammatical usage and rules, acquiring a second or a foreign language cannot be realized until a rather late stage during the process of acquisition (Jian, 2013).

In the field of second language acquisition, the main target is to define and clarify how the second language learners achieve the target language (Ionin, 2013). The majority of people remember what they have experienced more than what they have read, and thus opportunities to experience language can be rather more reinforced and remembered (Shao, 2012). However, there are some limitations in the second language speech processing that learners need to determine and explore so that they can specifically help themselves with the strategies that aid them (Shoemaker & Rast, 2013). Proficiency is significant in acquiring a second language, although a student doing so may not just be simply because of their innate language efforts and capabilities (Young-Gyo, 2013).

Whether the speaker's languages were acquired during childhood or adult years, a bilingual speaker can be widely described as an individual who can speak and understand two languages (Macleod, Fabiano-Smith, Boegner-Page, & Fantolliet, 2013). The native language plays an imperative role in the second language acquisition. It is considered a main learning strategy on which the English language learners depend (Phoocharoensil, 2013). However, the slower second language processing is not just affected by the strength of the learners' native language, but also to its grammatical analysis (Clahsen, Balkhair, Schutter, & Cunnings, 2013) and thus, the cause of heritage speakers exhibiting more native-like patterns in oral production than the second language learners (Montrul, de la Fuente, Davidson, & Foote, 2013).

Second language acquisition is a dynamic process, in which through interaction with others, the learners understand its regularities and structures to meet both the social and cultural needs (Ramirez & Jones, 2013). In the present study, language teachers are

on the lookout for innovative ways to positively motivate the students' thinking and behavior (Kondo-Brown, 2013). This includes the guidance of the students in learning both the semantic and grammatical aspects so that the transition from their first to the second language will be achieved effortlessly as it involves logical thinking rather than forced memory (Hsin, 2013). Furthermore, every foreign language teacher should have an ultimate goal of assisting students learn to communicate in meaningful and appropriate ways (Hubert, 2013).

English as a Second Language

Globally, the English language has now become the most desired or required language to learn in various fields (Sipra, 2013). Language instruction and cultures are intertwined and consequently both are of great importance (Bae, 2013), as it would help enrich future teaching strategies (Sucaromana, 2013). However, there are standards as to how the language learners learn effectively. ELLs must be interested or intrinsically motivated in any teaching activities prepared and managed by the teacher (Enongen, 2013).

The heightened number of ESL participants in the United States has driven the educators into modifications of their teaching styles for successful instruction of the ELLs (Whitacre et al., 2013). In the area of reading, learning through visuals assists the ESL participants in the enrichment of their comprehension skills far more effectively than note making and scanning (Sam & Rajan, 2013). In addition, body language (Vazirabad, 2013), scaffolding (Gagne & Parks, 2013), vocabulary (Newton, 2013), grammar translation (Kim, 2013), encoding (Hsin, 2013), task repetition (Bei, 2013), and working

in pairs (Storch & Aldosari, 2013) assist the language learners on how to convey meaning and to enrich language learners' speaking, listening, writing, and comprehension skills.

The native language plays an important role in learning a second language (Phoocharoensil, 2013) and therefore corroborates the English language learning. It also helps retain the language learners' first language, as during the early years of school, children tend to lose the mother tongues (Sipra, 2013). However, children whose primary language is other than English tackle enormous challenges in becoming fluent and strategic readers (Farver, Xu, Lonigan, & Eppe, 2013). Moreover, during the period of language learning, students tend to feel vulnerable, incompetent, or incapable, which can result in developing anxiety in them (Kilic & Uckun, 2013).

Differentiation of Instruction

Due to the NCLB's mandate and impact on the staffing of the schools in the nation, a highly qualified teacher must teach each student in every classroom (Tricarico & Yendol-Hoppey, 2012). On the other hand, education leaders are concerned of how effective the professional standards are in order to be able to hire highly equipped teachers to teach the ELLs. However, even though content standards are introduced and provided to the teachers in the educational system, teachers are still given the right to choose any particular teaching methods or strategies that help meet the educational needs of every student while still complying with the curriculum standards (Rayfield, Croom, Stair, & Murray, 2011) and associating the expectations to the learners' interests (Richardson, 2012). Learners' ways of learning and thinking vary (Pham, 2012), yet individually, students need to acquire new information from a well-structured educational

environment in order for them to contend to the world's conditions and complexities (Kutluca Canbulat & Tuncel, 2012).

Students will have differences in their interests, skills, concept development, and learning preferences; thus, teachers have the task to effectively teach students with challenging and diverse educational needs (Ernest, Heckaman, & Thompson, 2011). In the present study, teachers were more challenged than ever before due to the lofty demands of meeting the wide range of educational needs (Chesley & Jordan, 2012). However, interventions that may exist in some public schools have the potential to enrich the educational opportunities that will assist students specifically in the area of reading (Jones, Yssel, & Grant, 2012). One of the ways teachers may be advised to do this is to differentiate instruction in order to meet the educational needs of their culturally and linguistically diverse students (Baecher, Artigliere, Patterson, & Spatzer, 2012).

Recently, the ELLs enrolled in the public school system in the United States of America are rapidly growing (Apthorp, Wang, Ryan, & Cicchinelli, 2012; Baecher, Artigliere, & Patterson, 2012). In response to the students' educational needs, differentiation of instruction is a way of teaching (Wu, 2013) that allows students to learn at their level or ability (Rayfield et al., 2011). With the students' diverse cultural and psychological traits, differentiated instruction aids in identifying students' readiness levels and background knowledge. Adjustments and flexibility can be then made to gear towards academic success as differentiated instruction maximizes students' learning (Pham, 2012) and allows students to learn at their level (Rayfield et al., 2011).

Effective Teaching and Learning Strategies in Reading for English Language

Learners (ELLs)

The incessant growth of the linguistic diversity in the United States is having an abstruse effect on the nation's public schools (Palmer, Bilgili, Gungor, Taylor, & Leclere, 2008; Wessels, 2011). Numerous schools and districts in the nation have chosen scripted reading programs (Guccione, 2011), yet reading is just not challenging to some of the native English speakers, but it is even more challenging for the ELLs who are still learning or acquiring English (Brown & Broemmel, 2011). These students can be compared to throwing a child who is not proficient in swimming into water without a vest or any water life support or equipments. However, cultivated and encouraged strategies can be put together to build upon the linguistic stamina of the ELLs (Montelongo, Hernandez, Herter, & Cuello, 2011).

Reading comprehension is considered one of the most serious issues for the ELLs who are commonly performing below grade level as they are still acquiring a new language (Brown & Broemmel, 2011). However, through inquiry, the ELLs who are identified through the school system's series of assessments or evaluations (Klingner, Boardman, Eppolito, & Schonewise, 2012) sit down in the classrooms to enrich their language and academic skills (Guccione, 2011). Moreover, struggling ELLs in this country tackle other challenges (Klingner et al., 2012). These students are also accountable to learn the other content areas like math, science, and social studies, in which they are typically challenged due to the reading comprehension issues that they have (Brown & Broemmel, 2011).

Even though accuracy has quite some benefit to gain, task repetition has been shown to considerably improve fluency and therefore advantage the learners' language processing (Vazirabad, 2013). In focusing on a meaning in a language task and in encountering a linguistic problem, working in pairs can benefit the ELLs (Storch & Aldosari, 2013). ELLs can articulate their discussions by working collaboratively to address their linguistic problem and by combining their linguistic knowledge in order to expand their understanding of language use and building new understandings of or about the language. Deciding how to best pair a linguistically diverse group of students depends on the goal(s) of the activity of rapport that they are more likely to form.

To convey meaning, body language can be utilized as a beneficial strategy (Vazirabad, 2013), while learning through visuals can effectively assist the ELLs in comprehending passages (Sam D. & Rajan, 2013). In addition, ELLs should be motivated to utilize their individual cultural and linguistic knowledge to build and to ascend their vocabulary perceptions. Continually, students are to make connections to the target vocabulary through the utilization of their background knowledge, the text, and their peers (Wessels, 2011). With potentially challenging vocabulary, teachers examine the text materials or resources in order to provide strategic instruction (Montelongo, Hernandez, Herter, & Cuello, 2011).

English Language Learner Educational Interventions in Reading

Reading fluency is an imperative yet mostly deserted aspect of early reading instruction even though there are millions of children in schools in America who have enormous reading difficulty with inadequate research accessible to assist educators by

introducing time efficient interventions for the English language learners (S. G. Ross & Begeny, 2011). An encouraging intervention model called response to intervention (RTI) has developed as a way to support accelerated instruction and intervention for the struggling readers (Rodriguez & Denti, 2011). Accepting the result and burden learning and acquiring English has on students is important when introducing reading interventions with piety. As an intervention, the response to intervention is centered on the skills that were being introduced through different themes recognized in the program.

Regardless of the families with linguistically diverse backgrounds, it was concluded that ELLs who joined a family literacy program would show enormous gains in early reading, as family plays an integral part in English language learners' reading development and framework for determining those who are affected by a family literacy intervention (Harper, Platt, & Pelletier, 2011). In addition, parent tutoring has been strongly utilized to improve oral reading fluency amongst the students (Kupzyk, McCurdy, Hofstadter, & Berger, 2011). However, this can be an issue for the ELLs' parents who cannot read English proficiently. Parent-delivered interventions support an efficient and effective way to improve the chance for the students to practice skills academically.

The potency of video self-modeling (VSM) to increase reading fluency for ELLs has been successful (Ortiz, Burlingame, Onuegbulem, Yoshikawa, & Rojas, 2012). Both the populations of the native English speakers and culturally and linguistically diverse students have proven that VSM can be evenly productive (Ortiz et al., 2012). Students do not need to be admonished for their individualities, as their differences will not prevent

them from improving. Through the recognition of their own differences, the educators of the English language learners will be better equipped on how to better assist the culturally and linguistically diverse students (Ortiz et al., 2012). Findings show that paired repeated reading (PRR) supports important advantages and has all the attributes needed in an exemplary intervention that requires minimal teacher preparation (Chu & Farrie, 2011), as sheltered instruction observation protocol (SIOP) is an intervention that generally uses the students' second language skills in teaching the other content areas like mathematics and science.

Saturation of Literature Review

Literature review has revealed the need to examine stakeholders' perceptions of proficiency in reading of ELLs who are not meeting AYP. ELLs at the research site underperformed on standardized testing in reading and most ELLs have low state scores in reading (Judson, 2012) and do not make AYP (Harding et al., 2012). Accommodations in teaching ELLs are needed because ELLs speak multiple languages (Stansfield, 2011) and their parents do not speak English fluently (Calderon et al., 2011). NCLB Act's goal was for all students to achieve proficiency by 2014 (O'Conner et al., 2012); however, the number of ELLs continues to grow (Whitacre et al., 2013) and reading teachers teach to the test to meet AYP requirements (Rubin & Kazanjian, 2011).

Efforts have been made to find related research for the literature review. Once the problem was identified and the rationale of the study was defined, I jotted down questions to assist in the literature review. Educational Resource Information Center (ERIC), Education Research Complete databases, peer-reviewed texts and journals,

Walden University librarians, and textbooks were investigated to help assist in addressing the research study. I searched using the following terms to locate appropriate materials: *bilingual education, language acquisition, second language acquisition, English language study and teaching, foreign speakers, learning strategies, teaching methods, effective teaching, differentiation, adequate yearly progress,* and *educational intervention.*

Current literature shows that language is a significant aspect of instructional resources, yet selecting an intervention painstakingly and then enforcing the intervention persistently to boost reading with ELLs in the elementary grades is significant (Rodriguez & Denti, 2011). Hence, special support may be needed for ELLs for early intervention as they face hardships in connection with their lack of fluency in the medium of instruction at school (Harper et al., 2011). Researchers have examined the older struggling readers and found that they correspond to interventions and strategies (Graves, Duesbery, Pyle, Brandon, & McIntosh, 2011). To be able to read is relevant to children's success in school, as it is the focal point of all the content areas (Kupzyk et al., 2011).

Relevant Public Data

The state department of education of this Midwestern urban elementary school has released its State of the Schools Report. During the school year 2002–2003, the Federal Accountability was not met in reading (Appendix C). However, in 2004–2008, the Midwestern urban elementary school district standards cannot be compared directly to individual state standards. The school district of this Midwestern urban elementary school has then gradually changed its standards.

In spring of 2010, the Midwestern urban elementary school students took statewide tests in reading that were administered to Grades 3–6. In 2010, 35.66% scored proficient in reading; in 2011, 41.61% scored proficient; in 2012, 42.61 scored proficient; and in 2013, 51% scored proficien*t* in reading. Even though the state tests scores in reading have increased every year, the scores are inadequate to fall into meeting the AYP requirements in reading. As mentioned, raising the state tests scores is essential as the NCLB Act's goal was for all *(*100%) students to achieve proficiency in reading by 2014 (O'Conner et al., 2012).

Implications for Possible Project Directions

The implications of this project study could be that ELLs improve their performance in reading and/or meet the AYP requirements in reading. There was a need to develop a reading intervention initiative or strategies for ELLs based on the anticipated findings of the data collection and analysis. This program might include locating the problems in teaching at this Midwestern urban elementary school.

There may also be a need to implement a professional development on how to effectively differentiate reading instruction with the ELLs at this school, and possibly and potentially, throughout the entire school district. By identifying the issues or the problems in teaching reading, or the curriculum being taught, the state test scores in reading of the ELLs could improve, initiating the ELLs greater understanding of reading in later grades. The data that were collected from the stakeholders included recommendations and perceptions of the stakeholders about the current reading curriculum, as well as the areas in reading that need to be improved in the classrooms with ELLs. There was a need to

develop reading intervention initiatives or strategies for ELLs based on the anticipated findings of the data collection and analysis. This program included locating the problems in teaching reading at this Midwestern urban elementary school.

Summary

Through this qualitative case study, I examined the stakeholders' perceptions in meeting the AYP requirements of the ELLs in reading. My main focus was determining the information, perceptions, and recommendations of the stakeholders. The findings will be shared after the finalization of the study so that the required changes to meet the AYP requirements of the ELLs in reading will become evident.

Section 2 begins with the research design and approach for the study. The subsequent subsections will include the selection of and rationale for the design, a discussion of participants, the data sources and collection, and the data analysis procedures, and the summary.

Section 3 starts with a description of the project, its goals, and its rationale, as well as a scholarly rationale of how the problem will be addressed. I will then also present the project's implementation, evaluation, and implications that include social change.

Section 4 includes reflections and conclusions about the project, my recommendations for ways to address the problem differently, an analysis of the project development, my personal reflections as a learner and as a scholar, and the project's potential impact on social change.

Section 2: The Methodology

Introduction

The research design of this study, as well as the literature, which supported the choices made in determining the methodology, derived from the problem and the research questions. The ELLs at a Midwestern public elementary school have not been meeting the AYP in reading. The research questions were focused on understanding stakeholders' perceptions of the proficiency of ELLs in reading as measured by state tests, professional development for reading teachers of ELLs, recommendations for potential solutions to help ELLs with proficiency in reading on state testing, strengths of ELLs in reading, and challenges of reading teachers in ELL classes. The initial part of this project study involved qualitative data collection. The collection of data included interviewing stakeholders such as parents, bilingual teachers, ESL teachers, instructional facilitators, school-based administrators, and general education teachers.

To confirm the use of a case study to be the right qualitative research approach to inquiry, I reflected on an urban elementary school within a school district in a Midwestern state. The analysis of the data that were collected from the stakeholders was determined by their recommendations and perceptions of the ELLs in their school not meeting AYP in reading and what the stakeholders' perceptions meant to the school and its entire school district. A case study includes the study of an issue in which the researcher explores numerous sources of information such as observations, interviews, audiovisual material, documents, and reports (Creswell, 2007). In a case study, the researcher selects a specific case with clear boundaries (Creswell, 2007).

I chose a case study design because of the essence of the research questions (Creswell, 2007). The initial stage of this study started with the consultation of stakeholders in the school and school district of a Midwestern urban elementary school and used their responses to the following questions as the solution to AYP requirements in reading not met by the ELLs. The questions led me into seeking an in-depth understanding and performing an intensive analysis in order to attain insight that helped pave the way of addressing the issue of the ELLs not meeting the AYP requirements in reading. These research questions guided the study:

1. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding the proficiency of ELLs in reading as measured by state tests?

2. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding professional development for reading teachers of ELLs?

3. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding recommendations for potential solutions to help ELLs with proficiency in reading on state testing?

4. What are the strengths of ELLs in reading classes?

5. What are the challenges of reading teachers in ELL classes?

Description of the Research Design

Qualitative researchers collect data in the field at the site where the participants experience the problem (Hatch, 2002). I conducted face-to-face interviews with the stakeholders (Hatch, 2002) at a Midwestern urban elementary school. The face-to-face interviews and document collection from the research site regarding AYP of the ELLs in reading sufficed when determining what stakeholders perceived to be the cause of the ELLs not meeting the AYP requirements in reading. Unlike the other research approaches, qualitative research does not rely on a single instrument (Creswell, 2007; Hatch, 2002). A qualitative research has "multiple sources of data" (Creswell, 2007, p. 38). The researcher gathers multiple sources of data, such as interviews, observations, and documents. As the researcher, I collaborated with the stakeholders interactively in order for them to have a chance to shape the "themes or abstractions that emerge from the process" (Creswell, 2007, p. 39). I identified patterns, categories, and themes from the specific to general by organizing the data into increasingly more abstract units of information. I selected the qualitative approach over the other research approaches to collect data from the research site where the participants experience the problem. I was the "key instrument" (Creswell, 2007, p. 38) or the "data gathering instrument" (Hatch, 2002, p. 7) to collect data through the review of AYP results in reading of the ELLs and through interviews with the participants. I focused on making sense or learning the meaning of what beliefs the stakeholders held or conveyed about the problem of the study. Hatch (2002) believed that if researchers are to capture or understand the

participants' perspectives, they must spend time with them so that the researchers will feel confident that they are capturing what the participants are claiming. Creswell (2007) explained that another characteristic of qualitative research is "emergent design" (p. 39). The central idea behind qualitative research is to learn about the problem of the study from the participants and to address the research to obtain information about the problem.The stakeholders, who were the participants, within the specific school district of a Midwestern urban elementary school had vested interest in the ELLs who were not meeting AYP requirements in reading.

In justification for the use of a qualitative research method, the "theoretical lens" (Creswell, 2007, p. 39) is another feature of this methodology that I used. To view the study, qualitative researchers often use understanding about culture, race, and class differences (Creswell, 2007). This methodology allowed me to view its various contexts. Sometimes, the study may evolve around recognizing the social, political, or historical context of the study.

Creswell (2007) explained that another facet of qualitative research is the "interpretive inquiry" (p. 39). An interpretive inquiry is a form of inquiry in which the researcher translates what she or he sees, hears, and understands (Creswell, 2007). The researcher's interpretations cannot be isolated from their own background, history, context, and prior knowledge (Creswell, 2007).

Creswell's (2007) final attribute of qualitative research is the "holistic account" (p. 39). This is the characteristic that includes reporting multiple perspectives, recognizing the numerous factors involved in a situation, and generally sketching the

larger picture that evolves (Creswell, 2007). Qualitative researchers are destined not by "cause-and-effect relationships" (Creswell, 2007, p. 39) but by recognizing the complex interactions in any situation. After consideration of the nine characteristics of qualitative research, I selected to conduct a qualitative research rather than a quantitative. I did not use or rely on "questionnaires, checklists, scales, tests, and other measuring devices instruments" (Hatch, 2002, p. 7) developed by other researchers.

Creswell (2007) defined various types of qualitative approaches. These include a narrative research, a grounded theory study, an ethnography study, a phenomenological study, and a case study. The narrative research reflects the use of stories as data or "first-person accounts" (S. B. Merriam & Associates, 2002, p. 9) of experiences narrated in a story form. This is not the case for this study, and therefore, I used the case study design. In grounded theory, the researcher, along with the participants, creates a theory in relation to the research (S. B. Merriam & Associates, 2002). The intent of this study was not to create a theory, and therefore, this method was not the appropriate research approach. An ethnography study is a qualitative research approach or tradition that focuses on an "entire cultural group" (Creswell, 2007, p. 68). This approach has a "long tradition in the field of anthropology" (Merriam, 2002, p. 8). I did not select this research design. Within the phenomenological study, the researcher attempts to deal with "inner experiences" (Merriam, 2002, p. 7) unexplored in daily life. This research approach or tradition focuses on a phenomenon and looks for understanding of the meaning of the experience of individuals about the phenomenon (Merriam, 2002). Therefore, it was not selected for this study because this study is not related to a single individual, but rather to the

stakeholders and their perceptions in regard to the AYP requirements in reading not met by ELLs.

Stake (2000) posited that a qualitative case study is not a methodology, as it is more of a choice on what the researcher wants to study. Its captivating description can also mold an image (Eisner, 1991, p. 1999). Because of the ELLs not meeting the AYP in reading for 3 consecutive years, I examined the stakeholders' perceptions. A case study is an extensive examination of an enclosed organization (S. B. Merriam & Associates, 2002). I explored the perceptions of a parent, a bilingual teacher, an ESL teacher, an instructional facilitator, a school-based administrator, and a primary and an intermediate general education reading teacher in a bounded system. The collected data were based on the first-hand knowledge and thought processes of the stakeholders. The selected participants provided me with responses that determined the areas of weakness, deficiency, or strength within the current reading classrooms of the ELLs. The participants also shared suggestions as to how the reading instruction could be enriched as well as where recommendations for change may be necessary to help ELLs meet AYP requirements in reading. The case study design was the most efficient way to collect data, as quantitative choices are less effective because of the assumptions that it does to a specific result. In addition, an exploratory design was not useful for this particular study and the variables that demonstrated relationships were not needed (Creswell, 2008). Consequently, a quantitative design was not appropriate for this study.

Participants

The idea of purposeful sampling was used in this qualitative research study (Creswell, 2007). The researcher chooses individuals and sites for study because they can "purposefully inform" (Creswell, 2007, p. 125) understanding of the research problem. There were seven participants for this project study.

Of the 16 types of sampling, the maximum variation type was the most purposeful choice. This approach is comprised of deciding in advance some criteria that differentiate the participants, and then choosing participants that are quite different based on the criteria (Creswell, 2007). S. B. Merriam Associates (2002) posited that the reason behind the sampling strategy is that if there is some variation in the nature of sites and participants interviewed or times and places of field visits, results can be applied to a greater sphere of situations by the readers or the consumers of the research.

Participant Selection Criteria

The following were the criteria for the selection of the participants:

Bilingual teachers. A bilingual teacher must (a) be a certified teacher with at least 5 years of experience at the Midwestern elementary school and (b) be teaching ELLs.

ESL teachers. An ESL teacher must (a) be a certified teacher with at least 5 years of experience at the Midwestern elementary school and (b) be teaching ELLs.

Instructional Facilitators. An instructional facilitator must (a) be a certified staff member with at least 5 years of experience at a Midwestern elementary school and (b) support teachers of ELLs.

Intermediate general education teachers. An intermediate general education teacher must (a) be a certified teacher with at least 5 years of experience at the Midwestern elementary school and (b) be teaching ELLs.

Parents. A parent must (a) have a child attending Midwestern elementary school for at least 5 years and (b) have their child as ELL in reading.

Primary general education teachers. A primary general education teacher must (a) be a certified teacher with at least 5 years of experience at the Midwestern elementary school and (b) be teaching ELLs.

School-based administrators. A school-based administrator must be an administrator for at least 3 years at the Midwestern elementary school.

The participants were informed that their participation would be voluntary and that their identity would be kept confidential (Appendix A). Consent forms were distributed only to the ones who were selected to participate.

Justification of Number of Participants

I aimed to interview approximately seven purposefully selected participants for this project study. According to S. B. Merriam and Associates, 2002, the researcher spends an ample amount of time with the participants in the setting when conducting a qualitative case study. Because of this, having a smaller number of participants offered sufficient opportunity for the researcher to "identify themes of the cases as well as conduct cross-case theme analysis" (Creswell, 2007, p. 128).

Creswell (2007) posited that in the entire qualitative research process, the researcher must be focused on comprehending the meaning that the participants hold on

the problem or issue, and not the meaning that the researchers present or the writers from the literature. Hatch (2002) stated that qualitative researchers try to understand the perspectives of their participants or informants, while the quantitative researchers are interested in samples and subjects. With that in mind, the number of selected participants in this study allowed me to understand their perspectives to a full extent.

Procedures for Gaining Access to Participants

To gain access to the participants, I acquired the permission from the research site's school district's superintendent and school personnel and administrators. The participants were notified prior to the scheduled interviews on the perceptions of the stakeholders in meeting the AYP in reading of the ELLs. Because the interviews were recorded, the participants' consent forms were obtained before the interviews that were subsequently transcribed right after the interviews. The goals of the research were communicated during the face-to-face interview in a Midwestern urban elementary school. The participants were guaranteed that there would be no incorrect answers, as the participants' personal perspectives were most important. I showed optimism in their comments from start to finish, reassuring their confidence in them sharing their information.

The stakeholders were interviewed to examine their perceptions of meeting the AYP requirements of the ELLs in reading. Creswell (2007) posited that the fewer number of participants, the more in-depth the study would be. The stakeholders were interviewed with questions that had no prearranged limit or end in an engaging manner, as Hatch (2002) stated that queries should be flexible; should utilize a common language well-

known to the participants; should be vivid, impartial, and respectful of the knowledge of the informants; and should create answers related to the goals of the research.

Methods of Establishing a Researcher-Participant Working Relationship

It is of the utmost importance to a qualitative researcher to understand the views of the participants or the informants, and that of course includes the methods to establish working relationships with the selected participants. According to Hatch (2002), to establish a researcher-participant working relationship, I must follow these steps: (a) think through and describe the anticipated relationships between the participants and myself, (b) expect that developing relationships may take time and energy, and (c) make general plans for building and maintaining rapport, as things cannot always be anticipated to go smoothly. Anticipate any issues that may arise in the entire process.

The participants provide substantial information (Hatch, 2002). They are the informants who have understanding about daily life of the research site and must be eager and capable to share the information utilizing what Spradley (1979) called "their native language" (p. 25). Participants are the "ultimate gatekeepers" as their perspectives open up patterns and themes that help address the problem (Hatch, 2002, p. 51). With that in mind, building rapport is essential to the researcher, and it is the researcher who must understand the participants' perspectives on the ELLs not meeting the AYP in reading.

Measures for Ethical Protection of Participants

The rights of the participants were protected in this study. They were informed of the purpose of the study prior to the interview. I discussed the intent of the research study with every potential participant. They knew that their participation in the study was

voluntary and that they had the right to discontinue their participation at any time.

Participant consent form letters were given to each potential participant explaining the

purpose of the qualitative study, the permission to be recorded, and the process; possible

risks and benefits of the participation were enumerated. Also, the letters thoroughly

explained what their participation in the study consisted of, and that if they agreed to

participate it would be necessary for them to give their consent to later be confidentially

interviewed on audiotape. Their identities were never shared, and they received a copy of

their consent form and were assured that I would seal and securely file each consent

form.

The signed consent from letters of individuals agreeing to participate and be audio

taped were sealed and securely filed. Each participant received a copy of his or her signed

consent. The purpose of the qualitative case study was described; the permission to be

recorded, and the process, possible risks, and benefits of the participation were

enumerated. Consent letters were personally handed to the participants in sealed

envelopes to guarantee confidentiality. The names of the participants were not and will

never be shared. Upon the participants' request, the research findings will be revealed

and shared to the informants in secured envelopes. I have established rapport among the

stakeholders at the research site as I currently work with or for them. According to Hatch

(2002), establishing a bond and a connection with the informants is significant.

The Role of the Researcher

At the time of the study, I was a second grade teacher in the school where the

research took place. The participants that were chosen in the interview process of this

study were members of the staff where I am employed. All of the participants in the study signed a consent form. I interviewed seven participants who completed and returned the consent forms to request an interview. Of those participants who returned signed consent forms, if a participant withdrew from the study, I contacted more participants with the same consent form request. I repeated this process until I was able to conduct seven interviews. In the interviews, participants were asked open-ended questions. Data were then collected from the face-to-face interviews that had taken place in a comfortable setting of the participants' choice. I audiotaped each interview with the permission of each participant. All interviews were conducted in accordance with the agreed time and location between each participant and me.

My role was that of a researcher at a Midwestern elementary school. I had been employed at this school, the research site, as a classroom teacher for almost 10 years. I anticipated that my rapport with the participants would not in any way interfere with this study as Hatch (2002) posited that building rapport with the participants is essential. I have built a relationship with most of the stakeholders as I was not only teaching a second grade class, but I was also taking leadership roles and supporting the before and after school program and school activities such as family nights.

This qualitative project study on examining the stakeholders' perceptions and recommendations of meeting the AYP requirements of the ELLs in reading assumed the importance of validity and reliability to be equal. I had complete consciousness of the significance of the scope of guaranteed ethical safety that fosters validity and reliability of the collected data. However, instead of avoiding esearcher biases, it is imperative to

find them and analyze how they affect the data collection and the data analysis (Merriam, S.B., & Associates, 2002). My biases of the perceptions of the stakeholders on the ELLs not making the AYP in reading might be centered on the fact that I am an ELL who is currently teaching reading in a second grade classroom that is comprised of approximately 70% ELLs. My views on the ELLs not making the AYP in reading might be different compared to the stakeholders' perceptions. Like most of the students' parents at the Midwestern urban elementary school, I am also an immigrant who uses English as my fourth language; therefore, English is not the language spoken in most homes of these students. Based on my experience, processing information in English can be a challenge, especially if an individual has not been staying that long in the United States and does not use English to communicate at home. From the literature I reviewed, children whose primary language is other than English tackle enormous challenges in becoming fluent and strategic readers. Moreover, during the period of language learning, students tend to feel vulnerable, incompetent, or incapable, which can result in their developing anxiety (Farver et al., 2013). However, my second graders who came to the United States in the middle of the year in first grade will be taking the state test in reading in third grade.

Data Collection

Justification of Which Data to Collect

The data collected were of the stakeholders' perceptions and recommendations of meeting the AYP requirements of the ELLs in reading. With the following data collection methods of observations, interviews, documents, and audiovisual materials (Creswell, 2007, p. 129) interviews were chosen. Interviews uncover the meaning structures that

participants use to organize their experiences to make sense of their worlds, and are

"tools for bringing these meanings to the surface" (Hatch, 2002, p. 91). Spradley (1979)

posited the importance of learning how to learn from informants, as they provide avenues

into events and experiences that have not been observed.

Appropriate Data to Be Collected

The data collected through the interview process were appropriate to this study.

Creswell (2007) stated that of all the data collection sources, interviewing deserves

special attention because it is frequently used in all the approaches of qualitative research.

With my open-ended questions, I wrote the participants' responses to the interviews. The

interviewees completed a consent form. The purpose of the study, the amount of time

needed to complete the interview, and the plans for utilizing the results of the study were

discussed (Creswell, 2007).

Number and Anticipated Duration of Interviews

The average duration of the interviews was 30 minutes to an hour. The

aforementioned criteria were used to identify seven participants in this qualitative case

study to examine their perceptions and recommendations of meeting adequate yearly

progress of ELLs in reading. The goal of the study was explicitly discussed. Participation

in the study included an audiotaped interview, which was scheduled at a time convenient

for the participants and was absolutely voluntary.

Each participant's decision of whether they wanted to be a part of this study was

confidential and fully respected. Their decision did not affect my professional

relationship with anyone, and we skipped or ignored any questions that they were asked

but to which they preferred not to respond to. Signed participant consent form letters were given to each participant, in which they agreed to participate and to be audiotaped. These were then sealed and securely filed. Each participant received a copy of his or her signed consent.

Collection and Recording of Data

To capture every detail on the interviews, a voice recorder was used in the interviewing process. The interview was transcribed and analysis was conducted to look for common patterns among the interviews. When coding, I only used their title to identify them to protect the participants' names. The interview tapes and other artifacts will be securely stored in a personally owned locked cabinet at my house, and electronic data will be stored on a password-protected computer for a minimum of 5 years. After 5 years, the documents will be destroyed at my house.

Generating, Gathering, and Recording Data

The data were generated, gathered, and recorded by me through an audiotaped formal, semistructured interview. Formal interviews are sometimes called structured or semistructured (Hatch, 2002, p. 94). Each participant was interviewed individually to answer my questions openly and honestly at a time that was convenient for them.

Interviews, as stated by Creswell (2003), allow a researcher to somehow control the line of questioning, and it is helpful when participants need to provide historical information. A semistructured interview allowed me to thoroughly go in depth with the participants (Hatch, 2002). S. B. Merriam and Associates (2002) mentioned that a semistructured interview includes a mix of more or less structured questions.

Tracking Data and Emerging Understandings

All of the participants in this study were selected based on the aforementioned

selection criteria. The interviewing process started upon IRB approval. To keep track of

data and emerging understandings, all interviews were audiotaped because the interviews

demand a high level of active listening by the researcher (Creswell, 1998; Hatch, 2002;

Rubin & Rubin, 2005). In addition, a reflective journal was also used for reflections on

every interview.

Interview data were saved on a jump drive and hard drive and secured with

password protection. I transcribed the audiotaped data within 10 days. I used the Atlas.ti

7, a qualitative data analysis and research software qualitative analysis coding program,

to aid in identifying potential categories, themes, and patterns. Interview transcripts were

coded to identify a way to sort or group the data as well as maintain privacy for the

participants.

<div align="center">

Data Analysis

</div>

Detailed patterns and themes guided the typological analysis. Data analysis

involves making sense out of text, moving deeper and deeper into understanding, and

making interpretation of the larger meaning of data (Creswell, 1998, 2007; Hatch, 2002;

Rubin & Rubin, 2005). Creswell (2007), S. B. Merriam and Associates (2002), and Rubin

and Rubin (2005) posited that data collection and data analysis should take place

simultaneously. Because this study used interviewing as the primary data collection tool,

typological analysis was chosen over the inductive, interpretive, political, and polyvocal

models of data analysis. Typological analysis includes nine steps. Each step is explained below.

Identifying the typologies to be analyzed was the initial step. The typologies were determined (Appendix B) by reviewing the interview transcriptions for the stakeholders in the study. Hatch (2002) posited that when a study is designed, the researcher's goal is to capture the perspectives of a group of individuals. In this study, the goal was to determine the patterns or themes that exhibit the strengths and weaknesses of the ELLs in reading, and to infuse the recommendations by the stakeholders that will help the ELLs meet the AYP requirements in reading.

The next step was to read the data, marking entries related to the typologies. Finding and marking those places in the data where evidence related to the particular typology is found is its idea (Hatch, 2002). I read through all the interview data, and looked for situations specific situations of ELLs not meeting the AYP requirements in reading.

After I read entries by typology, recording the main ideas in entries on a summary sheet (Hatch, 2002) was the next step. For this, I created a spreadsheet for each participant to concisely summarize each data entry with a brief statement of the participants' perceptions of the ELLs not meeting the AYP requirements in reading. This helped with the analysis of the findings.

Simultaneously, the fourth step enforced looking for patterns, relationships, and themes with typologies. During this time, I started looking for meaning within the data from my typology. Hatch (2002) stated that patterns are regularities that come in various

forms, including the things that happen the same way, the things that happen in different

ways, the things that happen often or seldom, the things that happen in a certain order, the

things that happen in relation to other activities and events, and the things that appear to

cause another. Themes, on the other hand, are integrating concepts, as they can be

defined as statements of meaning that run through all or most of the pertinent data (Ely,

M., (with Anzul, M., Friedman, T., Garner, D., & Steinmetz, A. C.), 1991.

The following step was to read the data, coding entries according to patterns

identified and keeping a record of what entries went with which elements of the patterns.

Hatch (2002) stated that I would be going back to the marked protocols that were fulfilled

in second step. At the end of this stage, I coded the data and made records of where the

data could be located and organized. Creswell (2007) stated, "During the process of

describing, classifying and interpreting, qualitative researchers develop codes or

categories and to sort text or visual images into categories" (p. 152). According to Rubin

and Rubin (2005), "Coding involves systematically labeling concepts, themes, events,

and topical markers so that you can readily retrieve and examine all of the data units that

refer to the same subject across all your interviews" (p. 207). Following the interviews

was the transcription. Transcript reviews were available for participants to triangulate to

ensure validity, reliability, and accuracy for interpretation of the data. Each individual

transcript was coded.

Afterwards, I decided if the patterns were supported by the data, and I searched

the data for examples of my patterns. According to Hatch (2002), having coded all that

the researcher could, it is now relevant to make judgments about whether or not the

categories are justified by the data. The decisions were driven by the data, not by the researcher's predetermined categories. I reread all the data, not just all the highlighted ones, to decide if there would be data that might contradict my initial categories.

This time, I looked for relationships among the patterns identified. The preceding procedures were carried out with all of the initial categories identified in the first step (Hatch, 2002). At this stage, my task was to step back from the individual analyses that had been completed and look for connections across what had been found.

Subsequently, I wrote the patterns as one-sentence generalizations. A generalization "expresses a relationship between two or more concepts" (Hatch, 2002, p. 159). Expressing findings as generalizations provided an assurance that whatever has been found was communicated and understood by others in order to prove that the data analysis was complete.

The final step in Hatch's (2002) typological analysis was to select the data excerpts that support my generalizations. During this last step, I reviewed the data and chose powerful examples that could be utilized to make my generalizations come alive for my readers. Data excerpts were included to take the readers into the context, which allowed them to hear the voices of the participants. At this point, potential quotes from the protocols were chosen as well.

Typological analysis was appropriate for this study because I had "predetermined typologies" (Hatch, 2002, p. 161) in reference to the AYP requirements in reading not met by the ELLs (Appendix B). In addition, typological analysis takes much less time than discovering categories inductively. Although interviewing is its emphasis, other

approaches, like grounded theory, narrative studies, and phenomenological studies are not good candidates for typological analysis, as they depend more on inductive strategies to get the informants meaning structures (Hatch, 2002).

Evidence of Quality and Credibility of Findings

Validity for my project study was established through having experts in the field review my interview protocol (Appendix A). I established credibility for validity by being the research instrument (Creswell, 2003; Stake, 1995). Among the validation strategies, I used the peer review or debriefing triangulation and member checking. Validity for my project study were established through having experts in the field review my interview protocol (Appendix A). I established credibility for validity by being the research instrument (Creswell, 2003; Stake, 1995).

Peer review or debriefing was used to equip an external check (Ely, M., (with Anzul, M., Friedman, T., Garner, D., & Steinmetz, A. C.), 1991; Erlandson, Harris, Skipper, & Allen, 1993; Glesne & Peshkin, 1992; Lincoln & Guba, 1985; Merriam, 1988) of this qualitative case study. I worked with a peer reviewer or debriefer who interrogated me with difficult queries about my study in relation to its methods, meanings, and interpretations. An educational expert was employed to ensure a high level of content-related validity to establish validity through the process of review or debriefing of the interview protocol. Both the peer reviewer or debriefer and I kept written accounts of the sessions or meetings that occured to ensure validity.

Triangulation was utilized to triangulate the AYP data of the ELLs in reading and the semi structured face-to-face interviews of the participants in this study to "build a

coherent justification for themes" (Creswell, 2003, p. 196). Triangulation verifies and extends information from other sources (Hatch, 2002). Triangulating among these sources provided corroborating evidence (Ely, M., (with Anzul, M., Friedman, T., Garner, D., & Steinmetz, A. C.), 1991; Erlandson et al., 1993; Glesne & Peshkin, 1992; Lincoln & Guba, 1985; Merriam, 1988; Miles & Huberman, 1994; Patton, 1980, 1990) from various sources to clarify the perceptions of the stakeholders of the ELLs not making the AYP in reading.

Member checking was also used to contribute to the credibility of my findings (Stake, 1995). Transferability was ensured through a comprehensive description of the context of the research site. I checked the transcriptions of interview data for accuracy by listening to the audiotaped interviews in order to ensure validity of the semistructured interviews. I used member checking with each interviewee to check for accuracy of my findings and to discuss the findings with the interviewees via face-to-face meetings.

Member checking contributed to the credibility of the findings by minimizing investigative bias (Stake, 1995). The findings were member checked. According to Creswell (2003), member checking is to determine the accuracy of the qualitative findings through taking the final report or specific descriptions of themes back to participants and determining whether these participants felt that they are accurate. Following the initial analysis of the interview transcripts, participants were contacted by phone to provide feedback on the validity of the findings. Member checking contributed to the credibility of my findings (Stake, 1995) and transferability was ensured through a comprehensive description of the context of the school in which the study was conducted.

Procedures for Dealing with Discrepant Cases

As a researcher, considering the discrepant cases plays a significant role in conducting a research. The procedure for dealing with discrepant cases includes "a major concern in all the validity, trustworthiness, or authenticity of the study of the research" (Merriam, 2001, p. 422). Creswell (2003) stated that reliability could be utilized to ensure "consistent patterns of theme development" (p. 195), while validity could be utilized to understand the individuals' perspectives that come from other sources or documentations to have a "substantive validation" (Creswell, 2007, p. 206). Warranting validity and reliability as equally relevant is best determined once the researcher becomes involved in a qualitative research through "immersion in the process and through the actions and unintended outcomes" (S. B. Merriam & Associates, 2002, p. 422).

Each participant had differing input regarding my research questions. I collected and included in my final report all discrepant data. Discrepant cases were considered because discrepant information runs counter to the themes. Discrepant cases may include participants' opinions regarding their perceptions of the ELLs not making the AYP in reading. Feedback from the participants that included discrepant data was valuable because the differences in opinions about instructional practices shed further light on this important topic for elementary reading teachers of ELLs. Discrepant cases were presented in the findings.

<div align="center">

Data Analysis Results

</div>

The data were generated, gathered, and recorded following the Institutional Review Board (IRB) approval. In adherence with the IRB guidelines, no data were

collected prior to receipt of approval on October 14, 2014 (IRB# 10-14-14-0132560). E-mails were initially sent to potential participants prior to beginning to purposefully choose the seven participants for this study. After seven participants were chosen, the individuals not chosen to participate in the study were individually thanked via e-mail for expressing their interest in participating in the study.

Participants in this project study were determined through maximum variation sampling, which consists of predetermined criteria in choosing participants with various professional responsibilities. Data collection was conducted through a semistructured one-on-one face interview with seven purposefully selected participants at a Midwestern urban elementary school. Formal interviews are sometimes called structured or semi structured (Hatch, 2002, p. 94). The interviews were conducted with a bilingual teacher, ESL teacher, an instructional facilitator, an intermediate teacher, a primary teacher, a parent, and a school-based administrator. Participants responded with willingness to participate in an interview before or after school hours regarding their perceptions of the ELLs not meeting the AYP in reading.

A voice recorder was used in the interviewing process, after consents were obtained, to capture everything the interviewees said. Each participant was asked open-ended questions, and their interviews were voice recorded and then transcribed to aid in coding (Appendix C). Analysis was conducted to look for common themes among the interviews. Using only their title to identify them when coding protected participants' names.

The seven key stakeholders were a bilingual teacher, an ESL teacher, an instructional facilitator, an intermediate teacher, a primary teacher, a parent, and a school-based administrator. These participants were coded for anonymity by using BT for the bilingual teacher, ESLT for the English as a Second Language teacher, IF for the instructional facilitator, IT for the intermediate teacher, PT for the primary teacher, P for the parent, and SBA for the school-based administrator. The interview tapes and other artifacts are stored in a locked file cabinet and electronic data will be stored on a password-protected computer for a minimum of 5 years. The documents will be destroyed after that time.

As mentioned in the proposal, specifically in the data analysis section, typological analysis was chosen over the inductive, interpretive, political, and polyvocal models of data analysis because the study began with grouping the participants based on predetermined typologies (Hatch, 2002), which involved steps that were taken in the data analysis. The typologies were identified and analyzed; the data were read and the entries were marked that were related to the typologies; the entries were read by typology; patterns, relationships, and themes were examined within typologies; the data were coded; decisions were made about whether patterns were supported by data; relationships were examined among the identified patterns; patterns were written, and selected data excerts were chosen that supported my generalizations.

The ELLs not making the AYP in reading prompted this project study. I sought to discover the answer to the research questions that were focused on understanding perceptions of stakeholders (parents, bilingual teachers, ESL teachers, instructional

facilitators, school-based administrators, and general education teachers) regarding the proficiency of ELLs in reading as measured by state tests, professional development for reading teachers of ELLs, recommendations for potential solutions to help ELLs with proficiency in reading on state testing, strengths of ELLs in reading, and challenges of reading teachers in ELL classes. The literature reviewed prior to conducting this research showed five areas that led to ELLs not making the AYP in reading: MI theory, parental involvement, bilingual education, language acquisition of the ELLs, and differentiation of instruction. The qualitative data collected supported these findings, but they revealed another aspect that was lacking within the classroom: determining and implementing of effective vocabulary strategies of the ELLs.

Findings

The research questions guiding this study were as follows.

1. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding the proficiency of ELLs in Reading as measured by state tests?

2. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding professional develoment for Reading teachers of ELLs?

3. What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education

teachers, parents, and school-based administrators) regarding

recommendations for potential solutions to help ELLs with proficiency in

Reading on state testing?

4. What are the strengths of ELLs in reading classes?

5. What are the challenges of reading teachers in ELL classes?

The themes were (a) perceptions of the ELLs proficiency in reading as measured

by state tests, (b) professional development, (c) recommendations to ensure that the

reading instruction meets the needs of the ELLs, (d) existing strengths that allow for an

increased AYP scores in reading, and (e) challenges on why the ELLs are not meeting the

AYP requirements, emerged from the analysis of the data. The research uncovered the

need to use effective vocabulary strategies of the ELLs within their classrooms.

Silverman et al. (2014) posited that as educators, we should consider supporting the

students better in meeting the standards, and the information on the relationship between

teachers' instruction, which focuses massively on students' vocabulary, as

comprehension is significant.

Participants were asked questions most appropriate to their roles at Liberty

Elementary School, the research site. Each of the seven participants was given multiple

interview guides that can be located in Appendix C. Some questions were significant to

all, yet others were significant to one or more participants, but not all. In order to evaluate

the data collected, responses were considered based to common themes. Thus, responses

by various participants were considered together where appropriate.

Research Question 1

Research Question 1 was: What are the perceptions of stakeholders (bilingual teachers, ESL teachers, instructional facilitators, intermediate and primary general education teachers, parents, and school-based administrators) regarding the proficiency of ELLs in Reading as measured by state tests?

Seven perceptions emerged in the interview data. All stakeholders expressed their perceptions on the proficiency of ELLs in reading as measured by state tests. The stakeholders' perceptions are provided in the order of when the interviews occurred. The stakeholders are labeled Stakeholder #1, Stakeholder #2, Stakeholder #3, Stakeholder #4, Stakeholder #5, Stakeholder #6, and Stakeholder #7.

Stakeholder #1 expressed how evident it is that ELLs are not meeting AYP in Reading, especially as they get older. She said that once the ELLs can read, as they are younger, it is not so obvious. However, when the ELLs get to the intermediate grades, the gap widens. The ELLs' lack of vocabulary and knowledge, together with the language barrier, put the ELLs at a detriment, as it is then really hard for some of the ELLs to catch up. Stakeholder #1 added that ELLs do not have a lot of experiences compared to most of the native English speakers, so she thought that it is unfortunate that the state test in Reading measures against peers their age rather than growth that they are showing from year to year.

Stakeholder #2 believed that there are a plethora of reasons why ELLs are not making the AYP in reading. She thought that the ELLs' language barrier needs to be addressed first through vocabulary development so that they understand the questions

asked of them on the state test in reading. Stakeholder #2 posited, "It is common sense that people learning another language would not be on the same playing field as the English speakers." She added that not until they level the "playing field" as far as language ability that she thinks AYP in reading could be measured in the same manner as the English-speaking students.

Stakeholder #3 stated that it is obviously very unfortunate that making the AYP in reading for the ELLs is a challenge. She added that there are a lot of reasons why ELLs may not be making progress in their subgroup. She said that one reason would be that when the ELLs come to Liberty Elementary School, they only have one year before they are actually tested. Stakeholder #3 continued to say that ELLs have a wide range. Some ELLs have been at Liberty Elementary since Pre-K and taking the assessments, but some may have only been here one or two years taking an assessment that is written for students who have been speaking English their whole lives.

Stakeholder #4 exclaimed that ELLs range from newcomers, which means that they have been in the United States for less than a year, to students who were born in the United States but started school without speaking in English. She thought that it is really a wide range of students so she does not want to generalize too much. She wanted to say that when students are learning a second language, they have to learn not just their social language but also their academic language. Stakeholder #4 posited, "It is the academic language that can take between seven and nine years or even up to 10 years to build and develop so that they are at an equal state with someone who is only spoken English." She

affirmed that the ELLs do not have the same academic vocabulary and reading abilities in English that most of our English-only students have.

Stakeholder #5 expressed that ELLs are not meeting the AYP in reading due to the disservice done to the ELLs by grading them over three years. She cited, "The research shows that for a child to become academically strong in a second language, he/she needs five to seven years." Stakeholder #5 added that testing the ELLs before they are ready to be tested and then holding them accountable is a "punishment" for something that they are not ready to do. She exclaimed that a great example would be testing a kindergartener on a third grade content and having them fail. Stakeholder #5 confirmed, "Clearly they are going to fail because they are having another three years before they get to third grade, so make sure that they have mastered their academic language before we test them."

Stakeholder #6 considered the state test in reading for the ELLs a "skewed sample". She added that there are ELLs who have been here since kindergarten who are not meeting the AYP in reading for their own reasons, and ELLs who are brand new to the district, or to the state, who have to take the same tests. Stakeholder #6 claimed, "It is fair to say that not all ELLs are making AYP because some of them are performing exactly where we would like them to be." She also expressed that there are just a lot of other considerations to put in. Stakeholder #6 was more concerned about the ELLs who have been here since kindergarten who are not making AYP than the ones who have just recently arrived. She wished the scores reflected the whole picture.

Stakeholder #7 claimed that ELLs are not making the AYP in Reading due to "lack of reading from children". She posited, "Some parents are not having a watchful eye in making sure that their kids are reading." Stakeholder #7 believed that the ELLs are not making the AYP in reading due to the newcomers. She cited, "It makes it harder for this school to reach AYP because they have to start from the bottom up and in comparison to the other schools where they are not dealing with that."

The perceptions of the stakeholders regarding the proficiency of ELLs in reading as measured by state tests revealed that the ELLs are not fully equipped or strong academically to take the state test in reading. ELLs come from a wide range, which according to Stakeholder #6 makes the state test in reading considered a "skewed sample". The ELLs are taking the same reading assessment that is written for students who have been speaking English their whole lives. ELLs have a language barrier, and therefore need to overcome the barrier through vocabulary development so that the ELLs will understand the questions asked of them from the state test in reading. Also, parents should monitor to ensure that their children are reading at home. According to Stakeholder #7, as part of their culture, parents who allow their kids read by themselves is concerning her. She added that parents should have a "watchful eye" and listen to how their children read.

Relationship to literature. The findings relate back to what Braker (2014) posited, that ELLs are at a learning detriment when it comes to English word awareness because they are not exposed to nearly as much English vocabulary words as their peers who are native English speakers, and therefore broaden the gap between each group's

reading comprehension abilities. Silverman et al. (2014) added that as educators, we should consider supporting the students better in meeting the standards, and the information on the relationship between teachers' instruction, which focuses massively on students' vocabulary, as comprehension is significant. Therefore, it is imperative for teachers to consider in what types of vocabulary strategies their students tend to engage as they acquire new vocabulary words both inside and out of their classrooms (Hsueh-Jui Liu, Lan, &Ya-Yu Ho, 2014).

The heightened number of ESL participants in the United States has driven educators into modifications of their teaching styles for successful instruction of the ELLs (Whitacre et al., 2013). On the other hand, like parents, teachers have an imperative role to play as well. According to Smith and Rodriguez (2011), teachers must continually reinvent and analyze their teaching practices. Furthermore, in the process of teaching and learning bilingual students, teachers have to help strengthen both the students' home language and the English language (Nemeth & Erdosi, 2012).

Even though teachers live under the pressures of state testing, they all want their students to perform at high levels (Fisher, Frey, & Nelson, 2012). However, teachers often struggle to meet all students' diverse learning needs as they all have a full plate of responsibilities in teaching the core curriculum content and skills prior to adapting the content skills for the ELLs (Burstein et al., 2014; F. Dixon, Yssel, McConnell, & Hardin, 2014). For these reasons, professional development is being utilized to remedy the situations so that teachers will be empowered with the newest trends and research

developments (Bayar, 2014; Berkeley et al., 2012; Brink et al., 2012; Elwood, 2012;

Greenwell & Zygouris-Coe, 2012; Kanoksilapatham, 2014; Valerie, 2012).

Relationship to conceptual framework. The findings relate back to the theory of

MI and the instructional theory of DI as they both address the problem of identifying

what could be the ELLs' dominant intelligences and the differentiation of the effective

vocabulary of the ELLs. The MI theory encourages the need of utilizing a variety of ways

in teaching so that the students themselves would understand how to improve themselves

by using various types of intelligences (Moheb & Bagheri, 2013). In addition, it is critical

that teachers differentiate the instructional strategies accordingly due to the fact that the

classrooms in the United States become more diverse (Journell & Buchanan, 2012), and

due to the problems of the deficiences and disadvantages of a traditional educational

paractice (P. van der Ploeg, 2013).

Teachers who recognize and vigorously engage different ways of knowing tend to

differentiate their teaching (Crim, Kennedy, & Thornton, 2013; Szpringer, Kopik,

Formella, 2014). MI theory is beneficial to both the teachers and students as it addresses

the diversity of learners and improves teaching and learning as the teachers become more

aware of what type of theory or approach that is more tailored for the instruction of these

students (Adcock, 2014; Eret, Gokmenoglu, & Engin-Demir, 2013). Teachers need to

recognize the variety of learners that they have in their classrooms in order to broaden the

word knowledge and the vocabulary development of the ELLs, and understand that

vocabulary knowledge is the cornerstone of successful reading comprehension for the

ELLs (Braker, 2013; Carger & Koss, 2014; Kelley & Kohnert, 2012; Madrigal-Hopes, Villavicencio, Foote, & Green, 2014; Marulis & Neuman, 2013).

The MI theory is a departure from the view that there is only one specific, concrete measure of intelligence and one way of teaching (Adcock, 2014; Crim, et al., 2013; Ghamrawi, 2014; Lunenburg & Lunenburg, 2014; Maftoon & Sarem, 2014; Pour-Mohammadi et al., 2012; Szpringer et al., 2014). The MI theory suggests that there is not one specific measure of intelligence or a single way of teaching. Numerous studies have shown that multiple intelligences play a significant role in the learning process (Pour-Mohammadi et al., 2012). Many educators believe that the MI theory should be determined using the strategies of individualization and pluralization (Gardner, 2011).

The instructional theory of DI makes sense because it provides various paths to comprehending content, process, and products, considering its appropriateness of the students' profile of strengths, interests, and styles. Although differentiation of instruction is a complex process (F. Dixon et al., 2014; McDonough, 2012), it is one way to improve learning, as its sole purpose is to meet the instructional needs of individual students (Davies, Dean, & Ball, 2013). Students come to learning with various amounts of prior knowledge of the concepts (McDonough, 2012), but differentiation of instruction will tailor the students' learning according to their learning needs by infusing a variety of strategies in order to meet the unique individual student needs (Herrig & Taranto, 2012; Watts-Taffe et al., 2012).

Research Question 2

Research Question 2 was: Are the perceptions of stakeholders (parents, bilingual teachers, ESL teachers, instructional facilitiators, school-based administrators, and general education teachers) regarding professional development for reading teachers of ELLs?

One stakeholder expressed her perceptions on professional development for reading teachers of ELLs. Stakeholder #4 provided the stakeholders' perceptions.

Stakeholder #4 believed that professional development is very important. She had noticed that teachers who had been through all the Guided Reading trainings were more consistent with how they are delivering the Guided Reading groups every day compared to teachers who really had only done one or two trainings, or none at all. She added that she could definitely see a difference. Stakeholder #4 posited, "Even though teachers use a template, if they have not been through all the different trainings, it is a little bit harder to learn what the expectations are."

Stakeholder #4 also said that even if teachers had some training at the beginning of the school year for the whole staff, it is just different than having gone through it via professional development. She cited, "We had seven Saturdays, 3-hour sessions, so that is a lot of 21 hours. You know, that is a lot of time to spend time talking about Guided Reading." Stakeholder #4 believed that professional development is really a practice in making sure that teachers go back and practice what they have learned. She affirmed, "Even when teachers are collaborating, it is just another form of professional development, and sometimes it is more effective than just somebody standing up in front

of the room and training that we all got conversation between teachers are very effective."

The perceptions regarding professional development for reading teachers of ELLs acknowledged that teachers who have attended and who have not attended the professional development (PD) in Guided Reading have shown a difference in how they deliver or teach Guided Reading in the classrooms. Stakeholder #4 confirmed, "The teachers who attended the PD in Guided Reading are more consistent with how they are delivering the Guided Reading groups every day than those teachers who really have only done 1 or 2 trainings, or none at all."

Collaboration was viewed as an effective form of professional development. Conversations between teachers are also affirmed very effective as part of professional development.

Relationship to literature. The findings relate back to what Berkeley et al. (2012) and Fisher et al. (2012) stated about how adequate professional development is one of the relevant key aspects in raising student achievement. In addition, teachers will be empowered with the newest trends and research developments when professional development is being utilized to remedy the gaps in academic achievement (Bayar, 2014; Berkeley et al., 2012; Brink et al., 2012; Elwood, 2012; Greenwell & Zygouris-Coe, 2012; Kanoksilapatham, 2014; Valerie, 2012).

Brink et al. (2012) and Porche et al. (2012) posited about professional development, that even with the challenge of devising it, it helps teachers infuse effective elements into their teaching and ongoing learning for and about one's engaging practice

that helps increase expertise and skills that can be superbly rewarding on many levels. In addition, the impact of professional development on teacher knowledge and instructional practice is also significant as effective teachers must remain updated in teaching practices and research-based strategies to assist students learn and succeed in their classrooms (Greenwell & Zygouris-Coe, 2012; Valerie, 2012).

Relationship to conceptual framework. The finding relates back to the MI theory. Gardner's (2011) MI theory supports the findings of this research question. According to Adcock (2014), Crim et al. (2013), Ghamrawi (2014), Lunenburg and Lunenburg (2014), Maftoon and Sarem (2012), Pour-Mohammadi et al. (2012), and Szpringer et al. (2014), the MI theory is a departure from the view that there is only one specific, concrete measure of intelligence and one way of teaching.

Arghode (2013), Valadez , Ruvalcaba Romero, Villegas, and Lorenzo (2013), and Maftoon and Sarem (2012) stated that academic proficiency is one of the most scrutinized areas, yet the acquired results of increasing learning are far from ending. However, the MI theory believes that intelligence is the ability to solve problems, or to create products, that are valued within one of more cultural setting. In addition, Maftoon and Sarem (2012) stated that Gardner claimed that teaching strategies should have flexibility as students intellectual capabilities vary.

Research Question 3

Research Question 3 was: what are the perceptions of stakeholders (parents, bilingual teachers, ESL teachers, instructional facilitators, school-based administrators,

and general education teachers) regarding recommendations for potential solutions to help ELLs with proficiency in reading on state testing?

There were seven perceptions emerged in the interview data. All stakeholders expressed their recommendations for potential solutions to help ELLs with proficiency in reading on state testing. The stakeholders' perceptions are provided in the order of when the interviews occurred. The stakeholders are labeled Stakeholder #1, Stakeholder #2, Stakeholder #3, Stakeholder #4, Stakeholder #5, Stakeholder #6, and Stakeholder #7.

Stakeholder #1 believed that the state testing in reading is very frustrating for the ELLs who are lacking the knowledge level to take it. However, she thought that teachers are doing a good job at helping students move at a quicker pace in reading. Stakeholder #1 added that an instance of a problem occurred when she had a student, a newcomer, in a sixth- grade classroom whose reading level moved up to a second-grade level. She posited, "So we are trying to move them along, but then once again the test is only testing them on sixth-grade stuff, so it is not gonna show that growth that we have been working at all year."

Stakeholder #1 also acknowledged that the ELLs need more years and definitely need more time before taking the state tests in reading. She cited that a lot of vocabulary instruction is very important because ELLs just do not understand some things that some teachers assumed that they have had experiences with. She concluded, "The ELLs just do not have the background knowledge and they do not have the vocabulary and that really puts them at a weak standpoint compared to the other kids."

Stakeholder #2 affirmed that the reading instruction must be very meaningful, planned, and intentional. She also added how relevant it is to ensure that ELLs are working on new vocabulary words daily. She posited, "It is that deeper meaning to make sure that ELLs understand to ask questions every time they do not understand what the words or what the passage means." Stakeholder #2 believed that doing Guided Reading instruction and attending any professional development that our district and our school have provided are significant.

Stakeholder #3 strongly believed that if there were strong instruction, students would naturally make the progress. However, she cited that there should be a balance between instruction and teaching students the power of books and the love of reading. Stakeholder #3 acknowledged that the more exposure teachers could give to their students in reading and writing in a daily basis, the more growth that teachers see. She added that targeting the students' needs and having more professional development on areas of needs for our students would help. Stakeholder #3 posited, "If students are struggling in such area as vocabulary, I know how to teach it. I can teach it to help those kids who are not getting it and need that intervention."

Stakeholder #4 has expressed that all students, especially the ELLs, would benefit from Guided Reading instruction. She proposed, "Teachers need to ensure that they are saying the words correctly, so that they know the meaning of the words." Stakeholder #4 added that teachers that have gone through the majority of the Guided Reading training, and are doing it with fidelity, really benefit our students.

Stakeholder #5 recommended using small group reading instruction. She believed that teachers needed to be very targeted. Stakeholder #5 explained, "So by targeted I mean we need to know where our students are at academically and constantly be taking formative assessments so that we are moving them along accordingly, and we are prompting them in their learning." Stakeholder #5 suggested for teachers to make sure that the reading instruction is authentic and meaningful to the students. She posited, "That we are not skilling and drilling their little hearts out. But that instead we are helping them make meaning as they read."

Stakeholder #6 thought that teachers are doing a phenomenal job of meeting the needs of the ELLs because they are instructing them where they are in reading. She cited, "If they are a newcomer we are instructing them in reading and we are also trying to build their basic vocabulary, and we are working on writing and listening and reading and speaking and we are doing all of these things." Stakeholder #6 added that doing Guided Reading should continue because she really thought that it is working.

Stakeholder #7 believed that teachers are doing a good job as well. However, she thought, "Although I think they could do a little better in listening to students to see how they are pronunciating their English." Stakeholder #7 noticed that since there are so many students it is difficult for teachers to do a one-on-one instruction with them. She added that she is cognizant that the school has numerous newcomers or children who come from a different country for the first time. Stakeholder #7 hypothesized, "So it is harder for this school to reach AYP because they have to start from the bottom up and in comparison to the other schools where they are not dealing with that."

The perceptions of stakeholders regarding recommendations for potential solutions to help ELLs with proficiency on state testing in reading revealed that in order for the reading instruction to meet the academic needs of the ELLs is to make sure that the school has highly qualified, motivated teachers who are up to date on the current trends in teaching reading and are able to meet the differentiated needs of the ELL students. To help ELLs with proficiency in reading, teachers must ensure that if a student were a newcomer, teachers would need to instruct them in reading to try to build their basic vocabulary. The stakeholders perceived vocabulary instruction should be a priority because ELLs might have the background knowledge on some things, but if they do not have the vocabulary, that will put them at a weak standpoint compared to the other students.

Stakeholders also affirmed that in order to assist the ELLs become proficient in reading, teachers must ensure that the reading instruction must be very meaningful, planned, and intentional to ensure that ELLs are working on vocabulary development and not just the basic sight words. Using a small group instruction with the ELLs is a strategy to include in teaching reading in order to help the ELLs become proficient in reading. Primary students who just arrived need the basic vocabulary, letters and sounds, and basic reading skills. Intermediate ELLs need to be in a smaller group because most of their peers are already going to know their letters and sounds. ELLs should be given a chance to talk in reading groups to build their vocabulary up. Stakeholder #6 posited, "Building up that basic vocabulary whenever teachers have a chance because that is a struggle that the ELLs have with their reading. Building in that vocabulary is the key."

Stakeholders also recommended having a strong instruction in order to help the ELLs become proficient on state testing in reading. Fidelity in teaching reading is imperative**.** More professional development on areas of needs such as vocabulary is significant. Stakeholder #1 cited, "Teachers should know how to teach vocabulary. Vocabulary has to be big to include in teaching reading."

Relationship to literature. The findings relate back to what Costello (2012), Delacruz, (2014), Fountas and Pinnell (2012), Morgan et al. (2013), and Rasinski and Young (2014) posited, that due to the problem of the ELLs not making the adequate yearly progress in reading, guided reading is an instructional tool and practice that provides an explicit instruction in vocabulary, comprehension, literary elements, and instruction to support fluent reading. In addition, teachers can provide students with vocabulary knowledge that will help leverage reading comprehension, offer opportunities to equip and practice needed vocabulary, deliver instruction carefully tailored to their needs in a timely manner, and help students recognize words in meaningful ways to their vocabulary, which will essentially widen their reading comprehension, and therefore should be built into the curriculum as new immigrants arrive in districts across the country (Braker, 2014; Crosson & Lesaux, 2013; Marulis & Neuman, 2013; Nisbet & Austin; 2013; Schachter, 2013).

ELLs consistently underperformed on reading comprehension due to their nonlinear developmental pattern of reading comprehension as it is tied to the changing nature of the required skills from relying heavily on word recognition skills to a highly complex skills that demand the integration of language skills, background knowledge, strategic

knowledge, and working memory (Farnia & Geva, 2013). However, teachers can provide students with vocabulary knowledge that will help leverage reading comprehension, opportunities to equip and practice needed vocabulary, to deliver instruction carefully tailored to their needs in a timely manner, and to recognize words in meaningful ways to their vocabulary, which will essentially widen their reading comprehension, and therefore should be built into the curriculum as new immigrants arrive in districts across the country (Braker, 2014; Crosson & Lesaux, 2013; Marulis & Neuman, 2013; Nisbet & Austin; 2013; Schachter, 2013).

As an instructional tool and practice, as the teaching of reading strategies to small group of students, and as a component of the literacy framework, guided reading provides an explicit instruction in vocabulary, comprehension, literary elements, and instruction to support fluent reading (Costello, 2012; Delacruz, 2014; Fountas & Pinnell, 2012; Morgan et al., 2013). In recent decades, various approaches have been developed to foster reading comprehension. Guided reading confers benefits, as it is an important part of reading comprehension (Lenhard, Baier, Endlich, Schneider, & Hoffman, 2013; Mostow, Nelson-Taylor, & Beck, 2013; Nayak & Sylva, 2013).

Students will have its differences in their interests, skills, concept development, and learning preferences thus, teachers have the task to effectively teach students with challenging and diverse educational needs (Ernest et al., 2011). In the present study, teachers are more challenged than ever before due to the lofty demands of meeting the wide range of educational needs (Chesley & Jordan, 2012). However, interventions, which may exist in some public schools, have the potential to enrich the educational

opportunities that will assist students specifically in the area of reading (Jones et al., 2012).

Relationship to conceptual framework. The findings relate back to the instructional theory of differentiation of instruction. Teachers often struggle to meet all students' diverse learning needs as they all have a full plate of responsibilities in teaching the core curriculum content and skills prior to adapting the content skills for the ELLs (Burstein et al., 2014; F. Dixon et al., 2014). For these reasons, professional development is being utilized to remedy the situations so that teachers will be empowered with the newest trends and research developments (Bayar, 2014; Berkeley et al., 2012; Brink et al., 2012; Elwood, 2012; Greenwell & Zygouris-Coe, 2012; Kanoksilapatham, 2014; Valerie, 2012). Although differentiation of instruction is a complex process (F. Dixon et al., 2014; McDonough, 2012), it is one way to improve learning, as its sole purpose is to meet the instructional needs of individual students (Davies et al., 2013).

Even though content standards are introduced and provided to the teachers in the educational system, teachers are still given the right to choose any particular teaching methods or strategies that help meet the educational needs of every student while still complying with the curriculum standards (Rayfield et al., 2011) while associating the expectations to the learners' interests (Richardson, 2012). Interventions, which may exist in some public schools, have the potential to enrich the educational opportunities that will assist students specifically in the area of reading (Jones et al., 2012). One of the ways teachers may be advised to do this is to differentiate instruction in order to meet the

educational needs of their culturally and linguistically diverse students (Baecher et al., 2012).

The theory of MI is also beneficial to both the teachers and students as it addresses the diversity of learners and improves teaching and learning as the teachers become more aware of what type of theory or approach that is more tailored for the instruction of these students (Adcock, 2014; Eret et al., 2013). Students will have differences in their interests, skills, concept development, and learning preferences; thus, teachers have the task to effectively teach students with challenging and diverse educational needs (Ernest et al., 2011). This thought process is intertwined with differentiation of instruction, and therefore is an approach that honors diversity (Watts-Taffe et al., 2012).

Students come to learning with various amounts of prior knowledge of the concepts (McDonough, 2012), but differentiation of instruction will tailor the students' learning according to their needs, which will infuse a variety of strategies in order to meet the unique individual student needs (Herrig & Taranto, 2012; Watts-Taffe et al., 2012). In addition, the MI theory suggests that there is not one specific measure of intelligence or a single way of teaching. Numerous studies have shown that multiple intelligences play a significant role in the learning process (Pour-Mohammadi et al., 2012).

Research Question 4

Research Question 4 was: What are the strengths of ELLs in reading classes?

There were seven stakeholders who have viewed and identified the strengths of ELLs in reading classes in the interview data. The stakeholders' views are provided in the

order of when the interviews occurred. The stakeholders are labeled Stakeholder #1,

Stakeholder #2, Stakeholder #3, Stakeholder #4, Stakeholder #5, Stakeholder #6, and

Stakeholder #7.

Stakeholder #1 thought that teachers are really good at working as a team, and

therefore considered as strength. She affirmed, "We are collaborative." Stakeholder #1

cited that ELLs receive Guided Reading lessons from the teachers daily. She

acknowledged, "If the ELLs are really newer comers, they get pulled for extra support. If

they are lagging behind they can have [Leveled Literacy Intervention] (LLI). So I think

we have a lot of things in place for kids." Stakeholder #1 added that another strength is

that teachers are really doing a great job at monitoring the ELLs that are still not making

progress that they think should be moving along quicker. She posited, "It could be a

language problem or is it a learning problem. Sometimes we tend to forget that and

dismiss everything as a language problem."

Stakeholder #2 believed that the knowledge level of the teacher in teaching

reading is considered as strength in ELL reading classes. She expressed, "There are

certain teachers that I feel do an amazing job in reading instruction." Stakeholder #2

added that all teachers should ensure that they are willing to engage in professional

development and learn the latest research-based strategies that will help the children

improve in reading. She cited, "We have a young staff, and sometimes our younger staff

is outperforming our older staff, our veteran staff, due to them coming out with the newer

research technique out of college." Stakeholder #2 was hoping that all of our teachers

would embrace change to see growth, which she personally thought very significant.

Stakeholder #3 noticed that teachers are well aware of the diversity of their students, and therefore viewed as strength. She believed that the culture that is created is a welcoming atmosphere, positive, in which the growth mindset exists in all classrooms. However, Stakeholder #3 mentioned that reading instruction could be a little more rigorous. She felt that teachers think about where their students are from and the things that they go through. Stakeholder #3 posited, "The fact that ELLs do not speak English at home sometimes bring our instruction down to their level, instead of trying to push them up to where we want them to be."

Stakeholder #4 believed that the strength is the Guided Reading because of the enormous amount of time spent on how to digest and dissect it. She added that teachers have collaborated in identifying the best ways to teach Guided Reading. Stakeholder #4 cited, "We are not really in the same place with our teaching whole group reading."

Stakeholder #5 confirmed that the dynamic staff that is very focused on data-driven instruction, not just for ELLs but also for all children is strength. She added that the ELLs' supportive families that are open to any ideas that teachers have is also considered strength. She cited, "Our ELL families are generally supportive which really is an asset to our children." Stakeholder #5 also expressed that having a strong administration team who really keep data and learning at the forefront of their focus is a strength that would benefit the ELLs. She posited, "Our principals are able to constantly focus on our school data and how to get each grade level where they need to be."

Stakeholder #6 affirmed that teachers are doing a really good job with setting high expectations, yet making it manageable. She acknowledged, "It is not like we want them

shooting for the moon right off the bat. We scaffold them, we build them, and we have stepping stones to get them there. And I think that is a big strength."

Stakeholder #7 expressed that when she is listening to her son read, since she is not fluent in speaking English, she is unable to correct him to see if he is saying the words correctly. She thought, "If I knew English it would be easier for me to help him read." Stakeholder #7 shared that she helped her son look up words in the dictionary, read the words to him, and have him write them down. She posited, "When I tell him that he made a mistake on such-and-such word, he will say that the teacher will correct it."

The strengths that are viewed in reading classes of the ELLs are the teachers. The reading teachers of the ELLs are working as a team or being collaborative. Newcomers get pulled for extra support. If students are lagging behind they can have LLI as reading intervention. Teachers are also doing a phenomenal job at monitoring the ELLs that are still not making progress.

Other strengths revealed strong administration team that really keeps data and considers learning as the forefront of their focus. Stakeholder #5 posited, "The principals are able to constantly focus on our school data and how to get each grade level where they need to be." Another strength is the awareness that teachers have about how diverse their students are. The school culture that is created includes the welcoming atmosphere, positivity, and the growth mindset that exists in all classrooms. In addition, Guided Reading is also viewed as strength of ELLs in reading classes.

Relationship to literature. The literature that relates back to the findings is what Arghode (2013), de los Dolores Valades Sierra et al. (2013), and Maftoon and Sarem

(2012) posited, that academic proficiency is one of the most scrutinized areas, yet the acquired results of increasing learning are far from ending. Educators recognize the fact there is no single answer in raising student achievement, yet adequate professional development is one of its relevant key aspects (Berkeley et al., 2012; Fisher et al., 2012). Excellent professional development, although at some point inspiring and playing a relevant role in the pursuit of any reform in teaching and learning, is not solely on books on teaching and costly guest speakers, but from conversing with teachers and researching from different perspectives from teachers, students, and members of the community (Elwood, 2012; Leung & Andrews, 2012).

The heightened number of ESL participants in the United States has driven the educators into modifications of their teaching styles for successful instruction of the English language learners (Whitacre et al., 2013). On the other hand, like parents, teachers have an imperative role to play as well. According to Smith and Rodriguez (2011), teachers must continually reinvent and analyze their teaching practices. Furthermore, in the process of teaching and learning bilingual students, teachers have to help strengthen both the students' home language and the English language (Nemeth & Erdosi, 2012).

Due to the NCLB act's mandate and impact on the staffing of the schools in the nation, a highly qualified teacher must teach each student in every classroom (Tricarico & Yendol-Hoppey, 2012). Students will have differences in their interests, skills, concept development, and learning preferences, thus, teachers have the task to effectively teach students with challenging and diverse educational needs (Ernest et al., 2011). In the

present study, teachers are more challenged than ever before due to the lofty demands of

meeting the wide range of educational needs (Chesley & Jordan, 2012). However,

interventions that may exist in some public schools have the potential to enrich the

educational opportunities that will assist students specifically in the area of reading

(Jones et al., 2012). One of the ways teachers may be advised to do is to differentiate

instruction in order to meet the educational needs of their culturally and linguistically

diverse students (Baecher et al., 2012).

The current literature shows that language is a significant aspect of instructional

resources, yet selecting an intervention painstakingly and then enforcing the intervention

persistently to boost reading with ELLs in the elementary grades is significant (Cole et

al., 2012; Rodriguez & Denti, 2011). Hence, special support may be needed for English

language learners for early intervention as they face hardships in connection with their

lack of fluency in the medium of instruction at school (Harper et al., 2011). Researchers

have examined the older struggling readers and found that they correspond to

interventions and strategies (Graves et al., 2011). To be able to read is relevant to

children's success in school, as it is the focal point of all the content areas (Kupzyk et al.,

2011).

It is important to realize that while the effect on student achievement is an

imperative indicator of the efficacy of professional development, the impact of

professional development on teacher knowledge and instructional practice is also

significant as effective teachers must remain updated in teaching practices and research-

based strategies to assist students learn and succeed in their classrooms (Greenwell &

Zygouris-Coe, 2012; Valerie, 2012). Excellent professional development, although at some point inspiring and playing a relevant role in the pursuit of any reform in teaching and learning, is not solely on books on teaching and costly guest speakers, but from conversing with teachers and researching from different pespectives from teachers, students, and members of the community (Elwood, 2012; Leung & Andrews, 2012).

As an instructional tool and practice, as the teaching of reading strategies to small group of students, and as a component of the literacy framework, Guided Reading provides an explicit instruction in vocabulary, comprehension, literary elements, and instruction to support fluent reading (Costello, 2012; Delacruz, 2014; Fountas & Pinnell, 2012; Morgan et al., 2013). Rasinski and Young (2014) posited that students do not immediately become fluent readers, as it requires a process of practice. The students will have to know what the expectations are, then the learner must practice the task under the guidance of a teacher. With sufficient practice, the learner will then be able to perform the task independently and proficiently. With today's educational culture of heightened accountability, guided reading is relevant to utilize with low-achieving, struggling students (Reutzel, Petscher, & Spichtig, 2012). Guided reading confers benefits, as it is an important part of reading comprehension (Lenhard et al., 2013; Mostow et al., 2013; Nayak & Sylva, 2013).

Relationship to conceptual framework. The findings relate back to the MI theory and the instructional theory of DI. Teachers who recognize and vigorously engage different ways of knowing tend to differentiate their teaching (Crim et al., 2013; Szpringer et al., 2014). MI theory is beneficial to both the teachers and students as it

addresses the diversity of learners and improves teaching and learning as the teachers become more aware of what type of theory or approach that is more tailored for the instruction of these students (Adcock, 2014; Eret, Gokmenoglu, & Engin-Demir, 2013). Teachers need to recognize the variety of learners that they have in their classrooms in order to broaden the word knowledge and the vocabulary development of the ELLs, and understand that vocabulary knowledge is the cornerstone of successful reading comprehension for the ELLs (Braker, 2013; Carger & Koss, 2014; Kelley & Kohnert, 2012; Madrigal-Hopes et al., 2014; Marulis & Neuman, 2013).

The MI theory, which is a departure from the view that there is only one specific, concrete measure of intelligence and one way of teaching (Adcock, 2014; Crim et al., 2013; Ghamrawi, 2014; Lunenburg & Lunenburg, 2014; Maftoon & Sarem, 2014; Pour-Mohammadi et al., 2012; Szpringer et al., 2014) also relates back to the findings. The MI theory suggests that there is not one specific measure of intelligence or a single way of teaching. Numerous studies have shown that multiple intelligences play a significant role in the learning process (Pour-Mohammadi et al., 2012). Many educators believe that the MI theory should be determined using the strategies of individualization and pluralization (Gardner, 2011).

In schools across the country, teachers and administrators cope with the complexities of differentiating instruction for students' various literacy needs (Watts-Taffe et al., 2012). Recently, the ELLs enrolled in the public school system in the United States of America are rapidly growing (Apthorp et al., 2012; Baecher et al., 2012). In response to the students' educational needs, differentiation of instruction is a way of

teaching (Wu, 2013) that allows students to learn at their level or ability (Rayfield et al., 2011). With the students' diverse cultural and psychological traits, differentiated instruction aids in identifying students' readiness levels and background knowledge. Adjustments and flexibility can be then made to gear towards academic success as differentiated instruction maximizes students' learning (Pham, 2012) and allows students to learn at their level (Rayfield et al., 2011).

Teachers who recognize and vigorously engage different ways of knowing tend to differentiate their teaching (Crim et al., 2013; Szpringer et al., 2014). Multiple intelligences theory is beneficial to both the teachers and students as it addresses the diversity of learners and improves teaching and learning as the teachers become more aware of what type of theory or approach that is more tailored for the instruction of these students (Adcock, 2014; Eret et al., 2013). This thought process is intertwined with differentiation of instruction, and therefore is an approach that honors diversity (Watts-Taffe et al., 2012).

Students come to learning with various amounts of prior knowledge of the concepts (McDonough, 2012), but differentiation of instruction will tailor the students' learning according to their needs, which infuses a variety of strategies in order to meet the unique individual student needs (Herrig & Taranto, 2012; Watts-Taffe et al., 2012). Within the literacy field, a multitude of literacy-related constructs, including reading instruction must be learned (Amendum et al., 2013). Watts-Taffe et al. (2012) stated that in schools across the country, teachers and administrators cope with the complexities of differentiating instruction for students' various literacy needs, and therefore support the

content of the project and the findings of this research study. Even though differentiating of instruction is not something new to educators, its importance is heightened in schools where a massive numbers of students are not performing to the highest level of literacy.

Research Question 5

Research Question 2 was: What are the challenges of reading teachers in ELL classes?

All stakeholders expressed the challenges of reading teachers in ELL classes in the interview data. The stakeholders have identified and provided the challenges in the order of when the interviews occurred. The stakeholders are labeled Stakeholder #1, Stakeholder #2, Stakeholder #3, Stakeholder #4, Stakeholder #5, and Stakeholder #6.

Stakeholder #1 believed that one of the challenges that reading teachers have is when they assumed that the ELLs know what they do not know. She cited, "When taking the state test, the passage was about famous person in a Midwestern state. W e forgot that some our students are coming from Mexico, or California — they have no idea of Tom Osborne or Warren Buffett." Stakeholder #1 confirmed that other challenges include the background knowledge and the language, and the ability for parents to help their kids at home with homework. She added, "They do not get that home tutor that we kind of grew up with. So I think, they just have a lot of obstacles that are not of their fault. They can not help it."

Stakeholder #2 thought that the first challenge is language. She acknowledged, "ELLs do not have the words to bring forth the prior knowledge to understand the text." Stakeholder #2 stated that ELLs need the language, which is so complicated enough

because of the multiple meanings to words. She added that she wonders about the way that the state tests in reading are written. Stakeholder #2 posited, "Sometimes vocabulary is too uncommon, instead of using very common vocabulary to help them understand that passage."

Stakeholder #3 confirmed that the challenge is definitely the academic language that the ELLs are lacking. She cited, "I know a lot of times, if I go back and ask the student why they answered that question the way they did, a lot of times it is because they did not understand the language, or what the question was actually asking." Stakeholder #3 added that if she reworded the question, the student could get the right answer. She felt that the only exposure the student gets to English is throughout the school day, so when they go home, the English stops. Stakeholder #3 believed, "If the students are not taking the initiative to read and write in English at home, they are losing that time where English speakers have to keep building on their language."

Stakeholder #4 mentioned two challenges. First, the ELLs are still developing their academic vocabulary so they are not going to be reading at the same level. Second, many to most of ELLs live in poverty. Stakeholder #4 cited, "If you live in poverty, research says that you have less vocabulary than students who do not live in poverty." She believed that is another important aspect and that is the combination of being an ELLs and living in poverty. Stakeholder #4 added, "That is just another double-disadvantage when you are looking at those aspects."

Stakeholder #5 noticed that ELLs have quite a few challenges specifically in reading. She mentioned that one of the first challenges is that English is one of the

hardest languages to learn. Stakeholder #5 cited, "Not only is it hard with our accent in English, but it is also hard because we have so many tricky words. We have so many phrases that are hard for children to understand." Stakeholder #5 added that another challenge that they have is that the testing expectations are continually raised without additional support put in place. She posited, "We are scrounging to use every adult at every free moment possible to help these kids, but on a state and national level, while the expectations are going up, the funding is going down."

Stakeholder #6 believed that one of the challenges of reading teachers in ELL classes is the ELLs' inability to comprehend the questions asked after reading a passage. She cited, "They are just worded so hard that it is hard to understand especially for a non-native speaker." Stakeholder #6 added that being able to read the passage and being able to understand the questions is just a lot that we are asking the ELLs to do.

The challenges of reading teachers in ELL classes include the lack of academic language and the language barrier. ELLs are still developing their academic vocabulary and their academic language and so they are not going to be reading at the same level. Stakeholder #2 cited, "Exposure to English vocabulary and instruction are the factors." In addition, the background knowledge and the ability for parents to help their kids at home with homework are also challenges.

Relationship to literature. The literature relates back to what Burstein et al. (2014) and F. Dixon et al. (2014) posited, that teachers often struggle to meet all students' diverse learning needs as they all have a full plate of responsibilities in teaching the core curriculum content and skills prior to adapting the content skills for the ELLs.

Carger and Koss (2014) stated that as literacy educators, we are always striving to provide ways to support the ELLs by capitalizing on their cultural backgrounds, background knowledge they bring into their classrooms, and the vocabulary knowledge that is widely recognized as a cornerstone in successful reading comprehension. Although many teachers are cognizant of the ELLs' language needs, and are providing help in terms of academic vocabulary, vocabulary glossaries, visual aids, and adjustments of teacher talk (Dong, 2014; Varlas, 2012), ELLs are at a learning detriment when it comes to English word awareness because they are not exposed to nearly as much English vocabulary words as their peers who are native English speakers, which broadens the gap between each group's reading comprehension abilities (Braker, 2014).

Silverman et al. (2014) posited, that educators support their students in meeting the standards, and the information on the relationship between teachers' instruction, which focuses massively on students' vocabulary and comprehension is significant. The presence of an array in the acquisition of word meanings makes it plausible to determine word meanings fitting for children with diverse vocabulary spectrum, and this progression is accurate for both the native English speakers and the ELLs because meanings are achieved in a predictable sequence (Biemiller, 2012). However, it is imperative for teachers to consider in what types of vocabulary strategies their students tend to engage in acquiring new vocabulary words both inside and out of their classrooms (Hsueh-Jui Liu, Lan, Ya-Yu Ho, 2014).

Fisher et al. (2012) stated that even though teachers live under the pressures of state testing, they all want their students to perform at high levels. However, teachers

often struggle to meet all students' diverse learning needs as they all have a full plate of

responsibilities in teaching the core curriculum content and skills prior to adapting the

content skills for the ELLs (Burstein et al., 2014; F. Dixon et al., 2014). Educators

consider how to better support the students in meeting the standards, and the information

on the relationship between teachers' instruction, which focuses massively on students'

vocabulary and comprehension, is significant (Silverman et al., 2014).

Relationship to conceptual framework: The finding relates back to the

instructional theory of differentiation of instruction. Although differentiation of

instruction is a complex process (F. Dixon et al., 2014; McDonough, 2012), it is one way

to improve learning, as its sole purpose is to meet the instructional needs of individual

students (Davies et al., 2013). As educators consider how to better support the students in

meeting the standards, and the information on the relationship between teachers'

instruction, which focuses massively on students' vocabulary and comprehension, is

significant (Silverman et al., 2014). Teachers generally struggle to provide all the

students the avenues to learn specific concepts given that what works best for some

students will not always work for the other students (F. Dixon et al., 2014). It is critical

that teachers differentiate the instructional strategies accordingly due to the fact that the

classrooms in the United States become more diverse (Journell & Buchanan, 2012), and

due to the problem of the deficiences and disadvantages of a traditional educational

paractice (van der Ploeg, 2013).

Teachers who recognize and vigorously engage different ways of knowing tend to

differentiate their teaching (Crim et al., 2013; Szpringer et al., 2014). MI theory is

beneficial to both the teachers and students as it addresses the diversity of learners and improves teaching and learning as the teachers become more aware of what type of theory or approach that is more tailored for the instruction of these students (Adcock, 2014; Eret et al., 2013). This thought process is intertwined with differentiation of instruction, and therefore is an approach that honors diversity (Watts-Taffe et al., 2012).

Discrepant Cases

I anticipated encountering discrepant cases. Creswell (2008) stated that contrary evidences provide contradictory information and credibility of the findings. What appeared to be glaring contradictions are the interviews with the primary teacher, the instructional facilitator, the school-based administrator, and the bilingual teacher on their professional opinion on how well the reading teachers at Liberty Elementary helped meet the reading instructional needs of the ELLs. One participant stated that there are teachers at Liberty Elementary who do an excellent job in reading instruction and teachers who do not have the education background, or have not improved their reading instruction. Three participants stated that reading teachers at Liberty Elementary are doing a great job and that there is no doubt that they are setting a strong foundation for the ELLs as they have "powerful strategies" that they share with the other classroom teachers that makes ALL reading teachers at Liberty Elementary able to use those really strong reading strategies with students. In addition, a participant stated that teachers have gone through the majority of the Guided Reading training/ professional development and are doing it with fidelity. Thus, if I had to address the aforementioned discrepancy, I would conduct

additional interviews with new participants. Additional interviews may reveal a unanimous perspectives on how equipped the reading teachers are at Liberty Elementary.

The Evidence of Quality to Address Accuracy of the Data

To address the accuracy of the data, I used peer review or debriefing, triangulation, and member checking as the validation strategies for my research study. I was working with a peer reviewer or debriefer who asked questions that challenged my thinking and rationale about my study in relation to its methods, meanings, and interpretations. The AYP data of the ELLs in reading and the semistructured face-to-face interviews were being triangulated, which helped "build a coherent justification for themes" (Creswell, 2003, p. 196), and magnified the perceptions of the stakeholders of the ELLs not making the AYP in reading.

Member checking was used to address the accuracy of the data, which allowed me to check the transcriptions of each interview data for accuracy by listening to the audiotaped interviews in order to ensure validity of the semistructured interviews. I was member checking with each interviewee to check for accuracy of my findings and to discuss the findings with the interviewees via face-to-face meetings. According to Creswell (2003), member checking is to determine the accuracy of the qualitative findings through taking the final report or specific descriptions of themes back to participants and determining whether these participants felt that they were accurate. The participants were contacted to provide feedback on the validity of the findings.

Summary of the Outcome in Relation to the Problem and Research Questions

In relation to the problem and the research questions, Effective Vocabulary Strategies for the English Language Learners **(**EVSELLs**)** project via a professional development is the outcome of this qualitative project study. EVSELLs will help determine and implement effective vocabulary strategies for the ELLs through professional development to educators in various levels to help increase their state test scores in reading. During the professional development sessions, teachers, instructional facilitators, and literacy coaches will collaborate to determine effective vocabulary strategies. In addition, reading teachers will then be provided with effective vocabulary strategies for the ELLs. According to my findings, the aspect deemed most appropriate for change was the vocabulary instruction of the ELLs. EVSELLs will be directed by the theory of MI and the instructional theory of DI, as they will be relevant to the implementation.

The Project Deliverable As an Outcome of the Results

As an outcome of the results, I created a final project (Appendix A) that would be presented via PD trainings. The PD captured the perceptions and recommendations of the seven stakeholders, which could allow for teachers to implement effective vocabulary strategies of the ELLs to help increase the state test scores in reading. Professional development, even with the challenge of devising it, helps teachers infuse effective elements into their teaching and ongoing learning for and about one's engaging practice that helps increase expertise and skills that can be superbly rewarding on many levels (Brink et al., 2012; Porche et al., 2012).

Seven key stakeholders were interviewed to examine their perceptions of the ELLs not meeting the AYP in reading and to take recommendations to increase the state test scores of the ELLs in reading. After the interviews, I analyzed the data to determine the perceptions of the ELLs' proficiency in reading as measured by the state tests, the importance of professional development, the participants' recommendations or suggestions to ensure that the reading instruction meets the academic needs of the ELLs, the participants addressing the existing strengths that allow for an increased AYP scores in reading, and the challenges that ELLs have in reading that has resulted in not meeting the AYP requirements in reading. The following section will describe the project.

Summary

This qualitative case study examined the stakeholders' perceptions of meeting the AYP requirements of the ELLs in reading, which was a relevant inquiry. It had the potential to not only identify the strengths and challenges that ELLs had, but also assist the ELLs in meeting the AYP requirements in reading, which would help avoid the sanctions. Through this qualitative case study, I am hopeful that a positive social change will be produced that will help educators at every level to better understand its importance.

Despite the challenges, which include the significance of the consistency of behavioral expectations (Lake et al., 2012) and the fulfillment of standardized testing requirements, I still personally view teaching as an interesting and rewarding profession. The findings of this qualitative case study will hopefully fully equip me with effective reading strategies in order to better assist the ELLs and to provide a positive social

change, as a heightened quality time in school for teaching and learning can have a

positive impact on student achievement (McMurrer, 2012). Teaching involves dedication,

hard work, mental and emotional involvement, and a commitment to the students, to the

parents, and the community.

Section 3 includes the introduction, the review of the literature, the discussion of

the project, the discussion of the project that includes a project evaluation plan, and the

implications of the project. This section will allow readers to gain knowledge on the

stakeholders' perceptions of meeting the AYP requirements of the ELLs in reading.

Section 3: The Project

Introduction

The results of the study led to the development of a PD project in a 3-day PowerPoint format. The purpose of this project was to determine and implement EVSELLs. Based on the responses from the selected participants on the aspects of reading that need reform, the aspect deemed most appropriate for change was the vocabulary instruction of the ELLs. According to Stakeholder#1, there is a lack of vocabulary, knowledge, and language at home. The primary teacher added that there is a language barrier. ELLs need to overcome the language barrier through vocabulary development and increasing reading level before they are able to understand the questions asked of them from the state reading test. The bilingual teacher stated that ELLs are failing AYP because they do not have the academic language. The instructional facilitator said that a group of ELLs have a wide range of students with different levels of English proficiency taking an assessment that's written for students who have been speaking English their whole lives. The school-based administrator echoed that there is a wide range of ELLs. There are ELLs who are newcomers and ELLs who have been here longer than others. She also stated that ELLs do not all have the same academic language.

Based on the participants' responses (Appendix C), each believed that ELLs struggle with the academic language and vocabulary words being used in the standardized state reading test. The following section will describe a PD project to determine and implement EVSELLs as, according to the stakeholders, they are in need of improvement to help increase the ELLs' state test scores in reading. The PD will provide

the following information to teachers: MI theory, DI, vocabulary development of the ELLs, and EVSELLs. The following subsections will describe this project as well as relevant literature and the social changes that EVSELLs could generate.

Goals

The stakeholders explicitly addressed the need for determining and implementing EVSELLs through PD to educators in various levels, and therefore, that became the goal for this project. Even with the challenge of devising it, PD is worth it as it helps teachers infuse effective elements into their teaching and stimulates ongoing learning for and about one's engaging practice that helps increase expertise and skills that can be rewarding on many levels (Brink et al., 2012; Porche et al., 2012). Therefore, it is important to realize that while the effect on student achievement is an imperative indicator of the efficacy of PD, the impact of PD on teacher knowledge and instructional practice is also significant as effective teachers must remain updated in teaching practices and research-based strategies to assist students learn and succeed in their classrooms (Greenwell & Zygouris-Coe, 2012; Valerie, 2012).

There is a need for PD training in determining and implementing EVSELLs. When the school-based administrator was asked about PD, she indicated that it is very important. An example is what she has witnessed at Liberty Elementary School. Teachers at Liberty Elementary School who went through all the Guided Reading training are more consistent with how they are delivering the Guided Reading groups every day than those teachers who really have only done one or two trainings, or none at all. She added that she could definitely see a difference even though the teachers use a template. If teachers

have not been through all the different trainings, it would be a little bit harder to learn what the expectations are. Even if the teachers had some training at the beginning of the school year for the whole staff, it is just different than having gone through it. She ended the interview by stating that PD is really an important practice, and also stated the importance in making sure that teachers go back and practice what they have learned at a PD. The literature researched for this project included the MI theory, DI instructional theory, guided reading, and vocabulary development and strategies, which could be relevant in determining and implementing EVSELLs. The following section describes the rationale for the model.

Scholarly Rationale for Selecting Project Genre

Considering the data analysis and how the problem was addressed in the project, EVSELLs could be potentially identified. The rationale for considering this PD project was directed by several issues, including the MI and the DI relevant to the vocabulary development and strategies of the ELLs (Appendix C). Because the ELLs' language proficiency varies (Appendix C), teachers need to recognize the variety of learners that they have in their classrooms in order to broaden the word knowledge and the vocabulary development of the ELLs and understand that vocabulary knowledge is the cornerstone of successful reading comprehension for the ELLs (Braker, 2013; Carger & Koss, 2014; Kelley & Kohnert, 2012; Madrigal-Hopes et al., 2014; Marulis & Neuman, 2013).

According to Baras (2012), students are set in a single, permanent place that defines their potential life story based on the IQ test, and therefore, have their future decided. Yet, Gardner (2011) believed that a person who is in the course of evolution has

developed various abilities to process information, and therefore, teachers should

recognize, develop, and support their students' individual abilities since teachers know

that all students have each of Gardner's MI that guide the way they learn and process

information (Lunenburg & Lunenburg, 2014; Szpringer et al., 2014). The PD training

available to determine EVSELLs will help in the development of a PD project. With the

PD project, teachers will have to learn to implement effective vocabulary strategies

appropriately in their classrooms in teaching vocabulary to increase state test scores in

reading of the ELLs. The following section shows the success in literature.

Review of the Literature Related to the Project

PD was the genre for the project that I developed. This genre was appropriate, as

it addressed the need of determining and implementing EVSELLs. Educators recognize

the fact there is no single answer in raising student achievement, yet adequate PD is one

of its relevant key aspects (Berkeley et al., 2012; Fisher et al., 2012). Excellent PD,

although at some point inspiring and playing a relevant role in the pursuit of any reform

in teaching and learning, is not solely from books on teaching and costly guest speakers,

but from conversing with teachers and researching from different pespectives from

teachers, students, and members of the community (Elwood, 2012; Leung & Andrews,

2012).

The theories that were used to guide the development of the project were the MI

and the DI theories, as they both support the content of the project and the findings of this

research study. According to Fisher et al. (2012), even though teachers live under the

pressures of state testing, they all want their students to perform at high levels. However,

teachers often struggle to meet all students' diverse learning needs as they all have a full plate of responsibilities in teaching the core curriculum content and skills prior to adapting the content skills for the ELLs (Burstein et al., 2014; F. Dixon et al., 2014). For these reasons, PD was used to remedy the situations so that teachers will be empowered with the newest trends and research developments (Bayar, 2014; Berkely et al., 2012; Brink et al., 2012; Elwood, 2012; Greenwell & Zygouris-Coe, 2012; Kanoksilapatham, 2014; Valerie, 2012).

The literature review was conducted by using Walden's library and peer-reviewed research articles from the Education Research Complete and ERIC databases relevant to the topic of MI, DI, vocabulary development of the ELLs, vocabulary strategies, and guided reading. The Boolean terms that were used to search were *multiple intelligences* and the ELLs, *differentiation of instruction* with the ELLs, *vocabulary development* of the ELLs, *vocabulary strategies* for the ELLs, and *guided reading*. These granted access to saturate the literature to comprise the relevant current research, as well as methods and strategies that have been studied concerning the ELLs not meeting AYP in reading.

Multiple Intelligences (MI)

According to Gardner's (2011) MI theory, these intelligences are (a) linguistic intelligence (word smart) that pertains to the centrality of the ability and mastery of language in both spoken and written languages; (b) musical intelligence (music smart) that is the ability to think in music and rhythm; (c) logical-mathematical intelligence (number/ reasoning smart) that pertains to the ability to utilize numbers effectively and to reason well; (d) spatial intelligence (picture smart) that deals with a series of loosely

related capacities that includes the ability to recognize instances of the same element, the ability to transform or to recognize a transformation of one element into another, the capacity to contrive mental imagery and then to transform that imagery, and the capacity to produce a graphic likeness of spatial information; (e) bodily- kinesthetic intelligence (body smart) that entails the use of the body as a form of intelligence; and (f) personal intelligence (people and self- smart) that deals with the development of both aspects of human nature, the intrapersonal intelligence and interpersonal intelligence.

Gardner's (2011) MI theory supported the content of the project and the findings of this research study. The MI theory is a departure from the view that there is only one specific, concrete measure of intelligence and one way of teaching (Adcock, 2014; Crim et al., 2013; Ghamrawi, 2014; Lunenburg & Lunenburg, 2014; Maftoon & Sarem, 2012; Pour-Mohammadi et al., 2012; Szpringer et al., 2014); it focuses on eight intelligences, while encouraging the need of using a variety of ways in teaching so that the students themselves would understand how to improve themselves by using various types of intelligences (Moheb & Bagheri, 2013). Teachers who recognize and vigorously engage different ways of knowing tend to differentiate their teaching (Crim et al., 2013; Szpringer et al., 2014). MI theory is beneficial to both the teachers and students as it addresses the diversity of learners and improves teaching and learning as the teachers become more aware of what type of theory or approach that is more tailored for the instruction of these students (Adcock, 2014; Eret et al., 2013). This thought process is intertwined with DI, and therefore, is an approach that honors diversity (Watts-Taffe et al., 2012). The following subsection addresses differentiation.

Differentiation of Instruction (DI)

Watts-Taffe et al. (2012) stated that in schools across the country, teachers and administrators cope with the complexities of differentiating instruction for students' various literacy needs, and therefore, support the content of the project and the findings of this research study. Even though differentiating of instruction is not something new to educators, its importance is heightened in schools where a massive numbers of students are not performing to the highest level of literacy. Teachers generally struggle to provide all the students the avenues to learn specific concepts given that what works best for some students will not always work for the other students (F. Dixon et al., 2014). It is critical that teachers differentiate the instructional strategies accordingly due to the fact that the classrooms in the United States are becoming more diverse (Journell & Buchanan, 2012), and due to the problem of the difficiences and disadvantages of a traditional educational paractice (van der Ploeg, 2013).

DI makes sense because it provides various paths to comprehending content, process, and products, considering its appropriateness of the students' profile of strengths, interests, and styles (F. Dixon et al., 2014; McDonough, 2012). Although DI is a complex process (F. Dixon et al., 2014; McDonough, 2012), it is one way to improve learning, as its sole purpose is to meet the instructional needs of individual students (Davies et al., 2013). Students come to learning with various amounts of prior knowledge of the concepts (McDonough, 2012), but DI will tailor the students' learning according to their learning needs that infuse a variety of strategies in order to meet the unique individual student needs (Herrig & Taranto, 2012; Watts-Taffe et al., 2012).

Vocabulary Development of the English Language Learners (ELLs)

As literacy educators, we are always striving to provide ways to support ELLs by capitalizing on their cultural backgrounds, background knowledge they bring into their classrooms, and the vocabulary knowledge that is widely recognized as a cornerstone in successful reading comprehension (Carger & Koss, 2014). This will support the content of the project and the findings of this research study. According to Chen, Ramirez, Luo, Geva, and Ku (2012), research has uncovered numerous factors that promote children's vocabulary development. *Derivational awareness,* which is associated with vocabulary learning in ELLs, and *cognate awareness,* a metalinguistic understanding that requires the children to reflect on the lexical relationship between two languages, are the factors that leverage ELLs' vocabulary (Chen, Ramirez, Luo, Geva, & Ku, 2012). Psycholinguistic and sociocultural factors also play significant roles in ELLs' vocabulary development (Chen, Ramirez, Luo, Geva, & Ku, 2012).

Although many teachers are cognizant of the ELLs' language needs, and are providing help in terms of academic vocabulary, vocabulary glossaries, visual aids, and adjustments of teacher talk (Dong, 2013; Varlas, 2012), ELLs are at a learning detriment when it comes to English word awareness because they are not exposed to nearly as much English vocabulary words as their peers who are native English speakers, which broadens the gap between each group's reading comprehension abilities (Braker, 2014). As educators consider how to better support the students in meeting the standards, the information on the relationship between teachers' instruction, which focuses massively on students' vocabulary and comprehension, is significant (Silverman et al., 2014). The

presence of an array in the acquisition of word meanings makes it plausible to determine

word meanings fitting for children with a diverse vocabulary spectrum, and this

progression is accurate for both the native English speakers and the ELLs because

meanings are achieved in a predictable sequence (Biemiller, 2012). However, it is

imperative for teachers to consider in what types of vocabulary strategies their students

tend to engage in acquiring new vocabulary words both inside and out of their classrooms

(Hsueh-Jui Liu, Lan, & Ya-Yu Ho, 2014).

Vocabulary enrichment activities are relevant to improve results in children at risk

of academic difficulties, which includes the ELLs, of academic difficulties (Restrepo,

Morgan, Thompson, & Oetting, 2013). ELLs from low socioeconomic backgrounds may

be expected to achieve lower in English compared with their monolingual English peers

(Jackson, Schatschneider, Leacox, Schuele, & Davison, 2014). However, according to

Morrow et al. (2014), ELLs have strong phonological skills that increase over time, yet a

number of different vocabulary strategies would have to be used as strategies play a

significant role in learning a second or foreign language (Nosidlak, 2013; Yu-Ju, 2013). It

is significant to consider alternative strategies when the diversity among the ELLs might

impact the skills to sufficiently and comprehensively assessed their dual language

abilities (Paradis, Schneider, Duncan, Oetting, & Bedore, 2013).

Vocabulary Strategies for the English Language Learners (ELLs)

The Pronunciation and Vocabulary (PRO-VOC) is a method (Nicolaidis &

Mattheoudakis, 2012) that is a combination of pronunciation and vocabulary teaching.

This can be implemented in numerous ways and helps support the content of the project

and the findings of this research study as multiple activities are designed to bolster the combined teaching of pronunciation and vocabulary that will also motivate and involve students dynamically in the learning process. Its structure is based on the native and ELLs, and strategies that promote language acquisition, as its method utilizes words, which are centered on the meaning and the use of vocabulary in connected speech.

Segal (2014) posited four reading strategies that give ELLs extra tools to have them engage and succeed in academically. They are (a) *front loading vocabulary*, which allows ELLs the ability to understand whole texts, (b) *visual images*, which will help the ELLs create an association between the word and the object, (c) *shared imaging* a way of talking about the connotations that words trigger for each person, and (d) *collaborative reading strategies,* which include reading circles or small group read alouds. Through dramatization and movement, ELLs can comprehend the plot even though they do not initially comprehend all the words in a story through dramatization. By using imagination, students can inject themselves into the situation described by the author and make connections. This allows the students to go beyond the limitations of their English language vocabulary (Greenfader & Brouillette, 2013).

Children from families with numerous risk factors, such as having a primary home language other than English, scored lower in reading upon kindergarten entry than children with no risk factors (Marulis & Neuman, 2013). According to Farnia and Geva (2013), ELLs consistently underperformed on reading comprehension due to its nonlinear developmental pattern of reading comprehension as it is tied to the changing nature of the required skills from relying heavily on word recognition skills to highly complex skills

that demand the integration of language skills, background knowledge, strategic knowledge, and working memory. However, we can provide our students with vocabulary knowledge that will help leverage reading comprehension, offer opportunities to equip and practice needed vocabulary, and deliver instruction carefully tailored to their needs in a timely manner to allow them to recognize words in a meaningful way, which will essentially widen their reading comprehension, and therefore should be built into the curriculum as new immigrants arrive in districts across the country (Braker, 2014; Crosson & Lesaux, 2013; Marulis & Neuman, 2013; Nisbet & Austin; 2013; Schachter, 2013).

Guided Reading

Due to the problem of the ELLs not making the adequate yearly progress in reading, Guided Reading will help support the content of the project and the findings of this research study. As an instructional tool and practice, as the teaching of reading strategies to small group of students, and as a component of the literacy framework, guided reading provides an explicit instruction in vocabulary, comprehension, literary elements, and instruction to support fluent reading (Costello, 2012; Delacruz, 2014; Fountas & Pinnell, 2012; Morgan et al., 2013). According to Rasinski and Young (2014), students do not immediately become fluent readers, as it requires a process of practice. The students will have to know what the expectations are; then the learner must practice the task under the guidance of a teacher. With sufficient practice, the learner will then be able to perform the task independently and proficiently. With today's educational culture

of heightened accountability, guided reading is relevant to utilize with low-achieving, struggling students (Reutzel et al., 2012).

Within the literacy field, a multitude of literacy-related constructs including reading instruction must be learned (Amendum et al., 2013). According to Duran (2013), students are having reading difficulty due to insufficient reading skills. However, readers are heavily engaged in the lessons as they learn how to take the words apart, with flexibility and efficiency, while attending to the meaning of the text (Fountas & Pinnell, 2012). Understanding why some students are good at comprehending and why others struggle assists teachers in creating strategies to support the development of reading comprehension (Fletcher, Greenwood, Grimley, Parkhill, & Davis, 2012). In recent decades, various approaches have been developed to foster reading comprehension. Guided reading confers benefits, as it is an important part of reading comprehension (Lenhard et al., 2013; Mostow et al., 2013; Nayak & Sylva, 2013).

Professional Development

PD should be designed to equip the teachers of ELLs with tools because the importance of PD is complex due to the multidimensional skills and tasks related to the preparedness for cultural sensitivity and the awareness of their educational background (Collins & Liang, 2014; Trevino, Calderon & Zamora, 2014). PD even with the challenge of devising it, helps teachers infuse effective elements into their teaching and ongoing learning for and about one's engaging practice that helps increase expertise and skills that can be superbly rewarding on many levels (Brink et al., 2012; Porche et al., 2012).

Educators recognize the fact there is no single answer in raising student achievement, yet adequate PD is one of its relevant key aspects (Berkeley et al., 2012; Fisher et al., 2012). Excellent PD, although at some point inspiring and playing a relevant role in the pursuit of any reform in teaching and learning, is not solely on books on teaching and costly guest speakers, but from conversing with teachers and researching from different pespectives from teachers, students, and members of the community (Elwood, 2012; Leung & Andrews, 2012.

Numerous teachers with ELLs in their classrooms have been given PD opportunities due to the academic demands being placed on all students, including the ELLs (Collins & Liang, 2014; Lee & Buxton, 2013). However, more research is needed to expand, implement, and evaluate professional development for teachers due to their prior level of understanding and experiences with respect to language issues with the ELLs, which vary considerably (August et al., 2014; Burstein et al., 2014). Effective PD equips teachers with an opportunity to collaborate and network to improve instruction in a variety of ways (DaSilva & Rose, 2012; Murphy & Haller, 2015).

With the ELLs' increased population by 50% in the last 5 years, teachers face the hurdles of the commitment to the academic oral language and the promotion of English language and literacy development (Lee & Buxton, 2013; Ross, 2014; Soto, 2014). However, PD, if consistent, supports teacher learning (Rodriguez, Abrego, & Rubin, 2014). It is imperative for school administrators to encourage teachers to attend the training (Connelly, 2013). If ELLs are going to be taught predominantly in English, it is

relevant that efforts be made that will help equip teachers (Trevino Calderon & Zamora, 2014).

Project Description

The data collected through the inteviews with bilingual teacher, ESL teacher, instructional facilitator, an ELL parent, primary and intermediate teachers, and school-based administrator in my school gave much relevant information upon sharing their perceptions of the ELLs not meeting the AYP in reading. The participants' perceptions of ELLs' proficiency in reading as measured by state tests included these observations: ELLs are not fully equipped enough to be tested in English as their second language; testing ELLs before they are ready to be tested is a disservice because research shows that it takes 5 to 7 years to become academically strong in second language; it is a skewed sample because ELLs are taking the same test regardless of the number of years that they have been in the United States; there is a lack of vocabulary, knowledge, and language at home; and there is a language barrier. ELLs need to overcome the language barrier through vocabulary development and increasing reading level before they are to understand the questions asked of them on NeSA. It is important to notice that although numerous aspects were examined, the relevance of determining and implementing effective vocabulary strategies of the ELLs outweighed the others in importance in regard to increasing the state test scores in reading of the ELLs.

Determining and implementing effective vocabulary strategies of the ELLs, and the capability of teachers to implement them well, is a key component wherein the gap in meeting the AYP in reading of the ELLs lies. Through professional development, the

effective vocabulary strategies of the ELLs that will be determined will help support this project, which teachers will implement in their classrooms. I propose to construct a project that will help determine effective vocabulary strategies of the ELLs. The ability of educators to implement them will help improve the vocabulary development of the ELLs and will result in increased state test scores in reading. With the information provided by my project, teachers will learn the effective vocabulary strategies of the ELLs.

The delivery of a six-module PD project takes 3 full days. Teachers, instructional facilitators, and literacy coaches will be invited to participate in the PD project. The teachers, instructional facilitators, and literacy coaches will participate in Module 1, Module 2, Module 3, Module 4, Module 5, and Module 6 of the PD project. During the first three modules, participants will learn the MI theory, DI vocabulary development, and strategies of the ELLs. The last three modules will be the time when the teachers, instructional facilitators, and literacy coaches collaborate to determine the EVSELLs.

All the modules' participants will engage in learning about the importance of the MI theory, DI theory, and strategies and vocabulary development of the ELLs. According to Maftoon and Sarem (2012), Gardner (2011) claimed that teaching strategies should have flexibility as students' intellectual capabilities vary, and therefore, play a significant role in the learning process (Pour-Mohammadi et al., 2012). In Modules 4, 5 and 6, the participants will engage in team and in-group discussions to determine EVSELLs. Teachers, instructional facilitators, and literacy coaches will collaborate as a group. They will read, *Vocabulary Handbook* (Core Literacy Library) 1ˢᵗ edition, by Linda Diamond and Linda Gutlohn. From this book, each group will get in-depth, ready-to-use guidance

on the three main elements of high quality vocabulary instruction, which are the specific word instruction, independent word-learning strategies, and word consciousness. Each group will be assigned a chart paper and decide on what details to share to the entire group. A lunch break will follow.

Following the lunch break, teachers, instructional facilitators, and literacy coaches will collaborate as a group again. They will read the following books to determine the effective vocabulary strategies of the ELLs: *Teaching Vocabulary in All Classrooms; PAVED for Success: Building Vocabulary and Language Development in Young Learners; Words Their Way With English Language Learners; Word Study for Phonics, Vocabulary, and Spelling; Building Basic Vocabulary Teacher's Guide; Teaching Basic and Advanced Vocabulary;* and *Vocabulary for the Common Core.* This day of the PD will end with a goal reflection. Teachers, instructional facilitators, and literacy coaches will revisit the goal, which is to collaborate to determine effective vocabulary strategies to help increase the state test scores in reading of the ELLs. They will reflect on who will benefit from the group collaboration. They will also brainstorm how the vocabulary of the ELLs could improve from this collaboration. Brainstorm ideas will be shared prior to the dismissal.

In Module 6: EVSELLs Data and Analysis, teachers, instructional facilitators, and literacy coaches will revisit the characteristics of effective vocabulary instruction of the ELLs, and the ELLs' AYP reports in reading. They will continue to collaborate to develop EVSELLs that will help increase the state test scores in reading of the ELLs. They will analyze the data shown and determine how and why the vocabulary strategies

are effective for the ELLs. EVSELLs will then be determined and could be implemented by the elementary classroom teachers.

Needed Resources and Existing Supports

The resources that will be needed for this PD are the PowerPoint presentation that includes the MI theory, DI, vocabulary development and strategies for the ELLs, and the EVSELLs data and analysis. Existing supports to help in implementation may include the curriculum instruction and assessments (CIA) supervisors in the school district to obtain permission to conduct this professional development session during the district's planned time. The primary and intermediate reading teachers may also provide support by their willingness to attend the training and to evaluate the success in determining and implementing the effective vocabulary strategies of the ELLs when utilized in their classes. Finally, the school district will provide data on the reading state test scores to evaluate the success of implementing the effective vocabulary strategies of the ELLs that will be determined by the PowerPoint presentation.

Potential Barriers

The first barrier might be the school district's unwillingness to provide me the permission to conduct the PD training following their review of the PowerPoint presentation. If my school district decides that they are not interested in the PD training, I will contact the other school districts in my state and offer similar training to any interested educators. The PD will then allow the interested participants to determine and implement the effective vocabulary strategies of the ELLs. These participants will also

evaluate the professional development training and its implementation and significance upon completion.

Implementation

The project that resulted from the research and review of professional literature in this study is a PowerPoint presentation, which will serve as a PD to determine and implement effective vocabulary strategies of the ELLs. It is critical that efforts be made to equip the teachers of ELLs with effective vocabulary strategies of the ELLs because the importance of professional development is complex due to the multidimensional skills and tasks related to the preparedness for cultural sensitivity and the awareness of their educational background (Collins & Liang, 2014; Trevino Calderon & Zamora, 2014). Upon the project's completion, and after the district's review of the Power Point presentation, the district will grant me the permission and the time to offer PD to district teachers who are interested, at an agreed-upon time.

The training will be organized to offer teachers a list of determined effective vocabulary strategies of the ELLs. The training will include a review on the multiple intelligences and differentiation of instruction theories. The intent of the training is to exhibit to teachers the significance of determining and implementing EVSELLs. Each day, students enter the classroom with a new set of circumstances, any of which would cause them learning issues on that specific day. This training will allow teachers to determine and implement effective vocabulary strategies of the ELLs.

Implementation Timetable

The PD training will require teachers, instructional facilitators, and literacy coaches to attend a 3-day workshop to collaborate in determining and implementing EVSELLs. This might be expanded upon, or possibly be downsized to seven meetings of 1 hour each during the grade-level meetings. I will be willing to change the presentation to be responsive to the needs of the professionals in my school and in my school district. I will offer the training during the fall professional development days of the school year 2015–2016, during any or all of the designated days, or on an as-needed basis.

Roles and Responsibilities of Teachers and Others

There are a few roles to consider in the implementation of the PowerPoint presentation. First, the role of the teachers, instructional facilitators, and literacy coaches is to participate with the desire to determine and implement EVSELLs. They will be given the opportunity to collaborate in determining EVSELLs. Upon completion of the professional development, teachers will be implementing the determined vocabulary strategies of the ELLs. I will then need feedback about the recurring successes with the implementation of the determined effective vocabulary strategies of the ELLs. Any unexpected areas that need to be addressed in future PD training sessions will be discussed as well.

My school and my school district will approve my role in the implementation of the project. I will lead all the trainings, with suggestions or additions from the district. I will obtain permission to hold the trainings and to present the materials to the teachers in attendance. I will also maintain a relationship with the educators who are attending the

training as a resource, as well as offering assistance in the classroom or during planning to make sure that the implementation of the determined effective vocabulary strategies is successful.

Project Evaluation Plan

Evaluation of the initial training will be the outcome-based. The outcome-based evaluation will be utilized to find out whether the ELLs' state test scores in reading of the ELLs will increase after the EVSELLs. Classroom teachers will implement the effective vocabulary strategies of the ELLs. DI is a complex process (F. Dixon et al., 2014; McDonough, 2012); yet, it is one way to improve learning, as its sole purpose is to meet the instructional needs of individual students (Davies et al., 2013).

The outcome measures that will be utilized for this outcomes-based evaluation is the state test scores of the ELLs in reading after EVSELLs (Appendix A) are determined and implemented. The evaluation will take place after the EVSELLs have been introduced and subsequently after the state testing results return at the end or the beginning of the school year. The overall goal of this project evaluation plan is to show any improvement made on the state test scores of the ELLs in reading due to EVSELLs (Appendix A). The Nebraska State Assessment in Reading (NeSA-R) will be used to measure the reading scores on a yearly basis, or per semester when students are taking the ACUITY, a diagnostic test that the students take prior to taking the NeSA-R. This diagnostic test will provide formative data that offer information on students' academic needs and progress.

The seven key stakeholders were a bilingual teacher, ESL teacher, an instructional facilitator, an intermediate teacher, a primary teacher, a parent, and a school-based administrator. The bilingual teacher, the ESL teacher, the intermediate teacher, and the primary teacher were all certified teacher with at least 5 years of experience and were teaching ELLs. The instructional facilitator is also a certified staff member with at least 5 years of experience and was supporting teachers of ELLs. The parent had children attending at the research site for at least 5 years and had ELL children in reading classes; and the school-based administrator was an administrator with at least 3 years of experience. After the initial training, there will be an evaluation tool in place to encourage requests for additional information from me that may give support, as well as recommendations from the participants that may help in future trainings. If additional information is requested, the presentation will be modified and the requested information added to offer support to teachers in their respective classrooms.

Project Implications

The possible social change implications of this project study could be that the determined EVSELLs (Appendix A) will help improve the ELLs' state test scores in reading, or better yet, meet the AYP requirements in reading. The PD on the EVSELLs could possibly and potentially improve the state test scores in reading throughout the entire school district. The data that were collected from the stakeholders included the perceptions of ELLs' proficiency in reading as measured by state tests, the importance of PD, the recommendations or suggestions to ensure that the reading instruction meets the

need of the ELLs, the existing strengths that allow for an increased AYP scores in reading, and the challenge on the ELLs not meeting the AYP requirements in reading.

Importance to Local Stakeholders

The local problem that was addressed and verified through this project study was the ELLs not making the state test scores in reading. This problem was be verified through the results of the state test in reading with the ELLS in order for our school to make the adequate yearly progress. By providing PD determining effective vocabulary strategies of the ELLs, which is the area of greatest concern for the stakeholders interviewed at my school, I anticipate an increase in state test scores at the culmination of the school year after the implementation. This project, if proven successful with the ELLs, could be expanded upon to include the other school districts in our state.

It is important that increased ELLs' state test scores in reading were met in order for students to be successful in meeting the AYP. To be able to read is relevant to children's success in school, as it is the focal point of all the content areas (Kupzyk et al., 2011). This provides the necessity for teachers to implement the determined EVSELLs. Social change will then be realized when positive effects are becoming evident through an increased state test scores in reading with the ELLs.

Educational Community

As the world has become more multilingual than monolingual by looking at the trends in ELLs' population growth, it is widely recognized that most teachers will most likely have ELLs in their respective classrooms (Braker, 2014; L. Q. Dixon, Zhao, Quiroz, & Shin, 2012). And as literacy educators, we are always striving to find the

avenues to support the ELLs' classrooms by capitalizing on their cultural backgrounds and the background knowledge that they bring into their classrooms to make a difference in terms of the magnitude of word learning gains (Carger & Koss, 2014; Marulis & Neuman, 2013). Through appropriate literacy activities, students have the opportunities to interact meaningfully with content by considering the situations of ELLs, with some of them starting school with little or no English at all (Varlas, 2012; Washington & Cardenas-Hagan, 2012).

My project is intended to allow teachers, instructional facilitators, and literacy coaches to collaborate in determining effective vocabulary strategies of the ELLs. Once gains become transparent, after its implementation, among students in the school and in the school district, I plan on introducing EVSELLs to the other neighboring school districts in the state. My hope will be that teachers will view EVSELLs as not only a choice, but in a manner that this is done on a daily basis in their respective classrooms. These changes to instruction could be the avenue to close the gap in the state test scores with the ELLS in reading.

Conclusion

The preceding section was an outline of the development of the project within this study. This project study will be created to determine and implement EVSELLs. The project will include a PowerPoint presentation that consists of collaboration among teachers, instructional facilitators, and literacy coaches in order to determine EVSELLs. This PD presentation will be offered to teachers, instructional facilitators, and literacy coaches in my school and in our school district. This PD will prove to be beneficial. After

receiving the training, as I anticipate, teachers will be eventually seeing an increased state test scores in reading of the ELLs, as they will then be equipped with EVSELLs.

The following section includes the reflections and conclusions gained through research. The project strengths and limitations will be addressed to recognize how the research will improve the state test scores of the ELLs in reading. The project's recommendations for alternative approaches, scholarship, project development, and leadership and change will be discussed. The summary of how significant the project itself is for the future ELLs who take the state test in reading will be shared as well.

Section 4: Reflections and Conclusions

Introduction

This project research study was designed to equip teachers with determined EVSELLs through collaboration among teachers, instructional facilitators, and literacy coaches. The goal of this project was to determine and implement EVSELLs. The research for this project took place in a Midwestern urban elementary school and involved seven stakeholders. Interviews were conducted with seven stakeholders: a bilingual, an ESL, a primary, and an intermediate teacher; an instructional facilitator; an ELL parent; and a school-based administrator. The interviews were audiotaped and the responses were transcribed and coded to find common themes among the participants. The qualitative data revealed many aspects that were responsible for the ELLs not achieving the AYP in reading, yet the most common responses were the lack of EVSELLs. The culminating project for this research study is a PD for the teachers, instructional facilitators, and literacy coaches to collaborate in order to determine and implement EVSELLs.

Project Strengths and Limitations

This research project study addressed EVSELLs (Appendix A) to be determined and implemented in the classrooms to help the ELLs increase their state test scores in reading. The project was created to address the concerns of the seven stakeholders at a Midwestern urban elementary school about the difficulty that the ELLs have in understanding the vocabulary words used in the state reading test. During the interviews with the stakeholders, they shared the fact that ELLs in their school had insufficient

exposure to English vocabulary and that the ELLs do not possess the academic language because they are still developing their academic vocabulary. The stakeholders also added that ELLs are starting at different points and that they need more time to prepare for the test, as it has to do with the language. ELLs come to school with so many struggles; as a result, teachers start from the beginning with them because they are naturally behind. Teachers move the bar up higher and the ELLs are not ready for it. There was a lack of strong instruction, and the child's individual level of English proficiency varies.

Strengths

The project was PD training sessions, which include a PowerPoint presentation. The PD encompasses teaching to and learning of the ELLs, as well as how to address the issues through EVSELLs. The strengths of the project are the manner in which the information was addressed and the potential for the educators to implement EVSELLs in their respective classrooms. The PowerPoint presentation addresses the EVSELLs.

Due to the personal nature of the interview process, I have felt the passion of the stakeholders for both teaching and leading the profession. The knowledge that I gained from each participant will be shared to other teachers with whom I work in the same school district, and it will help to renew their passion for teaching with EVSELLs as tools. I will provide EVSELLs to help increase the state reading test scores of the ELLs, and if successful, the EVSELLs will be shared with all ELL reading teachers in the district and the state.

Limitations

Despite the quality of the data collected for this study, the amount of data could be considered a limitation of the study. More data could have been collected from a greater number of participants, or more extensive questioning could have strengthened the conclusions drawn. Participation of other schools or other districts that serve a majority number of ELLs, and the possibility of collecting alternate responses to the survey questions, could also have enhanced the project. In order to remedy this solution, the project will be made available for all the teachers in the district as a PD session.

Another limitation to the final result of this study is the potential lack of support by the school and the school district in adding more vocabulary strategies when teaching reading to the ELLs, as it could be perceived as an additional teaching load for teachers. Although my school and the school district supported the process of the project study, they could decide, after reading the final project, that they are no longer interested in using the training presentation for the teachers in a Midwestern urban elementary school and the teachers in the district. If this is the case, I will be offering this training to the other school districts in the state that may be interested in EVSELLs.

Recommendations for Alternative Approaches

Despite the limitations of the project study, there are ways to address the problem differently based on the work of the study. A wider scope of participants, as well as additional school districts, should be included in the data collected from the stakeholders. Ideally, PD could be offered three times a semester in order to address the standards within that particular period. It would also be beneficial to teachers to allow them to

respond to the earlier training and ask for assistance in an area that is not being addressed. This could create avenue for more targeted PD training. The capability of collecting more data throughout the year could make the implementation of determined EVSELLs easier to manage, and therefore, be used on a more regular basis.

An alternative definition of the problem could be that EVSELLs require an alternate method to help the ELLs meet the reading state tests. In this case, it is critical to offer ongoing training to teachers, as many feel that effective vocabulary instruction with the ELLs is a daunting task. In addition, vocabulary instruction requires a lot of preparation and work. If this is the problem, I will make the project available to all teachers in my district and also offer the training to school districts in the state that may be interested.

If provided with the opportunity of an alternative approach to offer a solution to the problem, I would observe and determine the ELLs' test-taking skills in reading. I believe that observing students would give me a better understanding of how strong the ELLs' test-taking skills are, considering the language barriers. I would record how they initially respond when they were having trouble answering the test questions in reading. After observing the ELLs' test-taking skills, I would place them in a document where all teachers have access. I would then seek greater input from the support staff, teachers, and administrators.

Scholarship

Over the course of this research project, a plethora of things was learned about scholarly research. The research available for teachers is evidently bountiful; however,

most teachers do not read professional journals unless asked to during staff meetings or PD trainings. Personally, I have learned to have an open mind on the current research, peer reviewed and/or published in journal, on a topic that might help enhance my teaching. I have found out that scholarly research addresses issues that educators are tackling daily in a way that is direct and to the point. I now look at how far I have gone in this research study, of which I am truly proud of and grateful to all the people who have supported me, and realize how the time spent researching and writing will make a difference in a Midwestern urban elementary school and its school district, and potentially across the state and the country as well.

Project Development

The project development occurred ensuing the approval of my chairperson and the second member of my project proposal. This research has taught me that as a subgroup, the ELLs are so diverse. There are ELLs who are newcomers, and ELLs who have been in this country since birth and attended school since prekindergarten. The stakeholders who have participated in this project study expressed that ELLs have considerable amount of struggles with how the state tests in reading are worded, especially the newcomers or the ELLs who have been in this country long enough to be proficient in the English language.

Evidently, there are so many tasks in a school day that the daunting task of determining and implementing EVSELLs seems too great of a burden for teachers to bear. At this juncture, I am hoping to be able to conduct a PD session for teachers at the Midwestern urban elementary school and the teachers in the district. I am optimistic that I

will be welcomed, and the teachers will be comfortable with EVSELLs. I realized that this is even more important now for the ELLs.

Leadership and Change

Leadership is not something that I thought of when I first emigrated from the Philippines to the United States. However, I still wanted to be a public school teacher here. A couple of years after becoming a resident of the United States, all of my educational credentials in the Philippines were evaluated and fully recognized, which has allowed me to teach in this country.

My leadership experiences started when my state education association sent me to 2-year ethnic minority leadership trainings 8 years ago. Following the trainings, I attended numerous conferences that helped refine my leadership skills, knowledge, and abilities to lead and learn to advocate for all students, which includes the ethnic minority students. I have not chosen leadership for selfish reasons, yet it has been my goal to dismantle barriers for students, which can be as simple as inequity within a district, school, or classroom, anywhere there are divisions amongst groups and where hierarchies are formed.

Through this project study, I will be leading by teaching professionals to implement EVSELLs. The goal of training professionals to use EVSELLs will be achievable and will hopefully be embraced by most of the teachers to increase the state reading test scores of the ELLs. Stakeholders in a Midwestern urban elementary school and the district must be willing to implement EVSELLs to enhance their effectiveness in areas that are most relevant in their daily teaching. Leaders who recognize their staff's

struggles to improve teaching through methods that have a direct impact on students' learning should support EVSELLs.

Analysis of Self as Scholar

It has been more than 8 years since my journey began with Walden University, including the time when I took leaves of absence. Being called a scholar is not something that I have ever dreamed of. Yet, due to the seemingly unending hours of reading, writing, researching, editing, and revising over and over again I believe I have earned the right to be called a scholar. As an educator and as a leader, I will continue to inspire other teaching professionals to keep updated on the current trends and research and to implement EVSELLs. The knowledge that I have learned through the endeavor of this project study will allow me to conduct purposeful action research that could benefit my school or district in the future.

After conducting this research, I realized that the problem of the ELLs not achieving the AYP in reading is not just local or statewide, but a problem facing the entire country. This project could then offer valuable information across the nation to lessen the gap on the ELLs' AYP in reading. With numerous textbooks available, teachers do not usually have the time and initiative to peruse the problems that ELLs are facing with all the standardized assessments. Therefore, I have created a PowerPoint presentation that will hopefully determine EVSELLs through collaboration among teachers, instructional facilitators, and literacy coaches.

Analysis of Self as a Practitioner

Since the start of working on my EdD degree, I have noticed that my confidence in teaching and leading at my school and at the education association locally, statewide, and nationally has tremendously improved. Some people used to think that I was shy, but now some of them, after realizing that I am working on my EdD degree, think of me as a person with all-knowing intelligence, which is not entirely accurate. I am now able to answer some questions that my colleagues have or had, and if I do not have the answer, I do have some resources, mostly peer-reviewed research articles that I can locate, to help them answer their questions.

Through my experience at Walden University, I have also seen growth in how to better address the issues that the ELLs have in the classrooms, as I am now more cognizant of the updated research about the struggles of ELLs academically and socially. Reflection is now a daily task for me as well. As a grade-level leader at my school, I became an active participant in student learning, and I now often reflect on best teaching practices and share them with my colleagues. It is evident that this degree has helped bolster my potential as a practitioner.

Analysis of Self as Project Developer

Reflecting on my journey as a project developer, I see some areas that I would approach differently based on my experiences at Walden University. The first and foremost aspect is that I should have thought about what my research study was going to be and started writing about it. I wish that I had settled on a topic and focused on that topic throughout my classes, with the opportunity to almost complete the proposal stage

prior to the 8090 classes. Another area I would do differently was to learn about various

software programs to organize data for data analysis during the quantitative and

qualitative classes.

The time spent on deciding on the topic of my research study was enormous and

rigorous. Once the decision was made on the topic, with my committee's support, I began

to think that I made great strides, although the proposal did not get the approval from the

university research reviewer. I was not being patient and understanding at times, but I

soon realized that the changes that had to be made were scholarly inputs and were truly

important for my research study. With this realization, I started to adhere to the

suggestions, and the research paper transformed into scholarly writing and the

information has now become worthy of reading.

Reflection on the Importance of the Work

The results of this project study may have a huge impact on the reading teachers

of the ELLs and may also be proven to be useful for reading teachers of the ELLs across

the nation. This research is informative for me and can support reading teachers in a

Midwestern urban elementary and the district who are neither cognizant nor comfortable

with the implementation of the determined EVSELLs. The intent of this project was not

to create a larger workload for already overwhelmed teachers but to diminish the burden

of the ELLs taking the state test in reading.

The PD training that will be conducted at the Midwestern urban elementary

school and the district that is the outcome of this project study will be the start of social

change. If the training is successful, I intend to offer trainings to the other school districts

in the state in the near future. PD that pertains to EVSELLs will be offered. It was through this research study that I realized how relevant it is to offer effective vocabulary strategies to teachers whose students are so diverse culturally, economically, and socially. The training may bring a positive educational change across the state, and potentially across the nation

Implications

The outcome of this project study may have a substantial impact on the state test scores in reading of the ELLs, yet may also prove relevant for reading teachers across the state and/or the nation. This project study was not intended to massively add to the workload that the teachers might already have, but rather diminish the stress in locating EVSELLs. This project may help the teachers to become more comfortable and knowledgeable in crafting what does not work and focus more on the strategies that have proven effective.

The PD project, if proven to be successful, could potentially be the start of a positive social change in a Midwestern urban elementary school, and hopefully later in the entire school district and/or across the nation. This research project study addresses a critical need of the ELLs not making the AYP in reading. With training sessions through PD, this project study could also potentially provide teachers with EVSELLs. As the number of ELLs has increased in classrooms, educators have needed additional knowledge on EVSELLs. Meeting the vocabulary needs of ELLs may be achieved through EVSELLs.

The PD project will allow collaboration among primary and intermediate teachers, instructional facilitators, and literacy coaches to determine and implement EVSELLs, as per the stakeholders' responses of being in need of training and improvement to help increase the state test scores in reading of the ELLs. With knowledge of the MI theory, DI, strategies and vocabulary development of the ELLs, and guided reading, the participants will work to promote the success of ELLs on standardized state tests in reading that could possibly advance the AYP status of the ELLs. Increased staff development awareness will advance the knowledge of the participants as they prepare ELLs for academic success.

Practice

This research project will be the beginning to the practice of an ongoing PD series that intends to increase the state test scores in reading of the ELLs. I hope that this PD will be expanded upon to other districts, as well as across the nation to help the ELLs made the AYP in reading. It is also the intent of this research study to continue collaborating with teachers, instructional facilitators, and literacy coaches to determine effective vocabulary strategies that have proven helpful, in hopes that they will help other teachers implement EVSELLs. I am hopeful that teachers, instructional facilitators, and literacy coaches will share experiences and expertise in determining the EVSELLs.

Future Research

I would also like to take what I have learned from this project to higher education, specifically to the college students, who are entering the teaching profession, to ensure that they are cognizant of the importance of effective vocabulary instruction of the ELLs.

I would like to equip upcoming educators with the strategies that have proven effective for the ELLs. Constant dialogue with educators will make learning for all students engaging and attainable through knowing where each and every student's abilities lie. This research project has truly ignited my passion to reach out to new educators and to all the educators who are already in the profession.

Future research topics within this study and beyond may include how effective vocabulary strategies heightened the degree of academic success the ELLs have in reading. A comparison study of schools with teachers who implement EVSELLs may also reveal information regarding the effect different roles may occur in the academic success of ELLs. This project may be valuable as well in other content areas such as writing, math, science, and social studies because they embed vocabulary instruction. Further, higher grades may also find this project beneficial because vocabulary instruction is needed in order to be successful in middle as well as high school.

Conclusion

This project study was developed as a response to the interviews of a bilingual teacher, an ESL teacher, an instructional facilitator, a parent, primary and intermediate teachers, and a school-based administrator at a Midwestern urban elementary school. The PD centers on understanding perceptions of the proficiency of ELLs in reading as measured by state tests, PD for reading teachers of ELLs, recommendations for potential solutions to help ELLs with proficiency in reading on state testing, strengths of ELLs in reading, and challenges of reading teachers in ELL classes. The problem of the ELLs not

meeting the AYP in reading is not solely contained at a Midwestern urban elementary school, but throughout the state and the nation as well.

It is rewarding to think that I will be able to assist in increasing the state test scores in reading of the ELLs by determining and implementing EVSELLs. I was able to visualize the strengths of the project, how it could possibly increase the state test scores in reading of the ELLs by determining and implementing EVSELLs. In addition, I was also able to reflect on my experiences as a scholar, as a practitioner, and as a project developer.

Overall, this section helped me to reflect on how the PD project may possibly help the ELLs made the AYP in reading. The findings showed the aspects of reading that need reform. The aspect deemed most appropriate for change was the vocabulary. According to the intermediate teacher, there is a lack of vocabulary, knowledge, and language at home. The primary teacher added that there is a language barrier. ELLs need to overcome the language barrier through vocabulary development and increasing reading level before they are able to understand the questions asked of them from the state reading test. The bilingual teacher stated that ELLs are failing AYP because they do not have the academic language. The instructional facilitator said that a group of ELLs have a wide range taking assessment that's written for students who have been speaking English their whole lives. The school-based administrator echoed that there is a wide range of ELLs. There are ELLs who are newcomers and ELLs who have been here longer than others. She also stated that ELLs do not have the same academic language. Thus, the PD project will include a list of determined EVSELLs through the collaboration of teachers,

instructional facilitators, and literacy coaches in my school district. Who will benefit

from this collaboration? Are the determined vocabulary strategies effective for the ELLs?

How? Why? The strength of the PD project is the involvement of teachers, instructional

facilitators, literacy coaches, and administrators to collaborate to determine and

implement the EVSELLs.

References

Adcock, P. (2014). The longevity of multiple intelligence theory in education. *Delta Kappa Gamma Bulletin, 80*(4), 50-57.

Alanís, I. (2011). Learning from each other: Bilingual pairs in dual-language classrooms. *Dimensions of Early Childhood*, *39*(1), 21-28.

Altschul, I. (2011). Parental involvement and the academic achievement of Mexican American youths: What kinds of involvement in youth's education matter most? *Social Work Research, 35*(3), 159-170.

Amendum, S., Amendum, E., & Almond, P. (2013). One day I kud not red a book bot naw I can: One English learner's progress. *Reading Teacher, 67*(1), 56-69. doi: 10.1002/TRTR.1183

Anderson, K., Harrison, T., & Lewis, K. (2012). *Plans to adopt and implement Common Core State Standards in the southeast region states* (REL 2012-No. 136) Washington, DC: Department of Education, Institute of Education Services, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

Apthorp, H., Wang, X., Ryan, S., & Cicchinelli, L.F. (2012). *Teaching English language learner students: Professional standards in elementary education in central region states* (REL 2012-No. 122). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central.

Arghode, V. (2013). Emotional and social intelligence competence: Implications for instruction. *International Journal of Pedagogies & Learning, 8*(2), 66-77.

Aud, S., Hussar, W., Planty, M., Snyder, T., Bianco, K., Fox, M., …Drake, L. (2010). *The condition of education*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

August, D., Branum-Martin, L., Cardenas-Hagan, E., Francis, D., Powell, J., Moore, S., & Haynes, E. (2014). Helping ELLs meet the Common Core State Standards for literacy in science: The impact of an instructional intervention focused on academic language. *Journal of Research on Educational Effectiveness, 7*(1), 54-82, 54-82. doi:10.1080/19345747.2013.836763

Bae, J. (2013). The effects of reading global literature on Korean EFL learners' literacy ability and intercultural sensitivity. *English Teaching, 68*(1), 3-36.

Baecher, L., Artigliere, M., Patterson, D.K., & Spatzer, A. (2012). Differentiated instruction for english language learners as "variations on a theme". *Middle School Journal*, *4*(3), 14-21.

Baras, R. (2012). Misdiagnosing learning difficulties in the early years. *Learning and Teaching in the Early Childhood Years, 18*(1), 30-32.

Bartel, V. B. (2010). Home and school factors impacting parental involvement in a Title 1 elementary school. *Journal of Research in Childhood Education*, *24*(3), 209-228.

Bayar, A. (2014). The components of effective professional development activities in terms of teachers' perspective. *International Online Journal of Educational Sciences, 6*(2), 319-327. doi:10.15345/iojes.2014.02.006

Bei, G. X. (2013). Effects of immediate repetition in L2 speaking tasks: A focused study. *English Language Teaching, 6*(1), 11-19. doi:10.5539/elt.v6n1p11

Berkeley, S., Lindstrom, J., Regan, K., Nealy, A., Southall, C., & Stagliano, C. (2012). An evaluation of supplemental reading instruction for at-risk middle school readers. *Middle Grades Research Journal, 7*(1), 1-15.

Biemiller, A. (2012). Words for English-language learners. *TESL Canada Journal, 29*(6), 198-203.

Blackmore, J., & Hutchison, K. (2010). Ambivalent relations: The "tricky footwork" of parental involvement in school communities. *International Journal of Inclusive Education*, *14*(5), 499-515.

Braker, J. (2013). Linking vocabulary acquisition with word knowledge to improve reading comprehension for ELLs. *Illinois Reading Council Journal, 42*(1), 28-36.

Brink, M., Vourlas, R., Tran, L., & Halversen, C. (2012). Investing in professional learning: The challenges and values. Legacy Magazine 23(4), 26-29.

Brown, C. L., & Broemmel, A. D. (2011). Deep scaffolding: Enhancing the reading experiences of English language learners. *New England Reading Association Journal, 46*(2), 34-39.

Burke, L. (2012). *The Student Success Act: Reforming federal accountability requirements under No Child Left Behind* (No. 3461). Washington, DC: The Heritage Foundation.

Burstein, J., Shore, J., Sabatini, J., Moulder, B., Bradley, C., Lentini, J., … Holtzman, S. (2014). From teacher professional development to the classroom: How NLP technology can enhance teachers' linguistic awareness to support curriculum development for English language learners. *Journal of Educational Computing Research, 51*(1), 119-144. doi:10.2190/EC.51.1.f

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English language learners. *Future of Children, 2*(1), 103-127.

Carger, C.L., & Koss, M. (2014). Getting to know you: Using alphabet books to develop vocabulary and exchange cultural information with English language learners. *Illinois Reading Council Journal, 42*(4), 11-18.

Castek, J. (2012). Supporting emergent bilingual students in a digital age. *California Reader, 45*(3), 35-40.

Chang, M., Park, B., Singh, K., & Sung, Y.-M. (2009). Parental involvement, parenting behaviors, and children's cognitive development in low-income and minority families. *Journal of Research in Childhood Education, 23*(3), 309-324.

Chen, X., Ramirez, G., Luo, Y., Geva, E., & Ku, Y. (2012). Comparing vocabulary development in Spanish-and Chinese-speaking ELLs: The effects of metalinguistic and sociocultural factors. *Reading & Writing, 25*(8), 1991-2020. doi:10. 1007/s11145-011-9318-7

Chesley, G. M., & Jordan, J. (2012). What's missing from teacher prep. *Educational Leadership, 69*(8), 41-45.

Cho, Y.-G. (2013). L2 Learning motivation and its relationship to proficiency: A causal analysis of university students' EIL discourses. *English Teaching, 68*(1), 37-68.

Chu, X., & Farrie, M. J. (2011). Effectiveness of paired repeated reading on mainland Chinese English language learners. *Journal of Reading Education, 36*(2), 11-14.

Clahsen, H., Balkhair, L., Schutter, J-S., & Cunnings, I. (2013). The time course of morphological processing in a second language. *Second Language Research, 29*(1), 7-31. doi:10.1177/0267658312464970

Cole, M.W., Puzio, K., Keyes, C. S., Jiménez, R.T., Pray, L., & David, S. (2012). Contesting language orientations: A critical multicultural perspective on local language policy in two middle schools. *Middle Grades Research Journal, 7*(2), 129-143.

Collins, L., & Liang, X. (2014). Task relevance in the design of online professional development for teachers of ELLs: A Q methodology study. *Turkish Online Journal of Distance Education (TOJDE), 15*(3), 268-281.

Connelly, G. (2013). Collaboration keys for English language learners. *Periodical, 93*(1) 24-26.

Costello, D.A.R. (2012). The impact of a school's literacy program on a primary classroom. *Canadian Journal of Education, 35*(1), 69-81.

Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Crim, C., Kennedy, K.D., & Thornton, J.S. (2013). Differentiating of multiple intelligences: A study of students' understandings through the use of aesthetic representations. *Issues in Teacher Education, 22*(2), 69-91.

Crosson, A., & Lesaux, N.K. (2013). Does knowledge of connectives play a unique role in the reading comprehension of English learners and English-only students? *Journal of Research in Reading, 36*(3), 241-260. doi:10.1111/j.1467-9817.2011.01501.x

DaSilva, A., & Rose, B. (2012). Developing pedagogical practices for English language learners. *Pedagogies, 7*(1), 32-51. doi:10.1080/1554480X.2012.630510

Davies, R., Dean, D., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research & Development, 61*(4), 563-580. doi:10.1007/s11423-013-9305-6

Delacruz, S. (2014). Using nearpod in elementary guided reading groups. *TechTrends: Linking Research & Practice to Improve Learning, 58*(5), 62-69.

Dixon, F., Yssel, N., McConnell, J.M., & Hardin, T. (2014). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted, 37*(2), 111-127. doi:10.1177/0162353214529042

Dixon, L.Q., Zhao, J, Quiroz, B.G., & Shin, J. (2012). Home and community factors influencing bilingual children's ethnic language vocabulary development. *International Journal of Bilingualism, 16*(4), 541-565. doi:10.1177/1367006911429527

Dong, Y. R. (2013). The bridge of knowledge. *Educational Leadership, 71*(4), 30-36.

Duran, E. (2013). Case study on the effect of word repetition method supported by neurological affecting model on fluent reading. *Reading Improvement, 50*(1), 34-41.

Dweck, C.S. (2010). Mindsets and equitable education. *Principal Leadership, 10*(5), 26-29.

Ediger, M. (2012). The great debate in reading instruction. *Reading Improvement, 49*(4), 129-133.

Ediger, M., & Rao, D.B. (2011). *Essays on teaching and reading.* New Delhi, India: Discovery Publishing House.

Edwards, A.T., & Pula, J.J. (2011). Back to high school: A teacher educator's hands-on encounter with the pressures of high-stakes testing. *Delta Kappa Gamma Bulletin, 77*(4), 11-14.

Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* Old Tappan, NJ: Macmillan.

Elwood, S. (2012). Professional development: Avoiding the wither. *California English, 17*(4), 15-16.

Ely, M., (with Anzul, M., Friedman, T., Garner, D., & Steinmetz, A. C.) (1991). *Doing qualitative research: Circles within circles.* New York, NY: Falmer Press.

Enongen, E. E. (2013). English as a foreign language at the University of Yaounde 1: Attitudes and pedagogic practices. *English Language Teaching, 6* (3), 57-71. doi:10.5539/3lt.v6n3p57

Eret, E., Gokmenoglu, T., & Engin-Demir, C. (2013). A review of research on educational theories and approaches affecting students' achievement: 1990-2011. *Elementary Education Online, 12*(3), 687-700.

Erlandson, D.A., Harris, E.L., Skipper, B.L., & Allen, S.D. (1993). *Doing naturalistic inquiry: A guide to methods.* Newbury Park, CA: Sage.

Ernest, J.M., Heckaman, K. A., & Thompson, S. E. (2011). Increasing the teaching efficacy of a beginning special education teacher using differentiated instruction: A case study. *International Journal of Special Education, 26*(1), 191-201.

Fairbairn, S.B., & Fox, J. (2009). Inclusive achievement testing for linguistically and culturally diverse test takers: Essential considerations for test developers and decision makers. *Educational Measurement: Issues and Practice, 28*(1), 10-24.

Farnia, F., & Geva, E. (2013). Growth and predictors of change in English language learners' reading comprehension. *Journal of Research in Reading, 36*(4), 389-421. doi:10.1111/jrir.12003

Farver, J.M., Xu, Y., Lonigan, C.J., & Eppe, S. (2013). The home literacy environment and Latino head start children's emergent literacy skills. *Developmental Psychology, 49*(4), 775-791. doi:10.1037/a0028766

Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *Reading Teacher, 65*(8), 551-563. doi:10.1002/TRTR.01082

Fletcher, J.F., Greenwood, J., Grimley, M., Parkhill, F., & Davis, N. (2012). What is happening when teachers of 11-13-year-old students take guided reading: A New Zealand snapshot. *Educational Review, 64*(4), 425-449. doi:10.1080/00131911.2011.625112

Fountas, I., & Pinnell, G. (2012). Guided reading: The romance and the reality. *Reading Teacher, 66*(4), 268-284. doi:10.1002/TRTR.01123

Fránquiz, M.E. (2012). Key concepts in bilingual education: Identity texts, cultural citizenship, and humanizing pedagogy. *New England Reading Association Journal, 48*(1), 32-42.

Gagné, N., & Parks, S. (2013). Cooperative learning tasks in a Grade 6 intensive ESL class: Role of scaffolding. *Language Teaching Research, 17*(2), 188-209. doi:10.1177/1362168812460818

Garcia, D. R. (2011). The Achilles' heel of school choice policies: The obstacles to reporting school accountability results to parents. *Journal of School Choice, 5*(1), 66-84. doi:10.1080/15582159.2011.548249

Garcia-Mayo, M. (2012). Cognitive approaches to L3 acquisition. *International Journal of English Studies, 12*(1), 129-146.

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences.* New York, NY: Basic Books.

Ghamrawi, N. (2014). Multiple intelligences and ESL teaching and learning: An investigation in KG II classrooms in one private school in Beirut, Lebanon. *Journal of Advanced Academics, 25*(1), 25-46.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction.* White Plains, NY: Longman.

Good, E., Masewicz, S., & Vogel, L. (2010). Latino English language learners: Bridging achievement and cultural gaps between schools and families. *Journal of Latinos & Education, 9*(4), 321-339. doi:10.1080/15348431.2010.491048.

Graves, A. W., Duesbery, L., Pyle, N. B., Brandon, R. R., & McIntosh, A. S. (2011). Two studies of Tier II literacy development: Throwing sixth graders a lifeline. *Elementary School Journal, 111*(4), 641-661.

Greenfader, C.M., & Brouillette, L. (2013). Boosting language skills of English language learners through dramatization and movement. *Reading Teacher, 67*(3), 171-180. doi:10.1002/TRTR.1192

Greenwell, S., & Zygouris-Coe, V. (2012). Exploring high school English language arts teachers'responses to professional development in reading instruction. *Journal of Reading Instruction, 37*(2), 21-26.

Guccione, L. M. (2011). Integrating literacy and inquiry for English learners. *Reading Teacher, 64*(8), 567-577.

Harding, H. R., Harrison-Jones, L., & Rebach, H. M. (2012). A study of the effectiveness of supplemental educational services for Title I students in Baltimore City Public Schools. *Journal of Negro Education, 81*(1), 52-66.

Harman, R., & Varga-Dobai, K. (2012). Critical performative pedagogy: Emergent bilingual learners challenge local immigration issues. *International Journal of Multicultural Education, 14*(2), 1-17.

Harper, S., Platt, A., & Pelletier, J. (2011). Unique effects of a family literacy program on the early reading development of English language learners. *Early Education & Development, 22*(6), 989-1008. doi:10.1080/10409289.2011.590778.

Hatch, J.A. (2002). *Doing qualitative research in education settings.* Albany, NY: State University of New York Press.

Herrig, B., & Taranto, G. (2012). Being a game changer. *Technology & Engineering Teacher, 72*(3), 27-31.

Howard, T.C., & Reynolds, R. (2008). Examining parent involvement in reversing the underachievement of African American students in middle-class schools. *Educational Foundations, 22*(1-2), 79-98.

Hsin, A. (2013). Lexical aspect in interaction with grammatical aspect: A study of English aspect acquisition in Taiwanese learners. *English Teaching & Learning, 37*(1), 87-139. doi:10.6330/ETL.2013.37.1.03

Hsueh-Jui Liu, S., Lan, Y. J., &Ya-Yu Ho, C. (2014). Exploring the relationship between self-regulated vocabulary learning and web-based collaboration. *Educational Technology & Society, 17*(4), 404-419.

Hubert, M. D. (2013). The development of speaking and writing proficiencies in the Spanish language classroom: A case study. *Foreign Language Annals, 46*(1), 88-95. doi:10.1111/flan.12010

Incetas, Y. (2011). The USA and beyond: Bilingual education for Turkish minority children in German public schools. *International Journal of Learning, 18*(1), 35-44.

Ionin, T. (2013). Review article: Recent publications on research methods in second language acquisition. *Second Language Research, 29*(1), 119-128. doi:10.1177/0267658312463864

Isik-Ercan, Z. (2010). Looking at school from the house window: Learning from Turkish-American parents' experiences with early elementary education in the United States. *Early Childhood Education Journal, 38*(2), 133–142.

Jackson, C.W., Schatschneider, C., & Leacox, L. (2014). Longitudinal analysis of receptive vocabulary growth in young Spanish English-speaking children from migrant families. *Language, Speech & Hearing Services in Schools, 45*(1), 40-51. doi:10. 1044/2013LSHSS-12-0104

Jeynes, W. H. (2010). The salience of the subtle aspects of parental involvement and encouraging that involvement: Implications for school-based programs. *Teachers College Record, 112*(3), 747-774.

Jian, S. (2013). An empirical research of Chinese learners' acquisition of the English article system- Based on syntactic misanalysis account. *English Language Teaching, 6*(4), 56-63. doi:10.5539/elt.v6n4p56

Jones, R. E., Yssel, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. *Psychology in the Schools, 49*(3), 210-218.

Journell, W., & Buchanan, L. B. (2012). Rethinking "general audience": A comparison of students' understanding of popular film in high school honors and general-level classes. *American Secondary Education, 41*(1), 31-51.

Judson, E. (2012). When science counts as much as reading and mathematics: An examination of differing state accountability policies. *Education Policy Analysis Archives, 20*(26)

Kanoksilapatham, B. (2014). Thai elementary school teachers' English pronunciation and effects of teacher variables: Professional development. *Teaching English as a Second or Foreign Language, 18* (1), 1-13.

Kelley, A., & Kohnert, K. (2012). Is there a cognate advantage for typically developing Spanish- speaking English-language learners? *Language, Speech & Hearing Services in Schools, 43(*2), 191-204. doi:10.1044/0161-1461 (2011/10-0022)

Kenyon, D. M., MacGregor, D., Li, D., & Cook, H. G. (2011). Issues in vertical scaling of a K-12 English language proficiency test. *Language Testing, 28*(3), 383-400. doi:10.1177/0265532211404190

Kiliç, M., & Uçkun, B. (2013). Listening text type as a variable affecting listening comprehension anxiety. *English Language Teaching, 6*(2), 55-62. doi:10.5539/elt.v6n2p55

Kim, H.R. (2013). Making connections from language learning to life experiences through literature-based EFL instruction. *English Teaching, 68*(1), 111-140.

Klingner, J.K., Boardman, A.G., Eppolito, A.M., & Schonewise, E.A. (2012). Supporting adolescent English language learners reading in the content areas. *Learning Disabilities: A Contemporary Journal, 10*(1), 35-64.

Ko, W. (2013). A study on the acquisition of if-conditionals by Korean- & Spanish-speaking learners of English. *English Teaching, 68*(1), 141-178.

Kondo-Brown, K. (2013). Changes in effective profiles of postsecondary students in lower-level foreign language classes. *Foreign Language Annals, 46*(1), 122-136.

Koyama, J. (2011). Principals, power, and policy: Enacting "supplemental educational services". *Anthropology & Education Quarterly, 42*(1), 20-36. doi:10.1111/j.1548-1492.2010.01108.x

Kupzyk, S., McCurdy, M., Hofstadter, K., & Berger, L. (2011). Recorded readings: A taped parent-tutoring intervention. *Journal of Behavioral Education, 20*(2), 87-102. doi:10.1007/s10864-011-9123-z

Kutluca Canbulat, A.N., & Tuncel, M. (2012). The practices of admission to school and the effectiveness of individualized supported education. *Educational Sciences: Theory and Practice, 12*(3), 2076-2089.

Lagace-Seguin, D. G., & Case, E. (2010). Extracurricular activity and parental

involvement predict positive outcomes in elementary school children. *Early Child*

Development and Care, 180(4), 453-462.

Lake, R., Bowen, M., Demeritt, A., McCullough, M., Haimson, J., & Gill, B. (2012).

Learning from charter school management organizations: Strategies for student

behavior and teacher coaching. Retrieved from

http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED530801

Lauchlan, F., Parisi, M., & Fadda, R. (2012). Bilingualism in Sardinia and Scotland:

Exploring the cognitive benefits of speaking a 'minority' language. *International*

Journal of Bilingualism, 17(1), 43-56. doi:10.1177/1367006911429622.

Laughlin, K., & Foley, A. (2012). "Intelligences that plants can pass on": Play dough, fun

and teaching strategies with insights to multiple intelligences. *MPAEA Journal of*

Adult Education, 41(1), 22-28.

Lee, O., & Buxton, C. (2013). Teacher professional development to improve science and

literacy achievement of English language learners. *Theory Into Practice, 52*(2),

110-117. doi:10.1080/00405841.2013.770328

Lenhard, W., Baier, H., Endlich, D., Schneider, W., & Hoffman, J. (2013). Rethinking

strategy instruction: Direct reading strategy instruction versus computer-based

guided practice. *Journal of Research in Reading, 36*(2), 223-240.

doi:10.1111/j.1467-9817.2011.01505.x

Leung, C., & Andrews, S. (2012). The mediating role of textbooks in high-stakes

assessment reform. *ELT Journal, 66*(3), 356-365.

Liepa, D., Ratniece, I., & Kaltigina, M. (2012). Developing study materials for integrated language acquisition. *US-China Foreign Language, 10*(9), 1508-1514.

Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Lloyd-Smith, L., & Baron, M. (2010). Beyond conferences: Attitudes of high school administrators toward parental involvement in one small midwestern state. *School Community Journal, 20*(2), 23-44.

Lunenburg, F.C., & Lunenburg, M. R. (2014). Applying multiple intelligences in the classroom: A fresh look at teaching writing. *International Journal of Scholarly Academic Intellectual Diversity, 16*(1), 1-14.

MacLeod, A., Fabiano-Smith, L., Boegner-Page, S., & Fontolliet, S. (2013). Simultaneous bilingual language acquisition: The role of parental input on receptive vocabulary development. *Child Language Teaching and Therapy, 29*(1), 131-142. doi:10.1177/0265659012466862.

Macizo, P., Bajo, T., & Paolieri, D. (2012). Language switching and language competition. *Second Language Research, 28*(2), 131-149. doi:10.1177/0267658311434893

Madrigal-Hopes, D., Villavicencio, E., Foote, M. M., & Green, C. (2014). Transforming English language learners' work readiness: Case studies in explicit, work-specific vocabulary instruction. *Adult Learning, 25*(2), 47-56. doi:10.1177/1045159514522432

Maftoon, P., & Sarem, S. (2012). The realization of Gardner's multiple intelligences (MI) theory in second language acquisition (SLA). *Journal of Language Teaching & Research, 3*(6), 1233-1241. doi:10.4304/jltr.3.6.1233-1241

Maleyko, G., & Gawlik, M. A. (2011). No Child Left Behind: What we know and what we need to know. *Education, 131*(3), 600-624.

Marulis, L.M., & Neuman, S.B. (2013). How vocabulary interventions affect young children at risk: A meta-analytic review. *Journal of Research on Educational Effectiveness, 6*(3), 223-262. doi:10.1080/19345747.2012.755591

Mather, M., & Foxen, P. (2010). *America's future: Latino child well-being in numbers and trends.* Washington D.C.: Council of La Raza

McDonough D. (2012). Using adult learner-centered principles and strategies in a blended course. *Review of Higher Education & Self-Learning, 5*(14), 112-120.

McMurrer, J. (2012). *Increased learning time under stimulus-funded school improvement grants: High hopes, varied implementation*. Washington, DC: Center on Education Policy, George Washington University.

Merriam, S. (1988). *Case study research in education: A qualitative approach.* San Francisco, CA: Jossey-Bass.

Merriam, S.B., & Associates. (2002). *Qualitative research in practice. Examples for discussion and analysis.* San Francisco, CA: John Wiley & Sons.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: A sourcebook of new methods* (2nd ed.). Thousand Oaks, CA: Sage.

Moheb, N., & Bagheri, M. (2013). Relationship between multiple intelligences and writing strategies. *Journal of Language Teaching & Research, 4*(4), 777-784. doi:10.4304/jltr.4.4.777-784

Moin, V., Schwartz, M., & Breitkopf, A. (2011). Balancing between heritage and host languages in bilingual kindergarten: Viewpoints of Russian-speaking immigrant parents in Germany and in Israel. *European Early Childhood Education Research Journal, 19*(4), 515-533. doi:10.1080/1350293X.2011.623530

Montelongo, J.A., Hernández, A.C., Herter, R. J., & Cuello, J. (2011). Using cognates to scaffold context clue strategies for Latino ELs. *Reading Teacher, 64*(6), 429-434.

Montrul, S., de la Fuente, I., Davidson, J., & Foote, R. (2013). The role of experience in the acquisition and production of diminutives and gender in Spanish: Evidence from L2 learners and heritage speakers. *Second Language Research, 29*(1), 87-118. doi:10.1177/0267658312458268

Morgan, D., Williams, J., Clark, B., Hatteberg, S., Hauptman, G.M., Kozel, C., & Paris, J. (2013). Guiding readers in the middle grades. *Middle School Journal, 44*(3), 16-24.

Morrow, A., Goldstein, B.A., Gilhool, A., Paradisc, J., Schuele, C.M., & Brice, A. (2014). Phonological skills in English language learners. *Language, Speech & Hearing Services in Schools, 45*(1), 26-39. doi:10.1044/2013_LSHSS-13-0009

Mostow, J., Nelson-Taylor, J., & Beck, J. (2012). Computer-guided oral reading versus independent practice: Comparison of sustained silent reading to an automated

reading tutor that listens. *Journal of Educational Computing Research, 49*(2), 249-276.

Murphy, A., & Haller, E. (2015). Teachers' perceptions of the implementation of the literacy Common Core State Standards for English language learners and students with disabilities. *Journal of Research in Childhood Education*, *29*(4), 510-527. doi:10.1080/02568543.2015.1073200

Nayak, G., & Sylva, K. (2013). The effects of a guided reading intervention on reading comprehension: A study on young Chinese learners of English in Hong Kong. *Language Learning Journal, 41*(1), 85-103.

Nemeth, K.N., & Erdosi, V. (2012). Enhancing practice with infants and toddlers from diverse language and cultural backgrounds. *Young Children, 67*(4), 49-57.

Newton, J. (2013). Incidental vocabulary learning in classroom communication tasks. *Language Teaching Research, 17*(2), 164-187. doi:10.1177/1362168812460814

Nicolaidis, K., & Mattheoudakis, M. (2012). The pro-voc method: Combining pronunciation and vocabulary teaching. *IRAL: International Review of Applied Linguistics in Language Teaching, 50*(4), 303-321. doi:10. 1515/iral-2012-0012

Nisbet, D., & Austin, D. (2013). Enhancing ESL vocabulary development through the use of mobile technology. *Journal of Adult Education, 42*(1), 1-7.

Nosidlak, K.M. (2013). Vocabulary learning strategies of the advanced students. *Journal of Language Teaching & Research, 4*(4), 655-661. doi:10. 4304/jltr.4.4.655-661

O'Conner, R., Abedi, J., & Tung, S. (2012). *A descriptive analysis of enrollment and achievement among English language learner students in Pennsylvania.*

Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic.

Ortiz, J., Burlingame, C., Onuegbulem, C., Yoshikawa, K., & Rojas, E. D. (2012). The use of video self-modeling with English language learners: Implications for success. *Psychology in the Schools, 49*(1), 23-29. doi:10.1002/pits.20615

Palmer, B. C., Bilgili, E. M., Gungor, A., Taylor, S. H., & Leclere, J. T. (2008). Reading comprehension, figurative language instruction, and the Turkish English language learner. *Reading Horizons, 48*(4), 261-282.

Panferov, S. (2010). Increasing ELL parental involvement in our schools: Learning from the parents. *Theory Into Practice, 49*(2), 106-112.

Pang, Y. (2012). Becoming fluent in two languages: When and how? *New England Reading Association Newsletter, 47*(3), 51-55.

Paradis, J., Schneider, P., Duncan, T.S., Oetting, J., & Bedore, L. (2013). Discriminating children with language impairment among English-language learners from diverse first-language backgrounds. *Journal of Speech, Language & Hearing Research, 56*(3), 971-981. doi:10.1044/1092-4388(2012/12-0050)

Parsons, J., & Harding, K. (2011). *Making schools work better.* Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED520371

Patel, N., & Stevens, S. (2010). Parent-teacher-student discrepancies in academic ability beliefs: Influences on parent involvement. *School Community Journal, 20*(2), 115-136.

Patton, M. Q. (1980). *Qualitative evaluation methods.* Beverly Hills, CA: Sage.

Patton, M. Q. (1990). *Qualitative evaluation and research methods.* Newbury Park, CA: Sage.

Peterson, D., & Taylor, B. (2012). Using higher order questioning to accelerate students' growth in reading. *Reading Teacher, 65*(5), 295-304. doi:10.1002/TRTR.01045

Pham, H.L. (2012). Differentiated instruction and the need to integrate teaching and practice. *Journal of College Teaching & Learning, 9*(1), 13-20.

Phoocharoensil, S. (2013). Cross-linguistic influence: Its impact on L2 English collocation production. *English Language Teaching, 6*(1), 1-10. doi:10.5539/elt.v6n1p1

Pimentel, C. (2011). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos & Education, 10*(4), 335-353. doi:10.1080/15348431.2011.605686

Porche, M., Pallante, D., & Snow, C. (2012). Professional development for reading achievement. *Elementary School Journal, 112*(4), 649-671.

Pour-Mohammadi, M., Abidin, M. J. Z., & Ahmad, K. A. B. Y. (2012). The relationship between students' strengths in multiple intelligences and their achievement in learning English language. *Journal of Language Teaching & Research 3*(4), 677-686. doi:10.4304/jltr.3.4.677-686

Ramirez, H., & Jones, D. (2013). Effects of direct instruction and corrective feedback on second language acquisition. *National Forum of Educational Administration & Supervision Journal, 30*(1), 64-87.

Rapp, N., & Duncan, H. (2012). Multi-dimensional parental involvement in schools: A

    principal's guide. *International Journal of Education Leadership Preparation,*

    7(1), 1-14.

Rasinski, T. & Young, C. (2014). Assisted reading-- A bridge from fluency to

    comprehension. *New England Reading Association Journal, 50*(1), 1-4.

Rauch, D.P., Naumann, J., & Jude, N. (2012). Metalinguistic awareness mediates effects

    of full biliteracy on third-language reading proficiency in Turkish–German

    bilinguals. *International Journal of Bilingualism, 16*(4), 402-418.

    doi:10.1177/1367006911425819

Rayfied, J., Croom, B., Stair, K., & Murray, K. (2011). Differentiating instruction in high

    school agricultural education courses: A baseline study. *Career & Technical*

    Education Research, 36(3), 171-185. doi:10.5328/cter36.3.171

Restrepo, M.A., Morgan, G.P., Thompson, M.S., & Oetting, J. (2013). The efficacy of a

    vocabulary intervention for dual-language learners with language impairment.

    Language & Hearing Research, 56(2), 748-765. doi:10.1044/1092-4388

    (2012/11-0173)

Reutzel, D.R., Petscher, Y., & Spichtig, A.N. (2012). Exploring the value added of a

    guided, silent reading intervention: Effects on struggling third-grade readers'

    achievement. *Journal of Educational Research, 105*(6), 404-415.

    doi:10.1080/00220671.2011.629693

Richardson, W. (2012). Preparing students to learn without us. *Educational Leadership,*

    69(5), 22-26.

Rodriguez, A.D., Abrego, M., & Rubin, R. (2014). Coaching teachers of English language learners. *Reading Horizons, 53*(2), 1-27.

Rodriguez, C.D., & Denti, L. (2011). Improving reading for 2nd grade English language learners using an RTI approach. *California Reader*, *44*(4), 12-18.

Ross, K. E. L. (2013). Professional development for practicing mathematics teachers: A critical connection to English language learner students in mainstream USA classrooms. *Journal of Mathematics Teacher Education, 17*(1), 85-100. doi:10.1007/s10857-013-9250-7

Ross, S.G., & Begeny, J.C. (2011). Improving Latino, English language learners' reading fluency: The effects of small-group and one-on-one intervention. *Psychology in the Schools, 48*(6), 604-618. doi:10.1002/pits.20575

Rubin, D.I., & Kazanjian, C.J. (2011). "Just another brick in the wall": Standardization and the devaluing of education. *Journal of Curriculum & Instruction, 5*(2), 94-108. doi:10.3776/joci.2011v5np94-108

Rubin, H.J,, & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data.* Thousand Oaks, CA: Sage.

Sam D.P., & Rajan, P. (2013). Using graphic organizers to improve reading comprehension skills for the middle school ESL students. *English Language Teaching, 6*(2), 155-170. doi:10.5539/elt.v6n2p155

Sanchez, B. (2012). Effective professional development: Teachers' perspectives on the South Texas Writing Project Summer Institute. *National Teacher Education Journal, 5*(2), 45-49.

Savacool, J.L. (2011). *Barriers to parental involvement in the pre-kindergarten classroom*. Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED519173

Schachter, R. (2013). Are schools getting tongue-tied? *District Administration, 49*(4),57-60.

Segal, B. (2014). 4 Reading strategies to give ELLs understanding and confidence. *New Teacher Advocate, 22*(1), 18-19.

Shao, J. (2012). A study of multimedia application-based vocabulary acquisition. *English Language Teaching, 5*(10), 202-207. doi:10.5539/elt.v5n10p202

Shoemaker, E., & Rast, R. (2013). Extracting words from the speech stream at first exposure. *Second Language Research, 29*(2), 165-183. doi:10.1177/0267658313479360

Short, D.J., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research, 15*(3), 363-380. doi:10.1177/1362168811401155

Shoemaker, E. & Rast, R. (2013). Extracting words from the speech stream at first exposure. *Second Language Research, 29* (2),165-183. doi:10.1177/0267658313479360.

Sipra, M. A. (2013). Impact of English orthography on L2 acquisition. *English Language Teaching, 6*(3), 116-124. doi:10.5539/elt.v6n3p116

Soto, I. (2014). Experience ELL shadowing. *Principal, 93*(3), 32-35.

Shumow, L., Lyutykh, E., & Schmidt, J.A. (2011). Predictors and outcomes of parental involvement with high school students in science. *School Community Journal, 21*(2), 81-98.

Silverman, R.D., Proctor, C.P., Harring, J.R., Doyle, B., Mitchell, M.A., & Meyer, A.G. (2014). Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English monolingual and Spanish-English bilingual students in Grades 3-5. *Reading Research Quarterly, 49*(1), 31-60. doi:10.1002/rrq.63

Sipra, M.A. (2013). Contribution of bilingualism in language teaching. *English Language Teaching, 6*(1), 56-66.

Smith, M.D., & Rodriguez, A. (2011). A critical foundation for bilingual education. *Journal for Critical Education Policy Studies, 9*(2), 186-198.

Spradley, J.P. (1979). *The ethnographic interview.* New York, NY: Holt, Rinehart & Winston.

Stake, R.E. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

Stake, R.E. (2000). Case studies. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.; pp. 435-454). Thousand Oaks, CA: Sage.

Stansfield, C. W. (2011). Oral translation as a test accommodation for ELLs. *Language Testing, 28*(3), 401-416.

Storch, N. & Aldosari, A. (2013). Pairing learners in pair work activity. *Language Teaching Research, 17*(1), 31-48. doi:10.1177/1362168812457530

Sucaromana, U. (2013). The effects of blended learning on the intrinsic motivation of

Thai EFL students. *English Language Teaching, 6*(5), 141-147.

doi:10.5539/elt.v6n5p141

Szpringer, M., Kopik, A., & Formella, Z. (2014). "Multiple intelligences" And "minds

fort eh future" in a child's education. *Journal Plus Education/ Educatia Plus,

10*(2), 350-359.

Taase, Y. (2012). Multiple intelligences theory and Iranian textbooks: An analysis.

Journal of Pan-Pacific Association of Applied Linguistics,16(1), 73-82.

Texas Education Agency. (2010). *Public Education Information Management System

(PEIMS).* Austin, TX: Author.

Thompson, S., Meyers, J., & Oshima, T. C. (2011). Student mobility and its implications

for schools' adequate yearly progress. *Journal of Negro Education, 80*(1), 12-21.

Treffers-Daller, J., & Sakel, J. (2012). Why transfer is a key aspect of language use and

processing in bilinguals and L2-users. *International Journal of Bilingualism,

16*(1), 3-10. doi:10.1177/1367006911403206

Trevino Calderon, C., & Zamora, E. (2014). Factors affecting the implementation of

sheltered instruction observation protocols for English language learners.

National Forum of Educational Administration & Supervision Journal, 31(3), 20-

32.

Tricarico, K., & Yendol-Hoppey, D. (2012). Teacher learning through self- regulation:

An exploratory study of alternatively prepared teachers' ability to plan

differentiated instruction in an urban elementary school. *Teacher Education Quarterly, 39*(1), 139-158.

Valadez, M. de los D., Borges, A., Ruvalcaba Romero, N., Villegas, K., & Lorenzo, M. (2013). Emotional intelligence and its relationship with gender, academic performance and intellectual abilities of undergraduates. *Electronic Journal of Research in Educational Psychology, 11*(2), 395-412.

Valerie, L. (2012). Professional development that works: Results from an invitational summer institute for teachers of writing. *New England Reading Association Journal, 47*(2), 31-42.

van der Ploeg, A., Wan, Y., Garcia, A.N., Wraight, S., Burke, M., Norbury, H., & Gerdeman, R. D. (2012). *Characteristics of midwest region school districts identified for improvement* (REL 2012-No. 121). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance

van der Ploeg, P. (2013). The Dalton plan: Recycling in the guise of innovation. *Paedagogica Historica, 49*(3), 314-329. doi:10.1080/00309230.2012.725840

Varlas, L. (2012). Academic vocabulary builds student achievement. *Education Update, 54*(11), 1-6.

Vazirabad, A. F. (2013). The use of games to foster fluency among ESL learners. *International Education Studies, 6*(4), 205-216. doi:10.5539/ies.v6n4p205

Washington, J., & Cardenas-Hagan, E. (2012). Turning challenges into strengths. *Education Week, 32*(13), 20-21.

Watts-Taffe, S., Laster, B.P., Broach, L., Marinak, B., McDonald Connor, C., & Walker-

Dalhouse, D. (2012). Differentiated instruction: Making informed teacher

decisions. *Reading Teacher, 66*(4), 303-314. doi:10. 1002/TRTR.01126

Wessels, S. (2011). Promoting vocabulary learning for English learners. *Reading

Teacher, 65* (1), 46-50. doi:10.1598/RT.65.1.6.

Whitacre, M., Diaz, Z., & Esquierdo, J. (2013). Pre-service teachers: An analysis of

reading instruction in high needs districts dual language classrooms. *International

Journal of Instruction, 6*(1), 5-20.

Wu, E.H. (2013). The path leading to differentiation: An interview with Carol

Tomlinson. *Journal of Advanced Academics, 24*(2), 125-133.

Yesil, R., & Korkmaz, O. (2010). Reliability and validity analysis of the Multiple

Intelligence Perception Scale. *Academic Journal, 131*(1), 8-32.

Effective Vocabulary Strategies for

English Language Learners

(EVSELLs)

Professional Development Plan

Developed by: Susan C. Loney

Professional Development Overview

The professional development (PD) project will include 3 full days PD to determine and implement effective vocabulary strategies of the ELLs (EVSELLs). The rationale for determining EVSELLs will be directed by the theory of multiple intelligences, and the instructional theory of differentiation of instruction relevant to the implementation of EVSELLs. Throughout the training, the PD project facilitator will guide the participants during the PD.

School Year: Timeline and Audience

Professional Development Plan		
Day	**Time**	**Audience**
1 (half day)	**9:00-11:30**	**Elementary Teachers** **Instructional Facilitators** **Literacy Coaches**
2	**9:00-11:30** **1:00-3:00**	**Elementary Teachers** **Instructional Facilitators** **Literacy Coaches**
3	**9:00-11:30** **1:00-3:00**	**Elementary Teachers** **Instructional Facilitators** **Literacy Coaches**

4 (half day)	9:00-11:30	**Elementary Teachers Instructional Facilitators** **Literacy Coaches**

Professional Development Project Goal

The goal of the PD project is to determine EVSELLs through PD to educators in various levels to develop EVSELLs to help increase the state test scores in reading of the English Language Learners. The learning objectives for the participants include collaboration among teachers, instructional facilitators, and literacy coaches to determine EVSELLs. The EVSELLs will take place in the Board Room of the Midwestern Public Schools Teachers and Administrative Center.

Materials

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Multiple Intelligences	Differentiation of Instruction	Vocabulary Development and Strategies of the ELLs	EVSELLs Data	EVSELLs Data	EVSELLs Data and Analysis
Materials: Index cards, pens, markers	**Materials:** Index cards, pens, markers	**Materials:** Note cards, pens	**Materials:** Chart paper, markers, and a book Vocabulary Handbook (Core Literacy Library) 1st Edition by Linda Diamond (Author), Linda Gutlohn (Author)	**Materials:** Chart paper, markers, and books (see separate list of book titles and authors)	**Materials:** Chart paper, markers

Module 5 Book Titles and Authors

1. *Vocabulary for the Common Core* by: Robert J. Marzano

2. *Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction* by Marzano, Robert J

3. *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling* (2nd Edition) (Words Their Way Series) Helman, Lori

4. *PAVEd for Success: Building Vocabulary and Language Development in Young Learners* by: Hamilton Ph.D., Claire

5. *Building Basic Vocabulary Teacher's Guide* by Robert J. Marzano

6. *Teaching Vocabulary in All Classrooms* (5th Edition) (Pearson Professional Development) by Blachowicz, Camille

7. *Building Academic Vocabulary: Teacher's Manual* (Professional Development) by Marzano, Robert J

Module 1: **Multiple Intelligences (MI) Theory** (con't)

- Gardner's theory of multiple intelligences is a departure from the view that there is only one specific, concrete measure of intelligence and one way of teaching (Adcock, 2014; Crim, these Kennedy, & Thornton, 2013; Ghamrawi, 2014; Lunenburg & Lunenburg, 2014; Maftoon & Sarem, 2014; Pour-Mohammadi, & Zainol, 2012; Szpringer, Kopik, Formella, 2014); it focuses on eight intelligences, while encouraging the need of utilizing a variety of ways in teaching so that the students themselves would understand how to improve themselves by using various types of intelligences (Moheb & Bagheri, 2013)
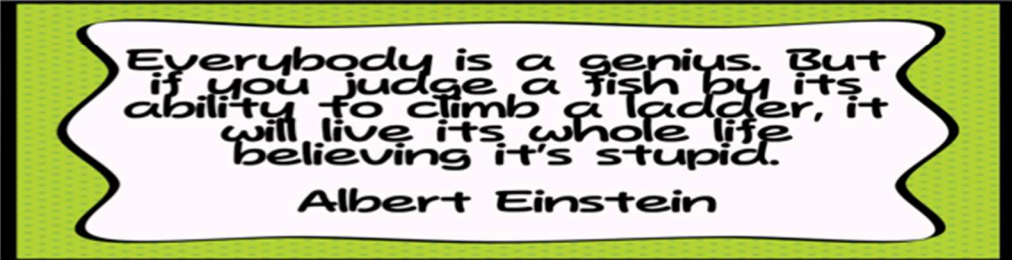
Module 2: Differentiation of Instruction

What is differentiation?

▫ Differentiation of instruction is a way of teaching that allows students to learn at their level or ability (Rayfield, Croom, Stair, & Murray, 2011; Wu, 2013).

Everybody is a genius. But if you judge a fish by its ability to climb a ladder, it will live its whole life believing it's stupid.

Albert Einstein

Module 3: Vocabulary Development and Strategies of the ELLs (con't)

ELLs' language proficiency varies. Teachers need to recognize the variety of learners whom they have in their classrooms in order to broaden the word knowledge and the vocabulary development of the ELLs. Understand that vocabulary knowledge is the cornerstone of successful reading comprehension for the ELLs (Braker, 2013; Carger & Koss, 2014; Kelley & Kohnert, 2012; Madrigal-Hopes, Villavicencio, Foote, & Green, 2014; Marulis & Neuman, 2013).

Module 3: Vocabulary Development and Strategies of the ELLs (con't)

ELLs are at a learning detriment when it comes to English word awareness because they are not expose to nearly as much English vocabulary words as their peers who are native English speakers, and therefore broaden the gap between each group's reading comprehension abilities (Braker, 2014; Kelley, Baker, Kame'enui, Baker, Park, & Smolkowski, 2013).

Module 5: **EVSELLs Data** (con't)

- Each group will determine the effective vocabulary strategies of the ELLs. (con't)
- Read,
- PAVEd for Success: Building Vocabulary and Language Development in Young Learners by: Hamilton Ph.D., Claire

- Building Basic Vocabulary Teacher's Guide by Robert J. Marzano

- Teaching Vocabulary in All Classrooms (5th Edition) (Pearson Professional Development) by Blachowicz, Camille

- Building Academic Vocabulary: Teacher's Manual (Professional Development) by Marzano, Robert J

Module 6: EVSELLs Data and Analysis (con't)

Let's reflect on the PD project.

1. Did we collaborate with teachers, instructional facilitators, and literacy coaches?
2. Did we use knowledge of the Multiple Intelligences (MI) theory and the Differentiation of Instruction (DI)?
3. Did we use the characteristics of effective vocabulary instruction for the ELLs.?
4. Did we determine the effective vocabulary strategies for the English Language Learners?
5. Are the determined EVSELLs ready to be implemented in primary classrooms?

References

- Diamond, L. and Gutlohn, L. (2006). *Vocabulary Handbook (Core   Literacy Library) 1st Edition*. Consortium on Reading Excellence, Inc. (CORE). Berkeley, California

- Balchowicz, C. and Fisher, P. (2015). *Teaching Vocabulary in All Classrooms (5th Edition) (Pearson Professional Development)*. Pearson.

- Graves, M., August, D., and Mancilla-Martinez, J. (2012). *Teaching Vocabulary to English Language Learners (Language and Literacy Series)*. Teachers College Press

- Hamilton, C. (2011). *PAVED for Success: Building Vocabulary and Language Development in Young Learners*. Paul H. Brookes Publishing Company

- Helman, L., Bear, D., Templeton, S., Invernizzi, M., and Johnston, F. (2012). *Words Their Way with English Language Learners: Word Study for Phonics, Vocabulary, and Spelling (2nd Edition) (Words Their Way Series)*. Pearson.

References (con't)

- Marzano, R. (2005). *Building Academic Vocabulary: Teacher's Manual (Professional Development)*. Alexandria, VA.

- Marzano, R. (2012). *Building Basic Vocabulary Teacher's Guide*. Alexandria, VA.

- Marzano, R. (2010). *Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction*. Boston, MA.

- Marzano, R. and Simms, J. (2013). *Vocabulary for the Common Core*. Bloomington, IN

- Nebraska Department of Education – http://reportcard.education.ne.gov/Default_State.aspx

Appendix C: Interview Resources

Face-to-Face Typological Interview Questions

Thank you for taking time to participate in this study. My name is Susan C. Loney and I am a doctoral student at Walden University. The purpose of my doctoral study is to examine the stakeholders' perceptions of meeting adequate yearly progress (AYP) of English language learners (ELLs) in reading.

Researchers have reported that there is a massive variety of discussions of the No Child Left Behind (NCLB) act's ultimate goal of helping all public school students to receive an equal opportunity for high quality education in the United States of America (Edwards & Pula, 2011; Garcia, 2011; Judson, 2012; Harding, Harrison-Jones & Rebach, 2012; Kenyon, MacGregor, Li, & Cook, 2011; Koyama, 2011; Maleko & Gawlik, 2011; Stansfield, 2011; Thompson, Meyers, & Oshima, 2011) in order for them to achieve proficiency on the state standardized tests that utilize the target system known as the adequate yearly progress (AYP) (Harding, Harrison-Jones & Rebach, 2012).

Interview Questions for:

Parents

1. What are your perceptions of the ELLs not meeting the AYP in reading for three consecutive years?

2. In your opinion, how well do you think the reading teachers at **Liberty Elementary School** helped meet the reading instructional needs of the ELLs?

3. How would you describe an effective reading teacher?

4. How would you describe an ineffective reading teacher?

5. As a parent, what recommendations do you have for the reading teachers to do to help the ELLs meet the AYP in reading?

Bilingual Teacher, ESL Teacher, and Primary and Intermediate Teachers

1. What are your perceptions of the ELLs not meeting the AYP in reading for three consecutive years?

2. What suggestions do you have to ensure that the reading instruction meets the need of the ELLs?

3. In your professional opinion, how well do you think the reading teachers at **Liberty Elementary School** helped meet the reading instructional needs of the ELLs?

4. What are your suggestions as to what strategies or interventions you feel is necessary to include in teaching reading?

5. Why do you think the ELLs are not meeting the AYP requirements in reading? Please explain.

6. What strengths exist that allow for increased AYP scores in reading? Please explain.

7. What strengths exist that allow for increased AYP scores in other content areas other than reading? Please explain.

8. In helping the ELLs meet the AYP requirements in reading, what challenges do you think the ELLs have? Please explain.

Instructional Facilitator

1. What are your perceptions of the ELLs not meeting the AYP in reading for three consecutive years?

2. In your professional opinion, how well does the current reading instruction align with the state standards for the ELLs?

3. What do you think are the strengths and weaknesses exist within the classrooms in Liberty Elementary School?

4. What are your suggestions as to what strategies or interventions you feel is necessary to include in teaching reading?

5. Why do you think the ELLs are not meeting the AYP requirements in reading? Please explain.

6. In helping the ELLs meet the AYP requirements in reading, what challenges do you think the ELLs have? Please explain.

School-Based Administrators

1. What are your perceptions of the ELLs not meeting the AYP in reading for three consecutive years?

2. How do you perceive the reading instruction within the **Liberty Elementary School** and are there any recommendations that you could make that would benefit the ELLs?

3. Which area of the reading curriculum do you view as strengths? Please explain.

4. In your professional opinion, why do you think the ELLs are not meeting the AYP requirements in reading? Please explain.

5. How important do you think professional development is?

6. How often do your teachers attend professional development in reading?

Preguntas de la entrevista para:

Padres

1. Cuales son sus percepciones de que ELL no halla cumplido el AYP en lectura por tres años consecutivos?

2. En su opinion, que tan bien cree usted que las maestras de lectura de la escuela Liberty Elementary ayudan a cumplir con las necesidades instruccionales de de ELL?

3. Como describiria usted a una maestra de lectura eficaz?

4. Como describiria usted a una maestra de lectura ineficaz?

5. Como padre que recomendaciones tiene usted para que las maestras de lectura hagan para ayudar a que ELL consiga el AYP en lectura?

Maestro Bilingue, Maestra de ESL, y maestros de primaria e intermedia

1. Cuales son sus percepciones de que ELL no halla cumplido el AYP en lectura port res anos consecutivos?

2. Que sugerencias tiene usted para asegurarse que la ensenanza de lectura cumpla con las necesidades de ELL?

3. En su opinion profesional, que tan bien cree usted que las maestras de la escuela Liberty Elementary ayudan a cumplir con las nesecidades de ensenanza de lectura de ELL?

4. Cuales son sus sugerencias en cuanto a estrategias o intervensiones siente usted sean necesarias incluir en la ensenanza de lectura?

5. Porque piensa usted que ELL no esta cumpliendo con los requisitos en lectura? Porfavor explique

6. Cuales son los fuertes que existen que permiten un mayor puntaje de AYP en lectura? Porfavor explique.

7. Que fuertes existen que permiten un mayor puntaje de AYP en otras áreas de contenido diferntes a la lectura? Porfavor explique.

8. En ayudar a que ELL cumpla las sugerencias de AYP en lectura, que retos cree usted que tenga ELL? Porfavor Explique.

Facilitador de instrucciøn

1. Cuales son sus percepciones que ELL no halla conseguido el AYP en lectura por tres años consecutivos?

2. En su opinon profesional, que tan bien cree usted que las intrucciones de lectura actual se alinean con las normas del estado para ELL.

3. Cual cree usted que sean los fuertes y las debilidades que existen dentro de las aulas en la escuela Liberty Elementary?

4. Cuales son sus sugerencias en cuanto a estrategias o intervensiones siente usted sean necesarias incluir en la ensenanza de lectura?

5. Porque piensa usted que ELL no esta cumpliendo con los requisitos en lectura? Porfavor explique.

6. En ayudar a que ELL cumpla las sugerencias de AYP en lectura, que retos cree usted que tenga ELL? Porfavor Explique.

Administradores de la escuela basada

1. Cuales son sus percepciones que ELL no halla conseguido el AYP en lectura por tres años consecutivos?

2. Como persive usted la enseñanza de lectura en la escuela Liberty Elementary. Hay alguna recomendaciøn que usted puede hacer que ayude a beneficiar ELL?

3. Qué ârea del currîculo de lectura ve usted como fuertes? Porfavor explique.

4. En su opinon profesional, que tan bien cree usted que las instrucciones de lectura actual se alinean con las normas del estadopara ESL?

5. Que tan importante cree usted que sea el desarrollo Professional?

6. Con que frecuencia sus maestros asisten al desarrollo profesional en lectura?