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A Study Of The Effectiveness Of A Consolidated Bilingual Program In A Large Urban District

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A STUDY OF THE EFFECTIVENESS OF A CONSOLIDATED
BILINGUAL PROGRAM IN A LARGE URBAN DISTRICT

BY

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ABSTRACT

A STUDY OF THE EFFECTIVENESS OF A CONSOLIDATED BILINGUAL PROGRAM IN A LARGE URBAN DISTRICT

The purpose of this study was to assess the implementation of a consolidated bilingual program. This program offered the ELL (English Language Learners) students with an educationally sound program that included native language instruction in the content areas, along with ESL (English as a Second Language) services. In addition, the ELL students that were transferred into the consolidated bilingual program benefited from an improved school climate.

The fundamental impression of the study was that administrators' beliefs and perceptions of bilingual education were factors that influenced the consolidation's success. Hence, the purpose was to add to the research literature information about the significance of having administrators' support when embarking in a venture that involves the addition of a new program to an existing school.

A qualitative research approach that utilized unstructured ethnographic interviews was used with the

purpose of collecting data that was embedded, in the opinion and experiences of each informant on their point of view about the effectiveness of the consolidation.

Quantitative research was also used to have a larger scope of the reality of the school. The main focus was to examine the respondents' experiences and perspectives, as they became a fundamental part to implementation of the consolidated bilingual program.

Selected topics provided an understanding on how the consolidation and school climate was influenced by the administrator's beliefs and perceptions of bilingual education. The following topics were investigated: (a) the creation and implementation process, (b) administrative leadership, (c) the role of the general program teacher, (d) and school climate. These overarching themes supported the findings in this study.

Findings revealed that in the process of changing the bilingual program, it caused the administrator as well as the staff to think about their own prejudices and assumptions of bilingual education. In addition, stakeholders realized that on-going staff development was necessary for all school personnel. Finally, the study revealed that educating the ELL students, was indeed, everybody's business.

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DEDICATION

I dedicate this work with the biggest love and gratitude to the memory of my father, Fulgencio Melero that passed to a better life last year. You were my inspiration when I thought I could not continue. Your love from above had the power to heal my heart and soul and gave me the strength to accomplish my biggest goal. Thank you "papi". I know you are with me all the time.

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TABLE OF CONTENTS

ACKNOWLEDGMENT.....	iii
DEDICATION.....	v
LIST OF TABLES.....	ix
I INTRODUCTION.....	1
Statement of the Problem.....	6
Research Questions.....	7
Purpose of the Study.....	8
Importance of the Study.....	9
Demographic Composition of Students.....	10
Definition of Terms.....	13
Organization of the Study.....	16
II REVIEW OF RELATED LITERATURE.....	18
Need for Bilingual Education Reform.....	18
Policy and Goals for Bilingual Education.....	18
Bilingual Program Models.....	25
Selection of a model.....	25
Alternative Bilingual Settings.....	31
Grants to Implement Bilingual Programs.....	33
Implementation Of Bilingual Programs.....	34
Effective School Characteristics	40
Effective Instructional Bilingual Program.....	46
Teacher training in the Multicultural Classroom	52
General classroom teacher and the ELL student	55
Collaboration with the Bilingual and General Program Teacher.....	55
Professional Development	56
Assessment of the ELL Student.....	57
Administrative Leadership.....	61
Administrative Support.....	62
Monitoring and Supervision.....	63
Accountability.....	63
School Culture and Climate	64
Personnel Relationships.....	66
Classroom and the School Climate.....	66
School Moral.....	67

Understanding Cultural Differences	68
ELL's Language Acquisition	69
III METHODOLOGY.....	74
Research Questions.....	74
Statement of the Problem.....	74
Research Design.....	80
Qualitative Research.....	80
Qualitative Instruments.....	84
Interviews.....	84
Member Checks.....	85
Observations.....	86
Quantitative Research.....	87
Questionnaire.....	87
Data Collection.....	88
Data Analysis.....	89
Role of the Researcher.....	91
Summary.....	93
IV ANALYSIS AND FINDINGS OF THE DATA.....	96
Introduction.....	96
The Need for Change.....	97
Selection of the location.....	98
Participant Selection.....	98
The Study.....	100
Data Analysis.....	100
Qualitative Research.....	101
Implementation Process.....	101
Effectiveness of the Consolidated	
bilingual program.....	107
Native Language Instruction.....	111
Administrator Leadership.....	113
Administrator Support.....	119
Administrator Impact on the	
Consolidation.....	116
School Climate.....	122
Climate Conducive to Learning.....	123
Placement of ELL students in the	
General Program Classroom.....	128
Pullout Program.....	128
Pullout teachers responsibility.....	128
Pullout Program and the General	
Program Teacher	131
Designated Bilingual Teacher.....	132
Degree of Involvement with ELL Students.....	133

General Classroom Teacher.....	136
Degree of Involvement with ELL Students.....	137
Assessment and the ELL Students.....	139
Summary	141
Quantitative Research.....	142
Questionnaire's Open-Ended Questions.....	144
Improvement of the Consolidated Bilingual Program.....	145
Administrator's Promotion of Bilingual Education.....	146
General Program Teachers' Ability to Teach ELL Students.....	148
Questionnaire's Statistical Section.....	152
 V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.....	170
Summary.....	170
Conclusions	172
The Change Process.....	173
The Implementation Process	175
The School's Culture	177
General Program Teachers	180
Administrative Leadership	181
Limitation of the study	182
Implications and recommendations	184
Suggestions for further research	187
Final Observations	187
References.....	189
Appendices.....	200
Appendix A Questionnaire	200
Appendix B District Superintendent Consent Letter.....	203
Appendix C Principal Consent Letter.....	204
Appendix D Interview Consent Form.....	205

LIST OF TABLES

1- Total number of ELL students in the Consolidated bilingual program in SLT III schools	10
2- Bilingual and General Education Sample Population	143
3- Effectiveness of the Bilingual Program.....	154
4- Principal's Beliefs and Perceptions of Bilingual Education	158
5- School Climate.....	161
6- General Program teachers and the ELL Students	164

Chapter I

INTRODUCTION

This study, studied the implementation of a bilingual education program set up in a local elementary school of a large urban district. In addition, variables that had an impact on the effectiveness of the consolidation were studied. Furthermore, it examined how the administrator's beliefs and perceptions regarding bilingual education affected the success of the program.

In the United States, from classrooms to Congress, bilingual education has become a political, social, and educational lightning rod. There are approximately 11 million school aged children in the United States whose first language is other than English and more than 3.5 million students with limited proficiency in English (Macias, 1997). Of this stipulated amount, 2.9 million students were enrolled in special programs designated to meet their educational needs. Between 1987 and 1997, the number of ELL (English Language Learners) students in schools increased by 10 percent per year making them the fastest growing segment of the U.S. student population (Macias, 1997).

Nearly half of the ELL students registered in American schools receive ESL (English as a Second Language) services only. This same amount does not receive services that should include the teaching of content in their native language by a certified bilingual teacher (Lopez 1995). It is of common knowledge that around 25% of the ELL populations enrolled in school are receiving ESL along with Bilingual services in their native language specially in the areas of Reading and Math.

According to the U.S. Department of Education (as cited in Moss & Puma 1995), nearly 30 percent of ELL students attend school without any curriculum adapted to their linguistic requirements. Misunderstandings about ELL students and language acquisition have resulted in reduced academic opportunities, inappropriate identification for special educational services, limited access to educational technology, under-representation in programs for the gifted, and assignment to lower academic tracks.

The large urban district under study had, according to recent official estimates, a bilingual student population of approximately 4,500, which were classified as "English Language Learners" often referred to, in the federal and educational jargon as ELL. Determination of ELL status

starts with the parent filling out a home language survey form. If another language than English is spoken at home the child is administered a battery of instruments, such as the Language Assessment Battery (LAB) Test in order to establish ELL status.

The effectiveness of bilingual education programs was influenced by the availability of qualified staff, the use of appropriate assessment techniques, integration with other social and academic school programs, long-term administrative support.

Linguistically and culturally diverse students find themselves in a vulnerable situation upon entering U.S. schools. They can achieve academic success, however, when provided with appropriate instruction tailored to meet their specific needs.

Teaching students to high standards is an ambitious goal that may not be achievable with the way the vast bulk of the schools in the United States are organized and managed today (Olsen, 1999).

Improving urban education is a high priority for the state of New Jersey. As part of the new school funding law that went into effect in 1997, several programs such as "Success For All," "Accelerated Schools," and "Comer" among

others, aimed at educating disadvantaged children, were endorsed.

In its decision of May 14, 1997, the Supreme Court of New Jersey upheld the Core Curriculum Content Standards as a legitimate basis for a thorough and efficient education. The court also ruled that additional funds should be provided to the poorest districts (Abbott Districts) to bring parity with the per-pupil amount spent in the wealthiest districts.

The district under study had an ELL student population of 4,500. The district had the responsibility to provide bilingual services to the ELL population as per the New Jersey Administrative Code. These services varied from bilingual programs that included ESL and Bilingual Education, to ESL only, or services delivered by an aide.

The urban district under study encountered the predicament of having the ELL population spread out in as many as 45 schools. The district had schools ranging from a population of 450 ELL students, to schools where there was only a handful, spread among many grade levels. Schools with very low numbers of ELL students provided ESL.

The large urban district under study placed 75% of the ELL students in a self-contained classroom. They

received the core content instruction in their native language to varying degrees, depending on their linguistic ability. They also received ESL instruction. This model was only possible in schools that had enough ELL students in each grade level to constitute a classroom.

There were other schools that did not have enough ELL students in each grade to constitute a class. In many instances they hired a teacher that provided bilingual and ESL services on a pull out basis. SLT (School Leadership Team) III had at least seven schools that only provided pull out services for the ELL students. Teachers were hired in many instances to provide bilingual education in a school that only had four ELL students.

The bilingual programs in these schools were hard to monitor and provide staff development. It usually became the last concern in some of the administrators' list of things that needed to be addressed in a large urban district. Students in schools with low population did not receive the three periods of Bilingual services that included Reading and Math in their native language and one period of ESL. Their academic success was halted because they cannot perform to their academic capacity, in a regular classroom where English is used to deliver

instruction. Many of these students became discouraged and gave up their educational dreams.

In view of the New Jersey Core Curriculum Content Standards, schools with ELL populations must put in curricula that would enable these students to meet these expectations. They would have to adjust educational programs and teaching techniques so that these students could achieve the standards.

Statement of the Problem

The study was in response to an urban district's need to find ways of improving learning of bilingual students arriving in unprecedented numbers from African nations as well as South America.

The urban district encountered the predicament of having the ELL population spread out in as many as 45 schools. Due to a sudden influx of students from African nations, as well as those from South America, the district has felt the responsibility to create bilingual programs for as few as four students.

Therefore, the above programs were very difficult to monitor or supervise, especially in the schools that were never exposed to bilingual education. These programs were designed and implemented by teachers that had little, if no

assistance from the district; they lacked the proper teaching materials, and did not participate in any staff development.

As a result, teachers felt isolated and consequently believed that they were not part of the school staff. That negative feeling permeated into the student population and the lessons, creating a poor learning environment for the ELL students.

Due to the small pockets of ELL students arriving in schools that had previously not had this population, the district could not provide a program that include native language usage in the content areas as well as ESL to these students. Furthermore, there are other schools in which the population is significantly low and such programs are not cost effective for the district or educationally sound for the students.

The district's goal was to improve the academic success of their students by consolidating various small bilingual pullout programs into a well-established bilingual program. The district found this to be cost effective. Furthermore the ELL students would benefit from a bilingual program that would enhance the students' opportunity to develop their academic potential.

Research Questions

1. Will the effectiveness of the bilingual program improve by consolidating small programs in the district under study?
2. Have the administrator's beliefs and perceptions contribute to the success of the consolidated bilingual program?
3. Has the school's culture changed since the creation of a large bilingual program?
4. Have the general program teachers been a factor in the success of the consolidated bilingual program in the school under study?

Purpose of the Study

The purpose of this study was to examine the implementation of a bilingual education program set up in a local elementary school of a large urban district. The bilingual education program was created in order to centralize the staff and services that had been scattered throughout the SLT (School Leadership Team). The issues to analyze included: (a) the impact on the school culture, (b) the effectiveness of the consolidation pertaining to delivery of services, (c) the effect that administrators'

perceptions and beliefs about Bilingual Education might have on the success of the program and (d) the importance of the general program teacher and their role in the education of the ELL student.

Importance of the Study

This study was in response to an urban district's need to find solutions to the sudden influx of bilingual students. It was evident that the district was experiencing a change in the ethnic and cultural composition of their students, especially in SLT III.

Consequently, this created programs seven schools for as little as four students while other school had bilingual population with no services. The programs that did exist were comprised of ELS services.

The consolidation initiative was proposed to the district as it was in the process of cutting funds. This gave the implementation idea a powerful push. As a result, the district and all the involved stakeholders agreed with the idea of consolidating the small bilingual programs into a site that could accommodate a larger amount of bilingual students. This would allow the district to allocate funds and staff to the selected site that would provide services

that included ESL along with bilingual self-contained classrooms to the Ell population.

Demographic Composition of Students

A demographic survey took place that provided the district with options to implement the consolidation of small bilingual programs. Consequently, the district transferred teachers from the bilingual programs that would be closed into the new site. They would provide staff development in bilingual education and second language acquisition to all the school staff.

The district opted for going ahead with the consolidation initiative. The following table will illustrate the number of ELL students that were transferred as part of the consolidation initiative into the new school site.

Table 1

Total Number of ELL Students in the Consolidated Bilingual Program in SLT III Schools

Schools	1999-2000	2000-2001	2001-2002
A	-	4	Program Closed
B	-	20	Program Closed
C	-	3	Program Closed
D	-	-	10
E	-	-	7
F	-	-	2
Total Number of students at the new consolidated bilingual school site.	65	92	111

The site that was chosen to house ELL students from SLT III schools had a bilingual population of 65 in the 1999-2000 school year. The following year three bilingual programs closed and SLT III transferred a total of 27 bilingual students. This brought up the bilingual population at the consolidated site to 92. The last year of the study, three more bilingual programs were closed with a total population of 19 students. The bilingual population at the consolidated site was 111 during the school year 2000-2001.

The district developed a plan to correct the inefficient use of bilingual staff and the inability to provide services to increased enrollment of ELL students in SLT III. In addition to the efficient use of the bilingual staff and an equitable distribution of resources, the plan was developed with a goal of maintaining or increasing the number of ELL students that remained in school by meeting the demand for programs to address their needs.

Furthermore, the consolidation initiative allowed the district to: (a) provide all ELL students with equitable educational opportunities to support academic achievement, (b) provide ELL students with opportunities to attend schools with students of diverse backgrounds, (c) utilize

district resources more efficiently and (d) meet bilingual parents' demand for bilingual services for their children.

The educational goals of the consolidation were: (a) to have excellent instruction in every bilingual classroom; (b) to insure access and equity through high quality learning experiences for all ELL students; (c) to provide relevant professional development to all staff involved in the education of the ELL students; (d) to provide ongoing support from the Bilingual Department for the school that was chosen to house the ELL population (e) to strengthen the district's collaboration with the school to assure effective support. These goals would not reduce the number of teachers or services provided to Ell students.

The events of the past 2 years prompted the district to take a hard and thoughtful look at the growing enrollment of the bilingual population. To make matters worst, this phenomenon was evident in schools that had never experienced having ELL students. Research that would study the implementation process and its subsequent creation was needed.

Definition of Terms

1. English Language Learners (ELL) students means students whose native language is other than English and who have sufficient difficulty speaking, reading, writing or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

2. English as a second language (ESL) program means a daily developmental second language program of up to two periods of instruction based on student needs which teaches listening comprehension, speaking, reading and writing in English, and incorporates the cultural aspects of the students' experiences in their ESL instruction.

3. Bilingual education program means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient students enrolled in the program and also in English; All students in bilingual education programs receive English as a second language instruction.

4. SLT III, School leadership team is assigned to oversee the daily running of a section of the district.

They oversee a total of 18 schools, 2 of them having an ELL population. It is comprised of an Associate Superintendent with two special assistants along with a group of supervisors.

5. Urban School District is a district that is classified as an "A" in the District Factor Group School, in the state of New Jersey. This factor group A is the lowest socioeconomic district.

6. Bilingual pullout component means an alternative program in which students are assigned to mainstream English program classes, and are scheduled daily for their developmental reading and mathematics in their native language by a with a certified bilingual teacher.

7. Dual Language Bilingual Education Program means a full-time program of instruction in elementary and secondary schools, which provides structured English language instruction, and instruction in a second language in all content areas for Ell students and English speaking students in a shared classroom.

8. Bilingual Teacher refers to the New Jersey certified male or female teacher with an endorsement in bilingual education practicing in a K-12 public school.

9. Designated Bilingual Homeroom Teacher refers to the New Jersey certified male or female teacher practicing in a K-8 elementary public school. The teacher does not need to speak the student's native language. This teacher will receive all ELL students in the designated grade level where a self-contained program does not exist. They will have a mixed class of ELL students and general classroom students.

10. English Language Proficiency Test means a test that measures English language skills in the areas of aural comprehension, speaking, reading and writing.

11. Exit criteria means the criteria, which must be met before a student, may be exited from a bilingual, ESL, or English language services education program.

12. ESL Standards for Pre-K through 12 Students means the standards and language competencies limited English proficient students in elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade appropriate instruction in challenging academic subjects.

13. Native language means the language first acquired by the student, the language most often spoken by the

student, or the language most often spoken in the student's home.

14. Implementation is the process of putting into effect instructional initiatives according to a definite plan and procedure.

15. Consolidation is the process of putting together small bilingual programs, which ranged in numbers from 4 to 25 students, into one centralized site. These programs would make up the bilingual program for the SLT.

16. Re-organization is the process of re-arranging the bilingual program at the chosen site to incorporate the new ELL students into their established bilingual curriculum.

17. Lower grade teachers refer to teachers in grades k to grade five.

18. Upper grade teachers refer to teachers in grades six to eight.

19. Designated Bilingual teacher refers to teachers in grades to eight that speak the ELL's native language. The ELL students are assigned to this homeroom.

Organization of the study

This study was organized into five chapters. Chapter I presented an introductory background of the study, statement of the problem, research questions, purpose of

the study, importance of the study, definition of terms, and organization of the study.

The review of the literature contained the following sections, which will be addressed in detail throughout this chapter: Need for Bilingual Education Reform, Implementation of bilingual programs, effective school characteristics, teacher training in a multicultural classroom, administrative leadership and school culture.

Chapter III contains an introduction and describes the research methodology including the following: the data collection, instrumentation, procedures and data analysis employed in the study.

Chapter IV includes an in-depth analysis of the data, the summary, conclusions, implications and recommendations.

Chapter V summarizes the study and forms conclusions based on the in-depth analysis of results. Also included is a discussion of the implications of the research, recommendations based on the research, and recommendations for further research.

Chapter II

REVIEW OF RELATED LITERATURE

Need for Bilingual Education

The makeup of American schools is constantly changing. Classrooms are composed of students that have diverse linguistic and cultural backgrounds. Students with limited (or no) proficiency in English are attending American schools in increasing numbers.

Limited English Proficient students faced the challenging task of mastering English and acquiring the academic skills that are necessary to be successful. This situation is compounded by the fact that these students are entering our schools at every grade level and at various times during the school year.

Virtually all schools in America are being called upon to provide educational services for linguistically and culturally diverse students. It is imperative for the well being of these students, their communities, and the nation that they receive the best education possible (Genesee, 1999).

Policy and Goals for Bilingual Education

The U.S. Supreme Court in *Lau vs. Nichols* (1974) ruled that the failure to provide special language

instruction to non-English speaking students violated Title VI of the Civil Rights Act of 1964. The debate over which method of language instruction could best meet the Supreme Court requirements under the *LAU* decision shaped the debate over bilingual education policy during the 1980s.

The Supreme Court disallowed "submersion" in regular speaking classrooms to sink or swim, with no program to address their special educational needs. However, the Court declined to place limits on the kinds of special education that would constitute acceptable remedies. After the withdrawal of the *Lau* decision remedies, the debate shifted to Title VII of the Elementary and Secondary Education Act. The legislation specifically aimed to make students proficient in the English language. But the legislation also recognized the importance of instruction in the native language or dominant language to the extent necessary to allow students to achieve competence in the English language.

Neither the Bilingual Education Act nor the *Lau* decision requires any particular methodology for teaching ELL students, although remedies were suggested. What civil right laws do require are educational programs that offer equal opportunities for ELL children. To enforce this principle, the federal courts and the federal Office of

Civil Rights apply a three-step test to ensure that schools provide: (a) research-based programs that are viewed as theoretically sound by experts in the field; (b) adequate recourses such as staffing, training, and materials to implement the program and (c) standards and procedures to evaluate the program and a continuum obligation to modify a program that fails to produce results (*Catañeda v. Pickard, 1980*)

Bilingual education programs teach children that do not speak English the basic subjects such as math and reading in their native language. The point of bilingual education is that more education in the first language, when done correctly, can mean faster development of English literacy. When students learn to read in their primary language it is much easier to read in English, and because the first language will be more comprehensible, it is easier to learn to read in the first language.

Bilingual education is a means to make it possible for linguistically diverse children to achieve to the same challenging academic standards required of all children enrolled in American schools. Good bilingual programs upgrade the quality of instructional programming for English Language Learners (ELL) students, while at the same time providing a quality instructional program that

embraces bilingualism as an advantage (Villarreal & Solis, 1992). The goal of Bilingual education is to help students acquire English so they can enter and succeed in mainstream classes.

Bilingual Education is based on the following three premises:

1. Knowledge is more easily acquired if a teacher communicates with a student in a language that the student understands. It is difficult for students to learn concepts and academic content if they don't understand the language in which they are being taught.

2. Concepts and academic content learned through a student's native language does not need to be relearned in English.

3. Language skills such as literacy, like concepts and academic content, need to be learned only once. Language skills transfer between a student's native language and English. A student who has learned to read in his or her native language will learn how to read in English faster and better than a student who has never learned to read.

All good teaching builds on knowledge students have already acquired, using intellectual tools they have already mastered, to help them acquire new knowledge and new tools. ELL children start school with an extensive set

of native language skills that can be put to good use in developing their English skills and in developing their academic knowledge while they are learning English.

Bilingual education thus enables students to do on grade level work to keep pace with their peers instead of putting their ability to learn on hold retaining them in grade and increasing their odds of dropping out. Bilingual education is a vehicle to ensure equal access to education and to promote educational excellence for limited English proficient students (OBEMLA, 95).

Designed and implemented at the local level can be effective in promoting English proficiency and subject area competency. Bilingual education programs aim to:

(a) help limited English proficient students master English and (b) assist limited English proficient students master challenging content in all areas of the curriculum.

The role of Bilingual Education is grounded in two knowledge-based principals: (a) all children are capable of engaging in complex thinking tasks and (b) developing and maintaining the native language in no way interfere with English language acquisition.

We know that we are meeting the needs of our second language learners when they are acquiring English and learning content area subjects. They are not only able to

speak English and their native language but are literate in both languages. They have preserved their native language and culture and have caught up to their English-speaking.

Along with the content and performance standards, opportunity to learn standards will also need to be drafted to ensure that language minority students have access to the resources necessary for them to work toward the challenging new content and performance standards and curricula and instruction tied to these standards (August, cited in Anstrom, 1996).

Language minority students have to become an integral part of the assessment as long as they are being measured in the language that they can yield a better picture of the student's performance. Professional development programs that contribute to the goal of educating all students to high standards must prepare teachers to teach an increasingly diverse student population. Parent and community involvement is extremely important. A strong home-school connection is often cited as a positive factor in the achievement of minority students.

Hakuta and Pompa. (1994) offer several recommendations to ensure that ELL children are considered and included in all of the nation's initiatives. They address inclusion, opportunity-to-learn standards, assessment, accountability,

and research and development. They should also incorporate the cultural background and life experiences of culturally diverse student.

Genesee (1999) believes that there should be separate content standards that address the specific language learning needs of ELL students. He feels that ESL standards are the bridge that educators must provide to ELL students so that they are better able to attain the same high level language arts standards expected of native English speakers. In addition, ESL standards should be compatible with content area standards since language proficiency is essential for attainment of content standards in the other academic disciplines.

The reform agenda in education and the practical wisdom and research related to the instruction of language minority students need to come together to form a comprehensive agenda.

In the document that discussed issues and legislation pertinent to the attainment of educational equity and excellence for language minority students; (Anstrom, 1996) believes that if systematic reform is to achieve its goal of educating all students to high standards, then the educational community must be guided by a comprehensive understanding of the language minority population, the

challenges faced in educating these students and the most effective educational programs for them".

Bilingual Program Models

The effectiveness of various program models for language minority students remains the subject of controversy. The choice should be made at the local level after careful consideration of the needs of the students involved and the resources available.

Districts dealing with declining enrollments may have classroom space available for magnet programs or ESL resource centers. Others may be so overcrowded they cannot even find a classroom to accommodate ESL pullout classes.

All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same background.

Selection of a Model: It is critical to consider several variables that will ultimately influence the type of program most likely to be appropriate and effective in a given situation.

1. District or school demographics. While some districts have a large population of students from a single background, others have several large groups of students, each responding to a different home language. Others have

small numbers of students, each representing as many as 100 different backgrounds scattered across grade levels at school. The total number of language minority students, the number of students from each language background, and their distribution across the grades will influence the selection of the type of program to meet the needs of the district students (McKeon, 1987).

2. Student characteristics. Some language minority students enter the U.S. schools with strong academic preparation in their native language. Others, however, may arrive in this country with little or no school experience. The needs of these students are clearly much different from those of students with a solid academic background (McKeon, 1987).

3. District or school resources. Districts that have had a significant language minority enrollment for many years will likely have teachers, aides, and administration trained to work with students who have limited English proficiency. Other districts, faced with a sudden influx of students from one or more unfamiliar language backgrounds, may have to scramble to find qualified teachers or volunteers.

There are so many approaches to assisting ELL students that it may sometimes become confusing on what approach

educators should take. There are two main approaches that can be found in the literature. ESL focuses primarily on assisting ELL students acquire the English language and bilingual education programs focuses primarily on assisting students learn the content area subject (Golden, 1996).

The different approaches to bilingual education that are currently in use throughout the United States are:

1. *One way bilingual* is when teachers in a foreign country are recruited to work in bilingual programs. This may assist the students in learning the content area subjects but it becomes a one-way street since the teacher usually can speak little or no English and therefore cannot teach the students English.

2. *Transitional bilingual* was widely used in the US and was one of the Title VII programs. It employed bilingual teachers whose emphasis was on transitioning the student from the native language as quickly as possible to English in usually two to three years (Cummins, 1994). This program has accelerated the students to assimilation into the mainstream in a negative way. It has turned out to be a replacement program where the student replaces the native language and culture with English and the American culture. Students move from monolingual native language to monolingual English.

3. *A developmental bilingual program is being emphasized by Title VII (Cummins, 1994). It employs bilingual teachers but attempts to overcome the deficiencies of transitional bilingual education. The students stay in this program until they can be literate in the native language as well as English. This usually takes 5 to 7 student replaces the native language and culture with English and the American culture. Students are taught to cherish their language and culture and bilingualism is emphasized where the student has two languages and has not merely replaced one for the other. Unfortunately this is not the case in many schools and students are moving from monolingual native language to monolingual English.*

4. *Two way bilingual programs have been used for many years in Canada with great success (Cummins, 1989). It is a program in two languages where the students are segregated according to language and immersed in a second language (Dolson, 1985). Ideally 50% of the ELL students are of one language and 50% are English speaking.*

Variations of the two-way bilingual have also been successful. Research conducted by McKeon, (1987) showed that in many parts of the United States, instead of being immersed in the second language, the students begin in their native language and each year more and more of the

second language is introduced. Another variation is in the curriculum where 50% of the subjects are in one language and 50% in another. The main focus is always to provide two ways of becoming bilingual.

The setting by which the transitional bilingual model is offered in a school will largely depend on demographics, languages spoken by ELL students, and teacher availability. The most effective setting is the self-contained classroom, in which the students are all ELL being taught the content area subjects in their native language and English as their English linguistic ability improves.

All programs have strengths and weaknesses and are usually not feasible by themselves in many situations. One program by itself may have serious deficiencies but when combined with another becomes a model program. The best programs for ELL students are combinations of ESL and bilingual education.

The setting by which the transitional bilingual model is offered in a school will largely depend on demographics, languages spoken by ELL students, and teacher availability. The most effective setting is the self-contained classroom, in which the students are all ELL being taught the content area subjects in their native language and English as their English linguistic ability improves.

Some districts find themselves with small ELL populations in different grade levels and are not able to offer self-contained bilingual classroom settings. There are scenarios in where the ELL population has several linguistic backgrounds that also make it impossible to offer a self-contained setting.

Bilingual pullout is another setting that is used to deliver bilingual instruction. The students are placed in the general program and receive two pullout periods by a bilingual teacher to receive Math and Literacy in their native language. This approach has many weaknesses that need to be addressed if ELL students are to benefit from it. Accountability and acceptability within the school environment are a big issue with this approach.

Ramirez (1986) Hakuta and Gould (1987) indicate that data from national comparative alternative programs (particularly native language programs and immersion programs) for language minority students should be available in the near future.

Golden (1996) indicates that the best programs for ELL students are combinations of ESL and Bilingual Education. The children need to acquire English in order to be successful in this society but this should not be at the expense of their education. They should not fall behind in

the content area subjects while they are acquiring English. A developmental program could use ESL teachers to provide the English component to the bilingual program. Any program can use volunteers, peer tutoring

Alternative Bilingual Settings

The U.S. Department of Education (1991) conducted a study of linguistic features of exemplary programs that used English as the primary medium of instruction. The purpose of the study was to examine effective programming for schools where bilingual models are impractical due to enrollment of students from a variety of linguistic backgrounds or a small enrollment of the same language in different grade levels.

They concluded that when choosing among alternatives, educators must first make a critical decision about whether they want to promote bilingual proficiency while promoting students' academic development at the same time. If that were the case developmental bilingual and two-way immersion programs are appropriate choices when bilingual proficiency is a goal. Newcomers programs that use the students' native language are also appropriate, provided plans are made to place students in one of the above programs once they leave the newcomer program (Genesee, 1983).

To examine effective programming for schools where bilingual models are impractical due to enrollment of students from a variety of linguistic backgrounds, the U.S. Department of Education (1991) conducted a study of significant features of exemplary programs that used English as the primary medium of instruction.

An understanding of these alternative programs is becoming increasingly important as the ELL student population grows and mainstream educators are assuming a greater role in educating them. Mainstream educators usually are not proficient in the native languages of ELL students; however, by adopting the policies and practices of successful alternative programs, a more effective education can be provided for the English language learners.

A school district can implement more than one program alternative in order to better serve the diverse needs of its student population. Although urban districts are facing increment in their ELL population, these students are scattered throughout their schools in such a way that it is virtually impossible to provide equitable services to some of the students. It is in these schools that we have to restructure the way that we provide our bilingual services.

Closing bilingual programs that are not providing effective instruction to the ELL students is an option that school officials must take to ensure equitable education to these students. They should consider merging these low achieving programs into one site where there will be extensive staff development and guidance to ensure that the students will be receiving effective instruction in a reputable bilingual program.

Grants to Implement Bilingual Programs

Schools that are facing programs with implementing quality bilingual education programs should take into consideration the many alternatives they can use to service their ELL population. The Federal government has a vast amount of grants that can help schools implement alternative bilingual programs as well as improve their existing model.

Title VII will give priority to applications that promote bilingual proficiency in both English and another language for all students that participate in the program. The following is a brief description of the intent of each grant:

1. Program Development and Implementation Grant are to be awarded for the purpose of developing and implementing new comprehensive, coherent and successful preschool,

elementary, or secondary bilingual or special alternative instructional programs. They must be coordinated with other relevant services to meet the full range of educational needs for ELL students and their families.

2. Program Enhancement Grants are awarded to carry out highly focused, innovative, locally designed projects to expand or enhance existing bilingual or special alternative instructional programs.

3. Comprehensive School Grants will be awarded to implement school-wide bilingual or special alternative instructional programs to reform, restructure and upgrade all relevant programs and operations that will serve all ELL children and youth in schools having significant concentrations of these students.

4. System-wide Improvement Grants provide funding to implement district-wide bilingual or special alternative instructional programs to improve, reform, and upgrade relevant programs and operations within the entire LEA with significant concentration of ELL students. (IASA 1994, sec.7112--7115).

Implementation of Bilingual Programs

Griego-Jones, (1995) outlines the necessary factors for successful implementation of bilingual programs within

the context of whole-school approach to reform. Critical factors include:

1. Statements of support from the superintendent and other district wide personnel;
2. Identification and clarification of specific duties in implementation;
3. Intensive and continuing staff development on issues important in the education of language minority students;
4. Changing of many accepted organizational practices, which create barriers to successful implementation of bilingual programming;
5. Involvement of both bilingual and mainstream classroom teachers as trainers in the areas of expertise;
6. The use of teachers in supervisory positions.

These factors are not intended to be definite for successful implementation of bilingual programs; however, they do point toward the need for more integration, and collaboration across boundaries, particularly boundaries that separate bilingual programming from the mainstream (Griego-Jones, 1995).

Villareal & Solis, (1998) noted that effective implementation of bilingual education can be defined along

a number of program dimensions, such as program goals, classroom organization, and classroom instruction.

One facet of bilingual program implementation where it specifically holds true is at the administrator level. A review of effective schools research conducted over the past several years acknowledges that administrators play a crucial role in facilitating program implementation that positively affect language minority outcomes (de George, as cited in Del Vecchio & Guerra 1991).

Segan and Segan (1991) propose that the acceptance of bilingual education as an integral part of the school depends on both the support that administrators provide and their ability to communicate to all staff.

Implementing effective education for students with diverse linguistic and cultural backgrounds calls for an understanding of the available alternatives and a careful consideration of a district's goals, resources, and especially consideration of the needs and characteristics of its students. Careful consideration should be taken to deal with the fluctuation of ELL school population when considering the model that will be implemented on a school-to-school basis.

Many factors must be considered in implementing any program. The successful implementation of any model will

depend on many factors that can achieve the success or failure of the program. The following factors need to be taken into consideration when implementing the best possible programs for ELL students. The school demographics must be considered: (a) school demographics, (b) are ELL students from many language groups or from one?, (c) are they American born or immigrants?, (d) Personnel, time, funds available, materials, and curriculum.

Once these factors are considered then the type of program or programs to meet the needs of ELL can be better designed and implemented. The focus should always be to use the best possible method to teach all students what they need to know in order to become productive members of our society.

Staff's Role in the Implementation Process

The school staff plays a critical role in implementing a whole-school bilingual education program. Development of an effective curriculum coupled with the appropriate instructional practices requires a great deal of coordinated staff effort.

Lucas (1990) indicates that the staff needs to be knowledgeable about issues relates to language minority education. Reflections on student needs must be ongoing since student populations are changing and their needs

really remain static. Consequently, the staff knowledge base and experience must continually evolve.

The key features for examining the effectiveness of staff knowledge and experience include: the degree of awareness the staff have of students' needs; the degree to which the staff have moved towards acquiring the desired level of expertise in targeted knowledge areas; and the degree to which staff knowledge and experience continue to evolve.

An active, productive staff-training component characterizes effective schools serving ELL students. Staff in-service training must be based on the needs of their students and their own knowledge bases and the selection and prioritization of in-service training should be evident. Moreover, in-service training should be ongoing and coupled with practice and coaching.

At a minimum, informed decision-making might include making explicit the nature of the problem and possible solutions, consultations with other teachers and experts, and developing a plan of action and a mechanism to assess the impact taken in the first place. Evidence of staff autonomy can occur at different levels—from individual students, small group, and classroom levels to grade and whole-school levels. Garcia (1993) maintains that, within

effective-schools, staff also should have a sense of self-efficacy and see themselves as innovators.

One facet of bilingual program implementation where especially holds true is at the administrator level. A review of effective schools research conducted over the past several years acknowledges that administrators play a critical role in facilitating program implementation that positively affects language minority students' outcomes (De George, 1991). A promising aspect of the nation's efforts to restructure its schools is that an increasing number of people who are interested or involved in the education of ELL students appear to be reaching consensus on an array of issues.

In conclusion, bilingual education is a program based on education practicality. It is the most efficient tool for teaching English language learners children in order for them to achieve their full potential as students, professional adults and citizens of the United States. It benefits not only these students, but also everyone whose future in this country depends on the well educated, culturally and linguistically adaptable adults that our educational system must produce (Rodriguez, 1995).

Effective School Characteristics

A considerable body of data on effective school practices has been accumulated in the last 20 years. Purkey and Smith (1985) reviewed the data and identified five characteristics of effective schools:

1. Administrative leadership states that effective principals are actively engaged in curriculum planning, staff development, and instructional issues.

2. Emphasis on Basic Skills focuses on a deliberate focus on reading, writing, math, and language arts.

3. School Climate should consist of an orderly, safe environment conducive to teaching and learning is maintained.

4. Regular Feedback requires continual feedback on academic progress is provided to students and parents.

5. Teachers should maintain high achievement expectations for all students.

Edmonds (1979) contributed to the emerging picture of effective schools, particularly with regard to minority students. He identified organizational and structural characteristics that facilitate the development of effective schools. These organizational and structural characteristics include:

1. School Site Management that include school leaders and staff have considerable autonomy in determining the exact means by which they address the problems of that the school might be facing.

2. Instructional Leadership is necessary for the principal to properly initiate and maintain procedures involving academic achievement.

3. Curriculum planning and organization in elementary schools need to have a clear focus on the acquisition of basic skills. Instruction must take into consideration students' linguistic and cultural attributes across grade levels and throughout the entire curriculum.

4. Staff development is essential to change and consists of a school-wide program closely related to the instructional program.

5. Parent support and involvement are essential factors in the success of any educational program for language minority students.

6. School-wide recognition of academic success is reflected in the school's activities

7. District support is fundamental to change and to the maintenance of effective schools.

In effective schools, teachers and other school staff have positive attitudes towards students and expect

students to be successful in meeting instructional objectives (Good & Brophy, 1986; Wilson & Corcoran, 1988).

Carter and Chatfield (1986) reported that processes, rather than structures or pedagogy, administrative arrangements, or classroom organization, are mostly linked to effectiveness. Carter and Chatfield found effective schools for language minority students to be categorized as:

1. A well functioning total system producing a social climate in the school, which promotes positive outcomes.

2. Specific characteristics crucial to the development of effectiveness and thus to a positive school climate, such as: (a) A safe and orderly environment; (b) positive leadership, usually from the formal leaders such as administrators, principals, and curriculum specialist; (b) denial of the argument that the children are culturally deprived; and

3. High staff morale, consisting of: (a) strong internal support; (b) job satisfaction; (c) sense of personal efficacy; (d) sense that the system works; (e) sense of ownership; (f) well-defined roles and responsibilities; and (g) belief and practice that resources are best expended on people rather than on educational software and hardware (Carter and Chatfield,

1986); (h) clearly stated academic goals, objectives, and plans; and (i) a well functioning methods to monitor input and students outcomes.

4. A positive school climate that includes: (a) high staff expectations for the children and the instructional program; (b) a strong demand for academic performance.

Catherine Minicucci (1995) examined how exemplary schools made special academic support available to ELL students. She found the following:

1. All schools held high expectations for learning and personal development of ELL students.

2. The curriculum was integrated across disciplines and made real-life applications related to student experiences

3. The schools used thematic units to integrate the subjects

4. ELL students became independent learners who could take responsibility for their own learning

5. Cooperative learning was used extensively

6. All schools belong to "families" in schools sometimes staying with the same teachers for 5 years.

7. Time was used innovatively with extended days, time for teacher collaboration, Saturday programs, summer programs, and tutorials.

8. The focus always remained on helping the students achieve English literacy while maintaining their native literacy skills as well.

Brophy (1992) identified additional characteristics related to instructional goals that go beyond what can be measured on standardized tests. These additional characteristics of effective schools include:

1. The development of teacher expertise based on what is known about student learning,
2. Curricular reforms which seek to integrate rather than split domains of knowledge and skills,
3. Adjustment of the school context to meet the needs of diverse and at-risk students,
4. The development of alternative assessment.

Eight programmatic characteristics of schools, which seem to be particularly important for language minority students, are: (a) leadership, (b) attitudes and expectations, (c) academic focus, (d) selective curriculum, (e) teacher expertise, (f) parent involvement (g) contextual adjustments to meet student needs in the areas of extension of instruction, (h) provision of language services and (i) alternatives to standardized assessment

Effective instructional programs have strong leaders who provide direction and build consensus on goals (Good &

Brophy, 1986). In a recent analysis of the significant features of exemplary special alternative instructional programs (SAIPS), Tikunoff (1991) found that without exception these effective programs for language minority students had leaders who were committed and willing to take on responsibilities for planning, coordinating, and administering the programs.

In recent studies conducted by Pompa and Hakuta (1992) they came to the conclusion that many practices were effective for all students including ELL students.

Pompa and Hakuta stated that creating a challenging and responsive learning environment was especially important for ELL students. In a learning environment teachers should:

1. Ensure that students' daily work is at a level that challenges them to learn and grow yet providing an experience of success.

2. Manage and monitor the multiple and varied schedules of their students. This entails communicating with various staff members that work with their students to make sure that everyone is addressing student needs in an integrated way.

3. Support the life experiences and languages of all students. Incorporation of home culture and knowledge

contributes to a feeling of trust between children and their teachers.

Effective Instructional Bilingual Programs

A promising aspect of the nation's effort to restructure its schools is the increasing number of people who are interested or involved in the education of ELL students appear to be reaching consensus on an array of issues (Good & Brophy, 1986; Wilson & Corcoran, 1988).

There is little value in conducting evaluations to determine which type of program is best. The key issue is not finding a program that works for all children and all localities, but rather finding a set of program components that works for the children in the community of interest, given that community's goals, demographics, and resources (August & Hakuta 1997).

Segan and Segan (1991) have identified features of effective bilingual programs that focus more specifically on the roles of administrators and their practices. These effective features can be categorized into three areas: understanding and knowledge, collaboration, and support.

Krashen, (1994) states that the core of the case for bilingual education is that the principles underlying successful bilingual education are the same principles that underlie successful language acquisition in general. These

principles are: (a) we acquire a second language by understanding messages, by obtaining comprehensible input. (b) background knowledge can help make second language input more comprehensible, and can thus assist in the acquisition of the second language. (c) the development of literacy occurs in the same way as second language acquisition does.

Developing the academic competence of language minority students through high expectations and a challenging curriculum is a main feature of effective programs (Chamot & Stewner-Manzanares, 1985; Lucas, 1990).

Effective classrooms for linguistically and culturally diverse students contribute, above all, to the establishment of an interactive, student-centered learning context. In other words, effective instructional staff recognizes that academic learning has its roots in processes of social interaction. This type of instruction provides abundant and diverse opportunities for speaking, listening, reading, and writing along with native language scaffolding to help guide students through the learning process. Within the knowledge drive curriculum, skills are tools for acquiring knowledge, not a fundamental target of teaching events (Garcia, 1991).

Creating a challenging and responsive learning environment was especially important for ELL students. In a learning environment teachers should:

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2. They should manage and monitor the multiple and varied schedules of their students. This requires communicating with various staff members that work with their students to make sure that everyone is addressing student needs.

3. Teachers need to support the life experiences and languages of all their students. This is accomplished by incorporating the students' home culture and knowledge that in turn will foster a feeling of trust between children and their teachers.

Recent research by Gracia, (1991) documented effective instructional practices used with students from homes and communities where English is not the primary language of communication. A number of common attributes were identified in the instructional organization of the classrooms studied: (a) functional communication between teacher and students and among fellow students was emphasized; (b) the instruction of basic skills and

academic content was consistently organized around thematic units; (c) use of collaborative learning techniques; (d) students progressed systematically from writing in the native language to writing in English; (e) principals were highly supportive of their instructional staff and supported teacher autonomy.

It seems clear that schools can serve language minority students efficiently. They can also be served by schools, which are organized to develop educational structures and processes that take into place both the broader attributes of effective schooling practices and the specific attributes relevant to language minority students (Garcia, 1987). Effective classrooms exemplify instructional strategies, which seem to build on socialization factors relevant to student population. Although language minority education is in a developmental period and in need of further clarifying research, it is clearly not in its infancy (Garcia, 1987).

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There is little value in conducting evaluations to determine which type of program is best. The key issue is not finding a program that works for all children and all

localities, but rather finding a set of program components that works for the children in the community of interest, given that community's goals, demographics, and resources (August & Hakuta 1997).

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In searching for instructional practices that can assist language minority students, Kenji Hakuta (1994) has focused on instruction that has proven effective for different types of at-risk student, and instructional practices that have been identified as effective in the research literature on good instruction for language minority students. These characteristics are: (a) strong leadership, (b) safety and order, (c) positive attitudes

towards students, (e) high expectations for their success, (f) a focus on academic instruction, (g) sufficient time allocation to instruction in academic subjects, (h) monitoring of student progress, (i) strong parent involvement (Brophy, 1997).

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In another study conducted by Carter and Chatfield (1986) of effective bilingual schools, they found that high

expectation for student achievement by teachers in a school was an important component as well.

Ramirez (1986), Hakuta and Gould (1987) indicate, that data from national comparative alternative programs (particularly native language programs and immersion programs) for language minority students should be available in the near future. Tikunoff, (1991) has identified specific programs, which have effectively served language minority populations.

Golden, (1996) indicates that the best programs for ELL students are combinations of ESL and bilingual education. The children need to acquire English in order to be successful in this society but this should not be at the expense of their education. They should not fall behind in the content area subjects while they are acquiring English. A developmental program could use ESL teachers to provide the English component to the bilingual program. Any program can use volunteers, peer tutoring, translators, and professionals in the field.

Teacher Training in the Multicultural Classrooms

The nature of our national composition demands the multicultural preparation of teachers (Marquez, 1994). Minority children are quickly becoming the majority in a world where a more powerful minority sets the rules.

Cultural diversity poses a pedagogical and social challenge to educators. Teaching effectively in a culturally diverse classroom means using culturally sensitive strategies and content to ensure equitable opportunities for academic success, personal development, and individual fulfillment of all students including the ELL population. Teachers need to be "knowledgeable about how minority children perceive the world, and process and organize information" (Irvine, 1990). It is imperative that teachers are prepared to deal with a classroom that will include a non-English speaker at some time in their career.

Our schools urgently need educators who serve as cultural brokers (Gentemann & Whitehead, 1983). They can help minority students understand, adapt, and thrive in the academic and majority culture. Bilingual teachers are well prepared to do just that, but the problem is evident when the student is placed in an English only classroom and is expected to thrive with no sensitivity at all from the homeroom teacher. This shows the urgent need for institutions that are preparing future teachers to make part of their curriculum courses that will address this issue. We need to stop sending out teachers that are in no way prepared to deal with a multicultural classroom.

General program teachers need to expand upon the knowledge acquired through the liberal arts and focus on its classroom implications. A general course in multicultural education provides an opportunity for further reflection, self-awareness, and development of a personal philosophy. An introductory multicultural education course serves as the mainstay for an integrated multicultural teacher education program. It frames learning, thinking, and behavior within a cultural context and invites teachers to become aware of their own cultural perspective.

Mainstream educators usually are not proficient in the native languages of the ELL students, however, by adopting the policies and practices of successful alternative programs, a more effective education can be provided for the English language learner population.

Additionally, professional development programs that contribute to the goal of educating all students to high standards must prepare teachers to teach increasingly diverse student population. Such programs should not only equip teachers and administrators with the skills and knowledge necessary for working with diverse populations, but also identify and implement strategies for attracting more minorities to the field of education.

General Classroom Teachers and the ELL students

The district under study is facing the growth of the bilingual population in almost all of its schools. It is of utmost importance that the administration as well as the Office of Bilingual Education provide staff development not only to the Bilingual and ESL staff, but also to the general classroom teacher that, in most instances, has ELL student's in his/her homerooms and do not know the students native language or how to handle the situation.

Collaboration between Bilingual and General Program Teachers

Creating closer collaboration between mainstream and bilingual teachers in schools that serve limited English proficient students is one type of partnership that can result in a shared commitment to systematic school reform leading to higher achievement and greater multicultural understanding in America's schools (Sakash, Flora, Rodriguez-Brown, 1995).

The need for coordination of the bilingual program with the general program is greatest in schools where there is only one minority group language served, and where there are large numbers of ELL students. Infrequent communication, even on school related matters, between bilingual and mainstream teachers also cause fractured

education for the ELL students who participate in the bilingual/ESL program, especially for those who spend a portion of the day in the bilingual classroom and the rest of the day in the general education program.

Mainstream teachers often do not understand the culture or learning styles of ELL students, and sometimes have difficulty making sense of behaviors with which they are unfamiliar. Therefore, collaboration among the bilingual and general classroom teachers are of utmost importance.

Professional Development

The increasing numbers of language minority students in our nation's schools, point to the need for professional development that equips all teachers with the skills and knowledge needed to work with these students. The Eisenhower Professional Development Program, Title II of the IASA (1994), builds upon state and local initiatives to provide ongoing, intensive, and high-quality professional development that will enable teachers to provide challenging learning experiences in the core academic subjects for all students, including language minority students (U. S. Department of Education, 1994). Language minority students will benefit from teachers who have been involved in professional learning opportunities that

develop the following skills, knowledge and attitudes: (a) awareness of the types of specialized instructional services ELL students need; (b) ability to work collaboratively with other staff; (c) understanding of second language acquisition principles and ability to apply them in varied settings; (d) ability to include bilingual parents in school life and to draw from parents' culture and background to make instruction more meaningful for linguistically and culturally diverse students; (e) capacity to provide an instructional program rich in opportunities for speaking, listening, reading, and writing; (f) ability to evaluate a student's level of proficiency and design instructional activities slightly above his/her level.

Assessment and the ELL student

The American Education Research Association, American Psychological Association, and the American Council on Measurements developed the Standards for Educational and Psychological Testing in 1985, which set clear and explicit regulations concerning bilingual testing. Some of the Standards set by the Educational and Psychological Testing (1985) are as follows:

1. English tests are confounding for bilingual students; therefore, alternative forms of testing must be elicited.

2. Language background must be taken into account for all phases of assessment.

3. Tests developed without accounting for language differences have limited validity.

4. Cognitive measures do not translate from one language to another.

5. Ability to speak English in a naturalistic situation may not predict ability to learn academic material in English.

6. Assessment of non-native speakers will take more time and observations.

7. Special training for bilingual communication in testing is profitable and beneficial.

Poor performance on tests is explained by a number of factors including bias of the test, the students' lack of test-taking skills, and their inability to comprehend the information requested on the test because of limited proficiency in English (Puckett & Black, 1994).

Problem areas may be identified in the English language learner; however, these problems may not indicate a language-learning impairment (Hamayan & Damico, 1991). Many students exhibit language or communicative difficulties as a normal aspect of the process of second

language acquisition, resulting in misdiagnosis of speech, language, or learning disorders (Cummins, 1994).

Assessments of English language learners (ELL) must utilize a different set of evaluative criteria than that used for monolingual English speakers (Hamayan & Damico, 1991). The evaluator must take into account such distinct obstacles as cultural and interactive differences that may make the ELL student appear to have a disability (Westby, 1985).

Evaluators must take into account the cultural and linguistic variables during the assessment process. The more familiar and culturally appropriate the content of the stimulus materials, the more likely children demonstrate behavior that accurately represents their real abilities (Armour-Thomas, 1992).

"English Language Learner students shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what students know and can do, to determine such student's mastery of skills in subject matters other than English" (IASA 1994).

Current assessment instruments in English are inappropriate because they actually assess both content concepts and language ability. The interconnection of

language and content makes it difficult to isolate one feature from the other. As a result, it is difficult to know whether the student is unable to demonstrate knowledge because of a language barrier or whether the student does not know the content material being tested.

If the reform process is to make a difference in the education of LEP students they must too be included in assessment (La Celle-Peterson, (1994). However, we need to keep in mind that traditional assessments are not designed for ELL students because they have been normed for native English speakers.

Modifications in assessments and assessments procedures should be encouraged to enable ELL students to take content assessments in English (Pompi & Hakuta 1994). These modifications might entail: (a) altering the procedures used to administer the assessments, (b) modifying the assessment itself so it is more comprehensible to ELL students, (c) using alternative assessments (d) employing computer-assisted assessments that are tailored to the language needs and content knowledge of ELL students.

However, it is important to ensue that assessments are equivalent in content and rigor to those used to measure progress of fluent English speakers (Dolson, 1994).

Dolson (1994) states that new assessments such as performance based measures and portfolios will change the nature of the teaching and learning process and that these new assessments will enable students to more aptly demonstrate what they know and can do. These projected reforms still will not properly assess the ELL population because they require a heavy use of English as well as subject matter knowledge. ELL students are still exempt from testing until they reach proficiency in English, which cannot hold them accountable for what they know in the content areas. ELL students, who are instructed in their native language, should be assessed in that language.

Implement district-wide bilingual or special alternative instructional programs to improve, reform, and upgrade relevant programs and operations within the entire SLT with significant concentration of ELL students (IASA, 1994)

Administrative Leadership

Administrators are the pro-active and informed voices in the community responsible for orchestrating the resources that make bilingualism a reality in schools. The absence of leadership in a school dooms the bilingual program to distress and, ultimately, to failure.

It is imperative for all administrators to develop an extensive knowledge base regarding bilingual education. De George (1991) suggests that the knowledge base could be clustered into three areas: student and staff needs, theory and practice of bilingual education, and culture and cross-cultural communication. Effective principals are actively engaged in curriculum planning, staff development and instructional issues.

Principals are the persons ultimately responsible to guide, persist and make sure that any educational program in their school is properly implemented

The successful implementation of a whole-school bilingual education program will depend heavily on the quality of leadership provided at all administrative levels especially at the school level. A paradigm shift in the national system of education is creating a need for leadership virtually in bilingual education that stresses flexibility, collaboration, and the development of a comprehensive knowledge base.

Administrative Support

In districts where effective bilingual programs are implemented benefit derives from administrators who demonstrate high levels of advocacy for the program, it's students, and its staff. Young (1980) said that the key

features of an administrator's supportive efforts include:

(a) recruiting staff at all levels that are not only sensitive but also knowledgeable about issues related to bilingual education and language minority students, (b) creating a vision for the bilingual education program that includes successful outcomes for students, staff and parents, (c) promoting a salary differential policy for teachers who are endorsed or licensed in bilingual/ESL education in recognition of the importance of their specialization, (e) promoting and providing comprehensive staff development, which includes pre-and in-service training, (f) ensures that the needs of ELL students are addressed.

Monitoring and Supervision

Administrators of bilingual education programs must consistently supervise and monitor assessment, placement, and instructional practices to ensure equitable and effective services for all students. Features of sound supervision include informing, delegating, and working with staff in planning and caring out school practices.

Accountability

Administrators know their roles and responsibilities, in seeing that ELL students are progressing academically and that the necessary resources are available. Teachers

know what is expected of them in terms of instructional programming, continuous assessment measures, and curriculum and instructional adjustments.

School Culture and Climate

The degree to which languages and culture are respected and affirmed is a key element in the climate of the whole-school program. It is important that the school climate be equitable towards the various ethnic and racial groups, the languages spoken other than English, and both sexes. Climate affects not only the attitudes toward teaching and learning, but also more general attitudes and behaviors toward other cultures, education, and even employment possibilities.

Schein (1992) states that characteristics to look for within a positive whole school program include: (a) the use of inclusive, positive language (language that is free of racial, ethnic, linguistic, or sexual slurs), (b) expressed knowledge about demographics groups in the school correctly naming ethnic groups and their home countries, identifying events and people relevant to the groups, (c) the embracing of all languages as valuable vehicles for instruction and assessment, (d) the inclusion of students' families in school events, (e) the encouragement of communication among staff and student regardless of status or language.

Edmonds (1979) contributed to the emerging picture of effective schools, particularly with regard to minority students. He identified four characteristics, which act to sustain a productive school climate, (a) collaborative planning and collegial relationships where teachers and administrators work together in attempts to implement change, (b) a sense of feeling that ensures a feeling of belonging that contributes to reduced alienation and increased student achievement, (c) clear goals and high expectations that are commonly share. A focus on those takes that are deemed most important allows the school to direct its resources and shape it's functioning toward the realization of these goals, (d) order and discipline are characteristics are characteristics that help maintain the seriousness and the purpose with which the school approaches its task.

Schools that have been effective in educating ELL students included a climate where the school community values English language learners, their native languages and cultures on the one hand, and challenges bigotry, prejudice, and discrimination on the other hand. The school community has both a shared vision and common goals for all students (particularly important, because many English language learners find themselves in programs that

are marginal to the school or are themselves held to different standards than their mainstream peers).

Personnel Relationships

A prevalent relationship among all personnel that is based on genuine trust produces a positive environment. A high level of trust is overtly nurtured daily by all staff at successful schools during meetings and as they go about their teaching and learning responsibilities. Schools are effective when decision-making responsibilities are shared concerning how to improve the quality of instruction and how to establish a climate where instruction consistently benefits all students. Bilingual and general program teachers need to develop trust in each other in order to better serve the ELL population.

Classroom and the School Climate

The climate of the school is significant in as much as it influences teacher practice, student learning, and social organization of the school. The ideal classroom and school climate is one in which high expectations are concretely communicated to all students. In this climate, each student knows specifically what is expected of him or her and, most importantly, that this expectation involves learning at his or her maximum level.

School Morale

School morale is a good indicator of a whole school bilingual program's success that is, all students see themselves as successful learners, teachers see themselves as successful educators, and administrators see themselves as successful creators of a learning environment. All want to be in the school and work together. Key features of high morale in whole school bilingual programs include: (a) culturally and linguistically diverse students government and teaching staff, (b) long range and short range plans developed by diverse students, staff, and parents, (c) positive attitudes about the school expressed by students (and staff) indicating a desire to be in school (as opposed to indicating that they are required to be in school), (d) a clean school that reflects the positive attitudes of staff and students, (e) culturally and linguistically diverse students government and teaching staff, (f) long range and short range plans developed by diverse students, staff, and parents, (g) positive attitudes about the school expressed by students (and staff) indicating a desire to be in school (as opposed to indicating that they are required to be in school), and (h) a clean school that reflects the positive attitudes of staff and students.

Understanding Cultural Differences

Differences in language and culture are often subtle but affect students' classroom participation in several ways. Understanding these will help you to respond in ways that will help both ELL's and other students to learn.

Students from other cultures can have different views of how to be a student or to "do schooling." For example, though you may want students to participate in class by asking questions and joining in discussions, some students may not feel comfortable participating because, in their culture, it is considered disrespectful to ask questions of a teacher.

Cultural differences can affect students' understanding of content. New knowledge is built on the basis of what is already known by an individual. It is important to build meaning not only from the words on the page but also from one's related background knowledge. Often, school texts assume a common experience that, in fact, is not shared by all students: ELL's may not fully understand these texts and, consequently, will be less likely to remember the content material. Students whose experience is not in the mainstream, therefore, will often need additional explanation and examples to draw the

connection between new material and their existing knowledge bases.

Culturally different ways of showing interest, respect and appreciation can be misinterpreted. For example, if a student does not look at the teacher when the teacher is speaking, it may be interpreted as the student's lack of attention or as a show of disrespect. However, in the student's culture the expectation may be just the opposite, that is, to show respect a student should not look directly at the teacher. The way in which praise is given can also be different. For some cultural groups, praise to an individual student is not given publically. Instead, a quiet word of praise to the student is more appropriate. Teachers need to be sensitive to student reactions and try to respect these, while also helping students to understand the cultural differences too.

ELL's Language Acquisition:

Research has shown that many commonly held "folklore" beliefs about children and language learning are, in fact, inaccurate. The following points about second language learning should be helpful for a teacher in understanding more about ELL students' efforts to learn English. It is not simple or easy for children to learn a second language. Learning a second language is a big task for

anyone. After all, while learning a first language is a process that involves much of a young child's day, ELL's must work even harder to acquire a second language. For children as for adults, it can be difficult emotionally to take the step into a new language and culture. Children, perhaps even more than adults, can be shy and embarrassed around others when trying out beginning language skills.

Young children need time to learn a new language. Despite the common view that children have special abilities for learning language, research, Krashen (1982) shows that, in fact, older children and adults have the ability to learn the vocabulary and grammar of a new language faster than younger children. This is because older children and adults have already developed learning strategies and, through learning their primary language, have formed an explicit understanding of language rules and structures that can help them in learning a second language. Yet, because they appear proficient with smaller vocabulary and simple phrases and quickly gain native-like pronunciation, young children are often perceived to develop second language proficiency quickly.

Fluency on the playground does not necessarily mean proficiency in the classroom. Often, we may hear a student conversing easily in English on the playground with other

students. This, however, does not mean that s/he has become fluent in English; although social conversational skills are important, they are not sufficient for classroom-based academic learning. Yet, it is easy to overlook the fact that academic language can still be challenging and adversely affect the student's academic performance even though he/she is fluent in everyday conversations. In fact, a child who is fluent in English on the playground is likely to require 4 to 6 years to acquire the level of proficiency needed for successful academic learning (Collier 1989).

ELL students will need additional support to assist them in understanding the instruction provided in English. This support will be helpful, however, to all students in the class. The teacher should provide nonlinguistic examples that help to explain or clarify the content that is presented. Some suggestions are: (a) bring in objects, photographs, or other materials as examples; (b) use visual organizers and graphics to organize, illustrate, and point out key points; (c) use demonstrations or role playing to illustrate a concept; (d) provide notes (perhaps an outline of the lesson) to students for their later review of what was presented; and (e) allow time for students to discuss what they learn and generate questions in areas that

require clarification. Have other students try to answer the questions that arise.

It will be important for the teacher to monitor students' work closely to be able to provide assistance when needed. Do not rely exclusively on oral responses or spoken language when assessing how well ELL students have learned specific content. Other forms of assessment can be based on written work, demonstrations, or special projects.

A case study is an examination of specific phenomenon such as a program, an event, a person, a process, and institution, or a social group (Merriam, 1988). I have selected this design because I am interested in the process of collaboration among the stakeholders involved in the successful implementation of the bilingual magnet program as well as the operation of it during the consolidation process.

Wilson (1979) conceptualizes the case study as a process, which tries to describe and analyze some entity in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time.

Monitoring and checking progress by Administrators school improvement efforts, no matter how well planned, will always encounter problems at all stages. Some are so insignificant that they may not even be perceived as

problems. Others are more severe. Miles and Louis (1990) cite the need for continuous monitoring in order to coordinate or orchestrate the change effort within the school and deal with problems appropriately. Any change effort that is more than trivial, or that involves many parts of the school, becomes a set of management issues. Chapter III presents a discussion of the methodology used to answer the research questions in depth.

Chapter III

METHODOLOGY

The nature of this study required the use of both qualitative and quantitative methodology. The purpose of this study was to determine if the creation and consequent implementation of a bilingual education program was the correct idea to provide ELL students with an effective bilingual program. The program consisted of self-contained bilingual services in grades K to three. Grades four to eight received two periods of bilingual services to impart instruction in the areas of Math and Literacy. ESL instruction was an integral part of the bilingual services that the ELL students received.

The use of interviews was used to become aware of the informants' views and thoughts of how the implementation of the bilingual program was performing and if the purpose of such was evident. A questionnaire was used to give more credence to the findings drawn from the interviews. It also gave the researcher an ampler view of issues pertaining to the implementation.

Research Questions

1. Is the consolidation of small bilingual programs into one site, the answer to providing the ELL population

with a change for better services in the district under study?

2. Have the administrator's perceptions and belief's contribute to the successful implementation of the bilingual magnet program?

3. Has the school's culture changed since the creation of the bilingual program?

4. Have the general program teachers been a factor in the success of the consolidated bilingual program in the school under study?

Statement of the Problem

The urban district under study was going through the experience of having the ELL population spread out in as many as 45 schools. Due to a sudden influx of students from African nations as well as those from South America, the district felt the responsibility to create bilingual programs for as few as four students.

Therefore, the above programs were very difficult to monitor or supervise, especially in the schools that were never exposed to bilingual education. These programs were designed and implemented by teachers that had little if no assistance from the district; they lacked the proper teaching materials, and did not participate in any staff development.

As a result, teachers felt isolated and consequently felt that they were not a part of the school staff. That negative feeling permeated into the student population and so much on creating a poor learning environment for the ELL students.

The study took place in a large urban district in the State of New Jersey. The district was facing the problem of having bilingual programs that did not have the bilingual population to warrant them, and as a result, the district allowed the researcher to close these bilingual programs and place them in the school site that would house the consolidated bilingual program.

Though the school context is critical to the success of an effective bilingual education program, the actual implementation of its activities and programs has a direct impact on student success. Implementation includes specific school operations within the areas of curriculum and instruction, staff development, the role of the administrator, and family/community involvement. To experience accelerated academic growth, language minority students need a school climate that provides the same basic conditions that the majority group experiences.

In the past the bilingual population was mostly concentrated in the north and east ward of the district

under study. The migration of ELL students to the city's west and southward prompted the district to take an objective look at the issue at hand. In the quest to oblige with the Bilingual Administrative Code, small bilingual programs came into existence.

Although they were totally isolated programs that were monitored by administrators that did not have knowledge of what a bilingual program should look like. ELL students were placed in general classrooms but were pulled out, in some instances, for two periods that consisted of Math and Reading, which consisted mostly of tutoring in these areas. They also had one period of ESL. The rest of the school day the students were immersed in the general program.

It was obvious to the district that they were not cost effective, the ELL population was not improving academically yet they did not provide a solution that would remedy the situation at hand.

Although pullout programs were the only choice for schools with very low ELL population, lack of experience and little understanding of bilingual education on the part of the school staff, produced programs that were not providing the same education the General Program students received.

The 21st century challenge to our field is to move school program away from focusing on re-mediation (fixing what is viewed as a problem) to enrichment (adding to what the students already know). Administrators do not support bilingual education because they believe that they are remedial programs and often seem to them as a burden to the school.

General program teachers are faced with educating students that do not speak English and have a difficulty dealing the cultural differences. Bilingual and ESL teachers are basically on their own and are constantly used to serve in other duties aside from their teaching. The other problem with these small programs are that teachers are forced to provide ESL and bilingual services to this population even though they might not be certified to do so.

Taking all of these issues into consideration a plan was designed at the (SLT) and with the office of Bilingual Education to improve bilingual services and comply with the Administrative Code to all ELL students. As a result of many discussions, all the stakeholders involved agreed that a consolidated bilingual program was necessary to be able to provide the ELL population with a program that would better meet their needs. The first step was to choose the

school that will house the bilingual program. Bilingual certified teachers as well as ESL teachers would be assigned to the school to provide bilingual education to the ELL population.

The administration needs to provide avenues for safe help in planning/materials, and valuable feedback. This kind of support is totally necessary when you are implementing a new program. With a new program in the school building, you will have new teachers added to the staff and a cohesive environment to implement the program successfully.

High levels of difficulty were associated with uncertainty about employment status, number of preps or room changes, type of students, and adequacy of written information (textbooks, guides, etc.) Having teachers that are well trained and nurtured at all times is totally necessary if one is going to succeed.

The purpose of this consolidation was to provide students with a bilingual setting that would be conducive to learning as well as giving the students the opportunity to receive services were not provided to them at the other sites. The role of the general program teacher in the education of the ELL students will also be studied.

Furthermore, the researcher will examine the principal's

perceptions and beliefs on bilingual education to establish if it has an impact on the success or failure of the bilingual consolidated program.

Research Design

The study used qualitative as well as quantitative approaches to answer the research questions. Both methods are explained in depth to determine their value in this particular study.

Qualitative Research

Since change (the implementation of a new program) is a process, not an event, and requires on-going observation to understand what actually takes place, the chosen research design is a focused on interviews with key staff members. The process is described in terms of the person(s) going through the change and the context of the change.

To validate the findings in the interviews the researcher used mixed methodology. The case for combined methods is most commonly expressed in the notion that quantitative methods help identify 'why' while qualitative methods help explain 'what'; and that quantitative methods offer 'breadth' while qualitative methods provide 'depth'.

As Bogdan and Biklen (1982) clarify, qualitative researchers are not concerned with products; they are concerned with processes and the meanings, which people

attach to their lives. The interest of this study is in the process of change as it is affected by specific contexts: for example, high conceptual level or difficult working conditions.

Another reason for using a qualitative design is that it matches the process of implementation. Both require interpretation. Carson (1983) states that for teachers, implementation is an interpretative act which depends upon the teacher's stock of knowledge and beliefs about how children learn, what society wants, what the future will be like and the teacher's understanding of the organizational context of their work.

Researchers need data, which describe the teachers' world as they (teachers) view it. This can best be acquired through the methodologies of qualitative research techniques such as participant observation and interviews. These techniques have the potential for providing answers to the questions posed by this study.

Merriam, (1988) suggests that a bounded system is necessary for a case-study approach. By this it is meant that a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group is needed for a case study. Lincoln and Guba (1985) believe that no inquiry, regardless of which paradigm may guide it,

can be conducted in the absence of a focus. Such focusing establishes the boundaries for a study; it defines the terrain, as it were, that is to be considered the proper territory of the inquiry Wilson (1988) uses the term particularistic to describe case studies. This suggests that the study focus on a particular situation, event, program, or phenomenon.

Case studies concentrate attention on the way particular groups of people confront specific problems, taking a complete view of the situation. They are problem centered, small scale, entrepreneurial endeavors; being collected data on the spot with expectations and directed vision. But there is a readiness to re-conceptualize the problem as the data accumulates and to take account of the broad slice of social reality. New relationships, confirm known entities, and extend the known. Wilson (1979) also uses the term longitudinal as a characteristic of case studies. Studying a specific phenomenon over a period of time allows the researcher to study the interaction of variables.

Wilson (1979) states that learning from cases involves getting a feel for how things 'come down' in schools, for sensing what happens in improvement activities, and for generally extending one's experience, thus gaining both the

power and the sensitivity to act. Being able to successfully provide an equitable education to a large bilingual population may require drastic changes on the part of a teacher. In that process of changing roles, beliefs, values, perceptions, preferences, and behaviors, one needs an understanding of how the context affects change.

First, all researchers are concerned with trustworthiness issues. They want to believe that there is "truth value" to their conclusions. Quantitative and qualitative researchers have different ways of convincing their public that what they have found can be trusted. Lincoln and Guba (1985) state that the four terms 'credibility,' 'transferability,' 'dependability,' and 'conformability' are, then, the naturalist's equivalents for the conventional terms, 'internal validity,' 'external validity,' 'reliability,' and 'objectivity.' To be credible, an inquiry needs to have prolonged engagement, persistent observation, and triangulation. The findings need to be approved by the individuals being studied.

The journal is a means whereby the auditor is able to track decisions made by the researcher as he/she progressed with his/her study. A naturalistic study has its own

unique ways of establishing trust-worthiness. The methods, which I used in this study, are described in the section.

Qualitative Instruments

Any research design must have provisions built into the design, which make the research credible. In the final analysis, one first needs to have confidence that the findings are of value and then one needs to be able to convince the readers of this. The following strategies add credence to my study.

Interview. Interviews are sought to study the implementation of the consolidated bilingual program as change was being implemented. It also sought to investigate the role and responsibility that the teachers had during the course of the first year and second year of the implementation as well as any concerns that they might have.

While discussing the advantages of the interview, Borg and Gall (1989) suggest that the interview as a research method in survey research is unique in that it involves the collection of data through direct verbal interaction between individuals, and that perhaps its principal advantage is its adaptability. They maintain that the interview situation usually permits much greater depth than the other methods of collecting research data.

The purpose of qualitative interviewing is to understand how program staff and participants view the program, to learn their terminology and judgments, and to capture the complexities of their individual perceptions and experiences. The fundamental principle of qualitative interviewing is to provide informants with an atmosphere where they can express their own understanding in their own terms.

Eisner (1991) made reference to the issue of understanding what is or has happened in a particular setting by saying that we need to listen to what people have to say about their activities, their feelings, their lives. When writing about how to describe an innovation, Gene Hall (1974) states that they are attempting to study and describe is the highly personal, dynamic, interactive process and events that occur when educational institutions adopt complex educational innovations. I am purposely studying innovation adoption in educational institutions. Adoption is not an event at a point in time; rather it is a developmental process that individuals and institutions move through as they select, adapt, and institutionalize use of an innovation.

Member Checks. Guba and Lincoln (1981) explain member checks. It is a way of endeavoring to verify data collected

and interpretations by having the original interviewees read the analysis. It does not certify that all errors will be discovered, but it does help verify the data. By the use of pseudonyms, anonymity was guaranteed and sensitive material could be used.

Observations. Merriam (1988) views them as another way to increase the validity-credibility of the findings over a long period of time. I remained in contact with the teachers in this study for approximately 1 year.

This step required the researcher to become involved as a participant observing the behavior of bilingual and general program teachers as they interacted with the ELL students in their classrooms. The researcher will attempt to investigate if the bilingual magnet program was effectively addressing the of the ELL population.

Quantitative Research

Quantitative research is a formal, objective process in which numerical data are utilized to obtain information about the issue being studied. To this effect the researcher utilized a questionnaire that would allow her to quantify results as well as validate the data collected by the use of ethnographic interviews. This was accomplished by the application and combination of several research methodologies in the study of the same phenomenon. It can

be employed in both quantitative (validation) and qualitative (inquiry) studies.

Quantitative Research

Quantitative designs of research tend to produce results that can be generalized. This method is inclined to be deductive and offers the researcher with the objective view of the issue or issues being studied.

The researcher will use a questionnaire that will be provided to all staff members that are accountable for imparting instruction to the ELL students as well as the support staff that provides services to all the students. The questionnaire will assess the teachers' and support staffs' knowledge of bilingual education, how they view the principal's role in the consolidation, the role of the General Program Teacher in the education of the ELL students as well as how acceptable and successful they believe the program is and if they believe that the consolidation had advantages that provided the ELL students with a better chance to succeed academically and socially.

Questionnaire. The questionnaire was distributed to staff personnel responsible for imparting instruction to the ELL population. The questionnaire was anonymous to allow the respondents to be willing to answer it

truthfully. Of a total of fifty questionnaires distributed 24 were returned in sealed envelopes. The questionnaire consisted of 50 questions that respondents were to rate from 1 (strongly disagree) to 5 (strongly agree). In addition, the questionnaire had open-ended questions related to the consolidation process.

Data Collection

The data file was formed by a compilation of all pertinent information concerning each individual. Results from the inventories, answers to questionnaires, transcriptions of taped interviews, observations, and reflections of the researcher are organized into a chronological record of events.

In addition to the data that were collected on all teachers via a questionnaire, in-depth interviews and observations were conducted with two bilingual teachers, one pullout bilingual teacher, two general program teachers, one ESL teacher, one vice-principal, and the associate superintendent.

While an effort was made to establish an interview and observation schedule, it soon became clear that taking time to create an atmosphere of trust was more important than following a pre-arranged schedule. Once the classrooms were set and all the ELL students were placed in their

appropriate homerooms I adjusted my visits according to what appeared most reasonable.

Verbatim transcriptions derived from the oral recorded interviews were combined with the secondary data sources. Secondary data sources were used to supplement information in the search for emergent patterns in the data. In all, combined primary and secondary data sources constituted the data corpus.

Data Analysis

The data were interpreted analytically using coding, categorizing, and discovering cultural themes. Since the primary purpose of this study was the description of a process, there is limited statistical analysis.

In analyzing the data, combinations of techniques were used. First, segments of the data file were coded using a process of repeated readings and comparison with previously coded items. An effort was made to develop definitions for each code. It was then noted that these segments fell into several large categories (Strauss & Corbin, 1990) representing themes, which were verified deductively by going back to the data to ascertain whether statements fit the themes.

Using techniques suggested by Van Manen (1990), deeper meanings emerged. Holistic and selective approaches were

used to make summary statements of large amounts of data. An example of using the "holistic" method, entailed reading through one person's data file, to capture the essence of that person's teaching experience in a sentence or two.

Mirriam (1988,) describes data analysis as, the process of making sense out of one's data. The collected data was organized topically and chronologically. Goetz and Le Compte, (1984) stated that organizing collected data topically and chronologically allows the researcher to compile valuable information. A separate running list was kept of major ideas that cut across much of the data.

Lincoln and Guba (1985) state that notes from interview transcripts, and observation are excellent "units of information." These units consist of a phrase, a sentence, or a paragraph. Information was kept on separate index cards and coded according to the category it represented, which later emerged as themes and concepts.

Qualitative data usually is in the form of words rather than numbers. It is data in the form of words gathered by observations, interviews, or documents. Those data require some processing. Raw field notes need to be corrected and tape recordings need to be transcribed and corrected.

The data collected with the use of a questionnaire was interpreted statistically. It was used to corroborate findings obtained by the interviews and observations.

Role of the Researcher

In qualitative research Merriam, (1988) states, "the researcher is the primary instrument for data collection and analysis." This was a role that I found both fascinating and frustrating.

As an observer, I focused on one self-contained classroom, one bilingual pullout classroom and one general program teacher that spoke the ELL's native language, and one general program teacher that did not. The intent was to follow the ELL students in the seventh and eighth grade as these teachers serviced them.

Maintaining the "insider/outsider" balance was a juggling act for me through the entire months that I conducted the observations. Spradley (1980) suggests that the participant observer will experience being both an insider and outsider simultaneously.

The fact that I am a certified teacher was an asset to my role as a participant-observer. I was able to empathize with the teachers as they sorted through the various aspects of the bilingual program, trying to make sense of

it. I could respond to their concerns about how to collect materials, how to gain approval from principals and superintendents, how to gain mastery on how to group in a multi-grade situation. Guba and Lincoln (1981) view empathy as "the characteristic most applicable in any naturalistic study". I decided to handle this seeming conflict of interest by carefully documenting all my conversations with the teachers as well as students in informal conversations. As Metz (1981) points out, these possibilities for variability can be corrected by giving full and fair accounting of the instrument and its use so that readers may perceive and allow for the various biases which will inevitably creep into both the field work and the later interpretation of it.

I have interpreted this experience through my own worldview, values, and perspective. This is in agreement with one of the philosophical assumptions underlying this type of research that reality is not an objective reality; rather, there are multiple interpretations of reality (Merriam, 1988).

Furthermore, the experience of "being the instrument" in this study was a most satisfying one. Teachers assured me that they "thought about the bilingual program in a new way." I discovered implicit meanings and have been

sensitized to the live experience of others and myself as we learn to implement new strategies in our classrooms that would help provide an equitable education to all ELL students.

The quantitative part of the study allowed me to validate findings obtained through interviews. It also gave me a broader perspective of the implementation process as perceived by the respondents. Furthermore, I was able to inquire specific information that would provide me with the issues that needed to be discussed in a formatted way.

Summary

The role as researcher using mixed methodology was quite interesting. The quantitative section of the research was an appropriate method to use in combination with the qualitative methods because they allowed me to study the problem at hand through an objective as well as a subjective lens.

It was made clearly evident that one method complemented the other. The interviews were conducted informally with no set questions. The interviews were to proceed according to what the informants were sharing. As the researcher, I listen to the information and asked specific questions to clarify information or just to have the informant be more specific with their comments. The

interviews yielded the human side of the issue. It allowed informants to express their true feelings freely about the implementation process as well as all the variables they felt were creating conflicts in the school.

The questionnaire (see appendix A) was a structured instrument that asked respondents to rank the statements according to their views. It was composed of 50 statements that the respondents ranked from 1 (strongly disagree) to 5 (strongly agree). It also consisted of seven open-ended questions.

The objectivity, deductiveness, generalisability, and numbers are features associated with quantitative research while qualitative research is associated with subjectivity, inductiveness. It cannot be used to generalize and words are its strength.

Additionally, the use of both methods gave me the best of both worlds. The informants' standpoint about the consolidated bilingual magnet program during the 2 year span it was under study and statistical information that further validated my findings.

Finally, the use of both methodologies allowed me to obtain information to validate through quantitative research positive outcomes, that were the result of, the consolidated program. The qualitative aspect of the

research was information obtained through the informants' eyes, which in some cases were filled with emotional comments that dealt with what they considered to be negative outcomes. It is evident that each interviewee had their own opinions, pre disposed assumptions about what makes a bilingual program successful.

Chapter IV

ANALYSIS AND FINDINGS OF THE DATA

Introduction

The purpose of this study was to determine if the implementation of a consolidated bilingual program improved the effectiveness of bilingual services. Accordingly, criteria were developed that would determine the areas to investigate and what procedures would be followed when analyzing the data.

This chapter presents findings of the study through the description and statistical analysis of the collected data. The time period described in this chapter (September, 1998-December, 2000) represents the planning and preparation among all stakeholders involved in the process and the subsequent implementation of a self-contained bilingual program at the kindergarten through the third grade level and pullout at the fourth through eight-grade level.

This study focused on the implementation of a consolidated bilingual program at a large urban district. As a result of this implementation, the researcher analyzed effectiveness of the consolidation, school climate, principal's perceptions and beliefs on bilingual

education as well the General Program teachers ability to teach ELL students.

The Need for Change

The department of Bilingual Education was worried with the sudden influx of ELL students in SLT III. This SLT did not have an ELL population large enough to provide bilingual services in all of its schools. They also had schools that provided ESL services to a small concentration of ELL students. Some sites had as little as 4 students to a maximum of 25. The district found these programs not to be cost effective and felt that the staff used at these schools could be used at a site that did have a large bilingual population.

In the quest for finding solutions to those concerns, the District along with the Office of Bilingual Education combined its efforts to implement a consolidated bilingual program at a school that would house all the ELL students from SLT III. The purpose of the consolidation initiative was to provide ELL students with bilingual self-contained classrooms, meet parents' demands for bilingual services for their children, and to utilize districts' resources more efficiently.

Selection of the Location

SLT III conducted research to select the site that would house the consolidated bilingual school. They provided the superintendent with their decision of the site they had chosen. The selected school housed the largest bilingual population; therefore, it already had the resources in place.

With the arrival of more students the school was able to provide more self-contained classes, ESL services, a pullout program in the upper grades, and a climate that embraced this population.

Participant Selection

Initial contact was made with the superintendent of schools and the school's principal to obtain permission to conduct the study. The first step was obtaining the school superintendent's permission (see appendix B) as well as the school principal's permission to conduct a study (see appendix C). The next step was to request the informants for their consent to participate in the study. This was done with a letter (see appendix D).

The researcher was allowed to talk to teachers about the study and to find volunteers to participate. The participants were adults that viewed themselves as

stakeholders that were directly involved with the ELL population.

They were notified that they could leave the study at any time. Once the protocol of notifying the informants of the purpose of the study was accomplished, the interviews began.

The researcher interviewed a total of 7 informants. The distribution of the interviewees was as follows: one bilingual teacher, one bilingual pullout teacher, one ESL teacher, one general program teacher, one general program teacher that spoke the ELL's native language, one vice principal, and one associate superintendent of schools.

To this avail, the study made use of in-depth, face-to-face, taped recorded interviews that were not structured. This offered an opportunity for unstructured open-ended questions that would allow the informants to share the feelings they had about the consolidated bilingual program.

Informants were interviewed on an individual basis. Interviews took place in the school. Some took place during school hours while others took place after school. Most of the informants had two face-to-face interviews, which were transcribed verbatim by the researcher. The duration of each interview was approximately 45 minutes.

Through the use of interviews it was possible to obtain a rich body of data concerning the insiders' view of the effectiveness of consolidated bilingual program.

The Study

This study consisted of the use of qualitative and quantitative research that would show the evolution of the implementation process of a bilingual program. Secondly, it would determine if the consolidation improved the effectiveness of bilingual services provided to the ELL students. For this purpose it was necessary to explore the administrator's perceptions and beliefs on bilingual education, the general program teachers' abilities to impart instruction to the ELL population, and the impact that school climate had on the success of the consolidation. Particular attention was focused on the benefits the consolidation provided for the ELL students.

Data Analysis

The researcher gathered qualitative data from interview transcripts, observations, research journals, and reflections among other things. The primary source for this study was the interviews with people that were responsible in different ways for the ELL's education.

The data collected from the interviews produced ideas and topics. As the data was sorted, the researcher looked

for similar answers among the interviewees to determine the views and categories that fit various topics. Afterward, emerging topics from the interviews were studied.

Thus, the first phase of data analysis was to carefully review the verbatim and observations, which represented a vast body of data. The second phase involved the process of comparative analysis whereby data were examined and set aside around emerging topics. Verbatim from the interviews to be included in the study to provide necessary details that would enrich the descriptions of data were included.

The main focus of the study was to examine the informants' thoughts and interpret their feelings about the implementation and subsequent creation of a bilingual program. The following topics were studied: the implementation process, administrative leadership, school culture, the role of the general program teachers, and the role of the bilingual staff.

Qualitative Research

Implementation Process

The intent of the consolidated bilingual program was to provide the ELL students with services that would give them the opportunity to learn English while receiving the

content area classes in their native language. Secondly, it was intended to provide the ELL population with a school climate that was conducive to learning.

Once all the parents agreed to change of schools, transportation issues were resolved, teachers' transfers were approved, and space was allocated at the new school site the consolidation began. At this point all the necessary ingredients to make the consolidated bilingual program a success were in place.

The new consolidated bilingual program was started on September 8, 2000. It began with great enthusiasm and expectations of this program becoming a showcase to other schools. Certified bilingual staff was hired to provide the curriculum to the ELL population. Grades that did not have at least 15 bilingual students were placed in the general classroom with a teacher that was hired for their ability to speak the ELLs' native language. These teachers were known as the designated homeroom teacher.

The major reason for selecting the school under study was it's positive school climate. Informants confirmed that the school had a climate that would be beneficial to the ELL population. This was clearly enunciated by an informant that believed "I am glad that the ELL students are coming to my school. They will be really happy to be

here because every one in this building is sensitive to the needs of this population." Many informants totally believed that their school was the right choice while others professed that "I would not send a child of mine in this school that is so biased."

The researcher took an in-depth look at the data to find answers to the difference of opinions. The researcher found that the majority of the bilingual teachers had a negative view of their school's climate while general program teachers believed it was positive. Furthermore, bilingual teachers that had experienced working in schools that provided self-contained classrooms had biased comments.

Secondly, another reason for consolidating the bilingual program was to redirect funds spent in the different school locations to the new school site. Although the district was able to decrease their budget by consolidating the staff, they still had funds to increase services to the ELL population. This in itself was a positive outcome in the eyes of the district. It was evident that the district was able to allocate more funds into instructional accounts that the school would use to purchase Spanish materials that were needed to instruct the ELL population.

Consequently, a vast staff that spoke their native language serviced the ELL population. These teachers delivered their lessons in Spanish. Informants had conflicting views on how much Spanish was used to deliver instruction. As one informant stated: "Spanish is not used in my classroom to deliver instruction" while another other informant felt satisfied with the Spanish instruction that was imparted to the ELL students.

Conflicting accounts on this issue required the researcher to sift through the data for an explanation. The following comment confirmed that the bilingual pullout teacher along with several general classroom teachers that spoke the ELL's native language were satisfied with the amount of Spanish they used. This was evident with the following comment: "I am glad these kids are here." Some of them have no English proficiency. If they did not have their content areas classes taught to them in Spanish they would be doomed." This was another area that will be discussed further in the study.

When it came time to discuss the school's consolidated bilingual program, all the informants stated that they were not asked for their opinion or asked to share their expertise in the field of education. As one informant stated: "We were not included in crucial

decisions that would affect the program positively or negatively." Informants were very upset when the consolidation was kept as top secret. They believed they were kept in the dark and not even considered as resources that could provide stakeholders with valuable information.

By further analyzing the data the researcher uncovered reasons for the informant's feelings of disappointment. Among them the researcher believed the following opinion captured essence of their feelings: "I am so upset that the administrator was the only person involved in the plans to have this school become a bilingual program." The informants believed that they were well versed in bilingual education issues and would have been an asset to the school, if their input were used. This eventually hampered the relationship they had with the administrator.

During the 2 years the program implementation has been in place it has been evident that many changes have occurred. The SLT's associate superintendent along with the bilingual department approved the implementation. The district had grandiose plans with this endeavor. They wanted this program to be an example for other districts in the same predicament. Informants were not impressed with this comment at all. A good example of their

sentiment can be captured in the following statement: " it is no showcase at least not yet."

Although the informants were not consulted or even asked for suggestions, they felt used. As the researcher sorted through the data it was evident that some informants seemed to feel that they were used to convince the parents as well as other staff members to embrace this program. Others were really upset that they were forced to participate in the bilingual program without their opinion or approval. When asked if they were consulted in advance about the consolidation plans an informant emphatically stated:

Well, not in advance. After the fact the administration told us that this would be a school where we would have self-contained classes in almost every grade, especially for tier one students and I don't see Tier I students in grades 4 to 8 getting the services that were promised to them. They are definitely not getting the services that they require which brings me to ask myself, Why were these students moved to this school?

Changes started to occur during the second year of the implementation. Bilingual programs at three schools were closed and students were sent to the new site. From a

population of 80 ELL students it went up to 130. A need for more bilingual certified teachers was evident

The school was now being faced with a problem of overcrowded conditions. SFA (Success for All), which is the Whole School Reform Model that the school adopted, would take over a lot of classrooms. As a consequence three ESL teachers were placed in a classroom along with an SFA instructor. This was endangering the quality of ESL services. The following informant's comment obviously showed how they felt about this: "It is outrageous that they put all the ESL teachers in one room. ESL is an oral program. How can they do it in one room? They might as well eliminate the services."

It was obvious that stakeholders felt that they were not taken into consideration when the implementation of the bilingual program was planned.

Effectiveness of the Consolidated Bilingual Program

In order for a program to be effective it is of utmost importance to include all stakeholders involved in the implementation process to making it work. The consolidation of the bilingual program brought upon sudden change to the chosen school site. Therefore, since change does not occur overnight, success is dependent upon the staff's willingness to accept it.

The first principle of change is admitting and accepting that change is a process, not an event: therefore, change requires time, energy, and resources to support it as it unfolds. In today's harsh political climate regarding immigrants and diverse background students the Latino Caucus has taken a bold step by targeting their efforts on educational issues impacting English Learners (Maria S. Quezada, 2002).

The most easily recognized aspects of a successful school or program include such features as culture, organizational structure, curriculum and instruction, and links to other programs and services. The school that housed the bilingual program was to be a showcase, for the SLT, but it did not have these components. It was evident that one of the big issues was lack of organization and the proper culture to foster this program. As one respondent said:

All research indicates, you know, that a bilingual program in order for it to be effective needs to have the support of the building administrator but it needs to abide by the fidelity of the program and its implementation.

All of the informants were extremely happy that they were going to work in a bilingual school. They believed

the ELL students would participate in a program where teachers were bilingual specialists. The ELL students would be taught in their native language without compromising the content area subjects while learning English with the ESL specialist. English would be the ultimate goal with acknowledgment and respect for their native language.

There has not been conclusive evidence to state that this was not happening. The school had self-contained classrooms, three ESL teachers, a pullout teacher and general program teachers that spoke the ELL's native language. On the surface it looked as it was doing everything possible to provide the best services that they could provide.

You cannot change the program and alter it to suit needs other than what the program was designed to accomplish. On the other hand, informants believed that the program was an excellent idea and is still but they also said that in order for the bilingual program to grow into something really big and exciting they would rather see it moved to a school where the administration is willing to comply with the fidelity of the program.

Several informants were well versed in bilingual education. They believed that it was awkward for them to

just sit and allow the program to be implemented wrongly without regard to their valuable input. An informant expressed disbelief with the following comment:

The intent of the consolidation was to implement a philosophy of bilingual education, which is to take the student from the language which he or she knows and instruction delivered with a high percentage of the use of that language. I do not see this happening at all. This program looks more like an immersion program and again I state that was not the intention.

Furthermore, they felt "between a rock and a hard place". Their predicament consisted of complaining on behalf of the ELL students and faces possible reprimands from the administration or just turn the other way. It was evident that the informants were really upset and felt they were not delivering the best educational program. The informants reiterated that the main purpose of the consolidation was to create and provide the best and most complete services to the ELL population. It was to be a school according to them. An informant summarized these sentiments with the following statement

Bilingual program? I do not see much emphasis being placed on truly making this a bilingual program. For

what I am seeing unless whole school reform models take into consideration the bilingual program when they are implemented, a true bilingual program will not be able to blossom.

Further examination of the data uncovered the true bilingual services that the school was providing to the ELL population. The ELL population was indeed receiving better services than what they had at their prior school. In spite of this, some informants did not feel that the ELL population was being serviced properly. One informant emphatically stated:

They might be getting so-called bilingual services but believe me it's not running the way a self-contained classroom should be implemented or at least not how it was supposed to be. The administrator agreed with ideas and suggestions that the Bilingual Department staff. According to the plan the administrator wanted to abide by the law by being in compliance with the administrative code. Little by little things started to change negatively.

Native Language Instruction. Aside from the issues already stated; the informants were very upset with the Whole School Reform Model that existed in their school. According to the informants, the bilingual population was

not taken into consideration when they chose the model. Furthermore, informants insisted that they were told that the Whole School Reform Model would address the bilingual students needs by purchasing materials in Spanish. Informants emphatically stated that this has not happened and the students were simply immersed into the model with no accommodations. The lack of native language instruction for the ELL students was creating an air of discontent. The heart of the problem can be captured in the following statement:

I don't think they're receiving the proper bilingual education and predominantly it is because of the interference, and I'm going to say purposely, of the whole school reform model that currently exists there. Ideally, the suggested whole school reform model should be taught in Spanish for Tier 1 students and it is currently not happening although, year after year the principal says she would do so.

It was quite surprising to find that the students in the pullout program were receiving more Spanish instruction than students enrolled in bilingual self-contained classrooms. The pullout teacher taught them Math and Reading in their native language. These students were evidently happier in the new school because they felt

a sense of belonging. In addition to that, the ELL students had a homeroom teacher that spoke their language. According to the informants they would teach their lessons in English because they had a mixed class comprised of ELL and general program students but in spite of that the ELL students felt secured and happy to be there.

The upper grade classrooms were not a part of the Whole School Reform Model SFA. For this reason the pullout program students were receiving more instruction in Spanish than the self-contained students did. This finding is of extreme importance to the researcher. It proved that a Whole School Reform Model, specifically SFA, did not provide the ELL students with instruction in their native language. It is important to clarify that SFA did have a Spanish component that was not purchased for the ELL population to benefit from.

Administrators Leadership

Principals are the persons responsible to guide, persist, and make sure that any educational program in their school is properly implemented. Principals are viewed as indispensable and necessary for the success of the school. Administrators with a large population of ELL students must be proactive advocates for these students. They are the role model for their staff and the student

population at large. Schools with administrators that have a vision and share it with their staff are successful. Furthermore, schools that work hand in hand with the administrator will be able to implement programs in their schools as a team.

Administrative Support

Although all of these domains were interrelated with the research questions it seemed to be of immense importance to the informants to discuss the administrator's role in the implementation. Informants were openly expressing that "the administrator's beliefs and perceptions on bilingual education were clearly hampering the success that the consolidation could have had." It was evident that all the informants stated that the biggest problem facing the success of the bilingual program was "the administrator in charge." Many informants believed that "it was very difficult to teach in an environment where the school climate was not conducive to teaching ELL students."

The informant felt a sense of abandonment on the part of the administrator. It seems to be that several informants were listened to, made to believe that their opinions were valued and would be implemented to improve the bilingual program, yet when they realized a few days

later the opposite was put in place. Informants also believed that the administrator is a person that they cannot speak to. Furthermore, the informants believed the administrator would tell you one thing and do another. One informant had a very particular way of describing the difficulty they went through when speaking to the administrator:

It's really not a battle. It's more like convincing and then sometimes I'm told that yes the person agrees with me and is going to do what I suggest and then I find out two weeks later that what I was said was completely ignored by the administration. Things like placement, teachers, grade assignments, my input is requested and then ignored most of the time.

According to this informant, it has not been as successful as it could be due to lack of administrative support. When asked if the site administrator had the final decision as to how to run the bilingual program she said:

Well yes the site administrator is the instructional leader in the building but I don't have to persuade the administrator, I can direct the administrator to look at the design of the program and insist that the administrator supports it the way it was designed to

be implemented, not the way that she feels it should be.

It seemed to be that this informant believed the bilingual program was not being implemented correctly according the Bilingual Education Act. There were instances where the administrator claimed to be doing the right thing for the ELL students when in fact it was the contrary. Informants further stated: " The administrator placed ELL students in classes that did not have a bilingual teacher to assist them."

Furthermore, informants believed that all the components to have a successful bilingual program were in place. The informants believed that it was the wrong administrator to deal with this type of program. The informants clarified that the administrator being African American had nothing to do with the fact that this person is not respectful to the program.

Administrator's Impact on the Consolidation. The school principal is the key ingredient when any new program is to be implemented at their school. It is of utmost importance that the principal is involved in the process of implementing the program as well as the actual creation of it. This gives the administrator a sense of ownership allowing them to feel indispensable and needed

for this program to succeed. The staff that is involved in making a program needs to have an administrator that can be spoken to. Informants made the researcher aware of the administrator's lack of the accessibility. An informant's comments described the issue as follows:

The big issue here is that the person in charge cannot be spoken to. This person will tell you one thing today, another thing tomorrow and do whatever she wants the next. So it's very hard to try to fix what's broken, which is a lot.

Another issue that came up with the administration was the lack of stability. The school at large was affected by the administrator's lack of stability. The bilingual teachers felt that the bilingual program was severely impacted by this. Many of them wanted to leave this school but for fear of reprimands or losing their jobs, they had decided to stay. Teachers acknowledged that the site administrator ruled the school and that they had to abide by these rules although they were a detriment to the ELL students.

The administrator had always said that she knew what she was doing and that the rest had to respect her decisions that pertained to the bilingual implementation. The informants believed that she has no knowledge of what

bilingual education is and unless someone with authority intervenes, the so-called bilingual school would be history within a few years. This feeling can be summarized with the following comments.

That was her job, and you know, presumably she will be evaluated according to how she implements the program. I would think that it stands to reason that the more faithful implementation that you have the better her evaluation would be but as you know politics plays a lot in the role of this implementation.

Some of the informants felt that they had a bilingual program according the principal's way. According to the informants the intent of the program was to provide as many self-contained classrooms as possible. Although there was an issue with the availability of facilities, the intention was to provide instruction in the native language. This was not the case according to the informants. In order for a bilingual program to be effective it needs to have the support of the building administrator. You cannot change the program and alter it to suit anybody's needs other than those the program has been designed to accomplish. When asked if the principal had a role in the success of the implementation one informant said:

As much as the implementation was well planned out it's up to the principal to make it function. When a principal is someone that doesn't understand the program you run into a problem. If this principal is not sympathetic to the program, she is not going to do much to help these kids. So, the program is not going to work as successfully as a school where the principal understands the Bilingual situation and is sympathetic to the needs of the ELL students.

Informants believe that their principal is "very narrow minded and thinks that all children should be instructed in English from day one." As an informant said: "Even though the administrator pretends that she understands the bilingual program she does not." Another informant believes that "the administrator just does not care about the program." She accepted it because it came along with the money. I found the following comment to be quite interesting:

The principal never wanted the ELL population to be at her school. She was quite interested in extra funds her school would have. Her way out is pretending that she doesn't know better. She tries to run from facts by embellishing things and saying, "I took care of this and I took care of that" but

it's not happening in the sense that the students are not getting the services they came to this school to receive. At least, not now that we are at the end of the second year. Things are worse instead of better. Careful plans were made in conjunction with office of bilingual in regards to the consolidation that she just does not abide by.

In addition, informants believed that the program had the potential of being successful. The informants bought into the idea of being a part of this consolidation because they felt that it would provide the ELL students with a bilingual program.

On the other hand the majority of the informants emphatically believed that the administrator was affecting the success of this program in a negative way. They all agreed that the consolidation was an excellent idea. Nevertheless they stated that the administrator did not abide by the original implementation plans that stipulated that ESL and self-contained bilingual classrooms were to be implemented in every grade that had at least 15 ELL students.

At this point the researcher searched for evidence to substantiate this finding. It could not have been better expressed than in the words of the following informant:

I think there is a lot of work to be done in supporting the program. As you know I have direct supervision over the principal. I will monitor the program and indicate to her that she has to amend the program as indicated in the original implementation plans.

Several interviewees explained that other schools with bilingual programs also have African American administrators that were very supportive and believed in it. Teachers are very happy under those conditions because they are allowed to follow the guidelines of the Bilingual Education Curriculum. When asked if a good staff guided by a good leader can make it a very commendable program the informant expressed his feelings in the following way:

Of course, we can make miracles with someone that understands the program is sympathetic and understands what teachers are supposed to be doing in the classroom. The principal understands what responsibility according to the contract, in this case the bilingual and ESL teachers are supposed to teach with the curriculum of the bilingual program the way they were trained to do so, so it should function for the bilingual students. Then of course you will have a successful program.

It seemed to be that the proposed program was not implemented according to informants. The informants' consensus was that lack of administrative support was one of the main reasons for the bilingual program not flourishing as successfully as it should. They all believe that their principal does not know what to do, does not believe in it, and just has no idea as to how to have a successful bilingual program. When asked for suggestions on how to make the administrator aware of what a bilingual program should look like, one informant responded:

They should take a course in bilingual education. They should go, not to a one day workshop, they should take a course that will give them in detail the different areas of the bilingual child in terms of religion, culture and I'm talking in terms of their diets, their way of thinking, the history of their countries and so on and the reasons they migrate, which is in most of the time economic and in few cases like Cuba, which is political.

School Climate

The positive school climate that the school had was one of the reasons the SLT chose it to house the ELL students. Teachers that were interviewed at the beginning of the study believed that their school would be an oasis

for the ELL students. They had a considerable number of ELL students, there was bilingual staff to teach them, and at that point the administration was completely in favor of the implementation. Plans to teach the ELL in their native language when needed were arranged and approved. The administration wholeheartedly accepted the bilingual parents to become a part of the school family.

All the involved stakeholders were excited about the plans. The general classroom teachers and bilingual teachers had good relationships, they were all happy to be in that school and accepted the new bilingual teachers as well as the new ELL students with open arms. That seemed to be the sentiment of what the school climate was 2 years ago. The school's climate according to an informant was expressed with the following words:

I am so excited about this new program that we are about to have in our school. As it is we have a wonderful building where everyone gets along, is treated with respect by all and are treated equally.

I am sure that the ELL students are going to feel how nurturing this school can be.

Climate conducive to learning. Another reason for consolidating the bilingual program into one site was the need to give the ELL students the opportunity to be in a

school that had a climate that was conducive to learning. The ELL students would be exposed for the first time to a staff of bilingual teachers that they were not exposed to at their prior school. It was evident that for this reason alone we can safely state that the consolidation was beneficial to the ELL students.

This in turn allowed the ELL students to socialize with other students. Socialization is an important part of a student's education. Students need to be able to communicate amongst each other, be a part of cooperative learning groups and above it all be able to understand and be understood.

Teachers had been able to observe their students social behavior. To their amaze they noticed that the students were showing signs of positive social behavior. When students feel comfortable in the educational setting in which they are placed their possibility to succeed is much higher. The informants stated that the ELL students were able to express themselves for the first time. The researcher was interested in knowing about experiences that the informants had with this topic. The informant's feelings could be captured in the following words:

I have been able to observe that the bilingual kids have a special bond; they consider themselves like a

family. So, even when they are exposed to the general program, they tend to look out for themselves, they want to keep the bond going because that's the sense of security, that's a sense of warmth, that's a sense of accomplishment.

Another example of student satisfaction was the ELLs students show of the gratitude they felt with their new educational environment. An informant clearly talked about this sense of happiness the ELL students were experiencing with the following statement:

My students are constantly telling me how happy they are to be at the new school. They expressed how unhappy and unwanted they felt at their old school. They did not understand their content area classes at all and were failing. Even though I do not teach in Spanish they know that I would translate the lesson whenever needed. This small effort on my part is greatly appreciated and valued by my ELL students.

The researcher sifted through the data and found that the teachers were thrilled to be of service to these children. They expressed that these students were not exposed to a climate in which they felt comfortable. They had no sense of belonging, they could not communicate with the others. The students were openly expressing their

contentment. As one informant stated: "they feel that school climate has suddenly changed for them."

Another informant stated "having a self-contained classroom for the first time has been a blessing for these students." They had never been in a self-contained bilingual classroom. The bilingual students felt a sense of belonging, they had teachers that could speak their language, they were able to become an active part of the school community, and most of all the bilingual students were happier.

Contradictory attitudes were clearly stated by an informant's disagreement with the placement of ELL students in general classrooms. Nevertheless after probing further the informant clarified that he was not in total disagreement. The ELL students receive Math and Reading in their native language, which was beneficial to them. However they did spend the rest of the day in a general program classroom and it was during this time that the informant believe they were not thriving as they should:

When they are exposed to the general program classrooms, you know, all of a sudden, most of them are not comfortable, unfortunately. Yet, the

students were still much happier and able to perform much better under the new circumstances.

Placement of ELL students in General Program Classrooms

The placement of ELL students in general classrooms has been an issue for school districts. When there are not enough students to constitute a self-contained classroom, pullout is the second best option. This required the students to receive instruction in an English only environment most of the day. This is a serious problem for ELL students that come to the United States especially in middle school. Aside from having to adjust to a new country they are also faced with low self esteem. Many of these students are on grade level in their country and all of a sudden they are at the bottom of their class.

The school in this study was faced with these issues as well. They seem to be more evident now that the consolidation is in its second year. The primary intent of the consolidation was to eliminate the adverse conditions that these students were facing in their former school because services were not efficient or did not exist at all. In addition, it was the intention was to eliminate as much as possible the placement of ELL students in general classrooms.

Pullout Program. The bilingual program did not have enough students in grades four to eight to constitute self-contained bilingual classrooms. At this point it was evident that the ELL population would be placed in the general classroom. They would receive Spanish instruction in the areas of Reading and Math as well as one daily period of ESL. To this purpose, pullout teachers, along with general program teachers, imparted the content area subjects to ELL students in grades four to eight.

Pullout services at the moment consisted of the pullout teacher, ESL teacher along with the general classroom teacher. They felt that these students spent too much time sitting in classrooms where instructions were delivered only in English.

It was brought to the attention of the principal, who in turn decided to make sure that the general program teachers that she hired in the future were bilingual. With that decision the designated bilingual teacher came into existence at the bilingual program. This addition to the pullout program component was a start in the right direction. The researcher will further describe the role that each of them played in the bilingual program.

Pullout teacher's responsibilities. Their main responsibility with the ELL population was to deliver

instruction in their native language. They would be the ELL developmental teacher in the areas of Reading and Math. In addition, they are responsible for the alignment of instruction with the general program at all times.

The researcher uncovered an undercurrent of discontent among these teachers. It was difficult to discover who was not doing their part in the effort to make this pullout program work. This back and forth accusations of each other lead to discontent among them. This was evidently hampering the quality of the bilingual program in the upper grades as one informant stated so eloquently:

It would be nice if the pullout teacher would converse with the rest of the teachers of whatever they are supposed to know by this date. This is not what is happening and the students are paying the price.

This comment is a one sided opinion. The researcher felt that there are two sides to the story that needed to be unveiled. Sorting through the interviews it was evident that the other side also had reasons for the alignment of instruction not taking place. The desire to meet was there but this was not always the case as one of the informants explained this problem to me:

By virtue of the administration constantly changing schedules left and right, I have been put in the position of not being able to provide the two periods to all of the students. To make matters worst, I do not have a common preparation period to really meet with the general program teacher and align instruction. This is a serious problem especially when Tier 1 students are affected by it. In this school that is the case.

It was clearly evident that there were other reasons that affected the ability of these teachers to meet. The administration did not provide common preparation periods amongst the teachers that were involved in the ELL's education, which made it almost impossible to meet. The pullout teacher would confer as much as possible with the homeroom teacher to agree on the best instructional methods that they could use to deliver instruction. The researcher needs to reiterate that lack of a common preparation periods did not allow these meetings taking place. Consequently, in many instances the ELL students were being taught the same skills with totally different approaches.

Among the responsibilities that the pullout teacher had was the assessment of the ELL student. It needs to be

mentioned that although the pullout teachers were ultimately responsible for the ELL's assessment, it also holds true that they cannot be held responsible for students that they were not instructing. This became a serious dilemma for the pullout teachers as well as the designated bilingual teacher. The latter teachers were the ELL's homeroom teachers, which made them responsible for collecting and imparting grades for the ELL students. The General Program Teachers involved in the ELL's educational program did not feel comfortable having the responsibility of assessing these students. The researcher realized that this was a topic that needed to be discussed in depth.

Pullout Program and the General Classroom Teacher

Since the beginning of the consolidation it was evident that the fourth, fifth, seventh, and eighth grades classes were to be pullout. The major reason for assigning these students to the designated bilingual teacher was to provide these students with a teacher that could provide assistance to them in their native language. This gave the ELL student a sense of belonging that made them feel comfortable in the classroom, although it was not a bilingual one.

The relationship between the pullout teacher and the designated bilingual teacher was very professional and

cordial. This allowed them to work together in their quest to find the best educational program they could provide the ELL students. The first year it seemed to be working extremely well. The designated bilingual teacher's taught ELL students all subject areas other than Reading and Math. The pullout teacher taught these subject areas to them. In addition they also received ESL services.

Designated Bilingual Teacher

During the second year of the consolidation a decision was made to hire as many Spanish speaking teachers as possible. These teachers were placed in the fourth, fifth, and seventh grades as designated bilingual teachers. Students enrolled in these grade levels would be placed in their homerooms. Although the classes were going to be mixed it was the belief of the administration that these teachers could assist the ELL students during the time remained in their classroom.

Informants had very harsh complaints against the general classroom teachers. The informants were sure that the general classroom teachers that did not speak the ELL's native language just ignored them. According to informants these teachers were highly verbal about their inability and unwillingness to provide instruction to the

ELL students. The designated teachers were not able to provide instruction in Spanish even if they wanted to do it.

Degree of Involvement with ELL students. The designated bilingual teachers were more sympathetic and tried as much as possible to help these students with the subject area that they taught. According to the informants the students were extremely happy to have a Spanish speaking homeroom teacher.

It was not all true blue, the designated bilingual teachers felt that they were imposed on. When asked if their role in the education of the ELL students was important an informant has very strong words to make a point:

Regarding my role in the ELL's education I have a lot to say. It is evident that the ELL students are better off in my classroom than having a teacher that just says to them well, that's your problem, you're in this country and you better learn English. That is where the most important role comes into place. We should have teachers that are more sympathetic, and understand, you know, that English isn't their native language so they have to find a

way of communicating and getting their messages across.

Another informant was reluctant to be chosen as the designated bilingual teacher when he emphatically stated the following:

I have been put in the position of teaching ELL students because I speak Spanish. They should know that I do not hold a bilingual certification. According to the law as far as I know, teachers can only teach in the areas in which they hold certifications. The bottom line is that I shouldn't be doing it but I am. I do it because I have empathy for these students. The administration should not forget that having both populations in one homeroom has created many problems.

The researcher needed to conduct further research to get to the root of the problem. Sorting through the data, the researcher uncovered that this teacher mostly referred to the negative climate that permeated the classroom. The informant was willing to assist the ELL population but felt that by doing so the general classroom students would be neglected.

The issues that surfaced during the second year of the implementation were not evident during the first year

of the bilingual consolidation. The designated bilingual teachers felt that the responsibility regarding the education of the ELL population increased. Further probing the informants the researchers clarified these comments. The informants referred to the growing numbers of ELL students in their classroom during the second year of the consolidation. It was apparent that the informant took the responsibility very seriously. This informant gave me an example of his importance to this population. The following comments revealed his sentiment about it:

I teach everything in English and then reinforce in Spanish if they do not understand English. Doing this drains you, but you got to do what you got to do. My students are happier being placed in this school because we make sure that they have a sense of belonging. Just by listening to their issues in Spanish is much more than what they had.

Various informants said that although sympathy and understanding of the ELL student's predicament was good for their self-esteem it did not prepare the teachers to effectively assist these students while not ignoring the general population in their classes. One informant had very strong words to say in this respect. The following is an excerpt of the ethnographic interview:

I was forced into being the designated bilingual teacher, which I am not too crazy about. I was hired to do Math and that's what I am teaching. I do not want to teach anything else but I cannot disregard the ELL students. So personally having a mixed class it's draining because the others chose not to deal with it. These teachers felt that they were imposed on by the mere fact of not having a bilingual certification or just by not being able to speak the student's language. Please do not think that I am anti-bilingual. I am not, I was in their shoes years ago and I wished that I had someone like me.

It was evident that although they thought it was hard and extra work, they did not see it as a burden. The designated bilingual teachers felt that their role was important to the social and academic attainment of the ELL students. At the same time they had conflicting answers that needed to be studied further.

General Classroom Teacher

They felt that as general classroom teachers they did not have the strategies that were necessary to teach ELL students. Many general program teachers are sympathetic to the needs of the ELL population while others are not.

An example of these findings is in the following statement obtained by one of the informants:

I am willing to help the ELL student, but they do not understand me and I really do not have any experience or strategies that I can use to teach them. As for other teachers, many of them are in my shoes while others really do not care.

According to a large number of informants they believed that these teachers were hired to teach general education classes only. Nevertheless, informants also stated that teachers that want to teach in an urban school district should know that the possibility of having ELL students in their classroom is higher than if they taught in the suburbs. Sure enough, these teachers were faced with the reality of having ELL students in their classrooms. However the informants believed that they were not prepared to teach ELL students and felt that holding them accountable for the ELL students' performance was not fair. General program teachers that conducted their lessons in English only taught the ELL students.

Degree of involvement with ELL students. As the school year went by a few general program teachers began to complain about the unfairness of having them held responsible for ELL students' performance. Their

difference in involvement with the ELL population varied from class to class. Some general program teachers went as far as posting charts in Spanish so the ELL students would at least have something to help them, to teachers that sat the ELL student in the back of the room and instructed the bilingual students to sit quietly.

Informants were in disbelief as they made the researcher privy to information in regards to this situation.

Informants stated that teachers are responsible for any child in their classroom and did not understand why they complained so much.

Urban schoolteachers will encounter ELL and special education students as well as those with discipline problems during their teaching experience. Informants stated that the administrator should have provided staff development to these teachers before making them responsible for the ELL populations' educational progress.

Informants informed the researcher how these changes adversely affected the ELL population. For starters, they were now to receive instruction in English in several subjects, the effectiveness of the designated bilingual teacher was adversely reduced and the bilingual and ESL services that they had a right to receive were in jeopardy. As an informant vehemently said: "it got so bad

that the school was at the verge of being sited for non-compliance issues."

Assessment of the ELL Student

It is the responsibility of every teacher to attempt, as much as possible, to teach students in their classroom. According to some of the informants this was not happening in their school. They felt that the upper grade ELL students were not receiving the same education, as the general program students. As a consequence, it was obvious that the upper grade ELL students were not totally reaping the benefits of being at this new site. They were viewed as a problem that did not go away. Informants were all concerned about the issue revolving the majority of the general program teachers not wanting the responsibility of assessing the ELL students. One informant was absolutely sure that this was a severe issue when he stated:

They are not grading them. Why? Because those teachers have told me, "I can't grade them if I don't have any work from them" and being that they don't speak English, I feel that I should not be responsible. We do not understand each other.

The general program teachers did not want to grade the ELL students that were in their classrooms. They felt

that these students did nothing in their classes to deserve anything more than an F or just simply not grading them at all, which was what the majority of them chose to do.

It became a struggle between the homeroom teacher, the other general classroom teachers, and the bilingual pullout teacher. When asked if they thought that grades were going to be given to the ELL students one informant said:

As a general program teacher I do not feel comfortable grading the ELL population. They are in my classroom, but no learning is going on, at least that is how it seems. Aside from that, some of them are pulled out from my class to receive ESL services; therefore they miss my class anyway.

The general program teachers felt that the pullout teacher was the person responsible for providing grades for the ELL students, along with the ESL teacher. When asked how serious was the problem of providing grades to the ELL student one informant said:

It is extremely serious because the general program teachers are refusing to grade the ELL students. They believe that the bilingual pullout teacher is the sole responsible of the ELL students' assessment.

They want him to provide grades for all the subject areas in conjunction with the designated bilingual teacher.

The data clearly show that the teachers were not told what their responsibilities were with the bilingual population especially in the upper grades. Hence, it created a group of teachers that did not believe or understand their importance in the ELL students' social and educational progress. Involving all the stakeholders when the consolidation was being created would have made them feel a sense of belonging. As a consequence all of these issues might have never existed.

Summary

The consolidated bilingual program was successful in several respects. First of all, it was evident that the school climate had improved for the ELL students. The interviewees firmly believed that the schools climate had improved; which affected the ELL population positively.

Secondly, bilingual teachers in a self-contained setting instructed the ELL population. These students were isolated at their former schools and received little or no services. Although some ELL students were not in a self-contained bilingual classroom, the school made sure that as many general program teachers as they could hire spoke

the ELLs' native languages. Consequently, all the ELL students received instruction in their native languages as much as possible.

Finally, parents were able to become an active part of the school. According to the informants, parents were more visible in school after the consolidation effort started. The alienation that they felt at other school was eradicated at the new site. This was evident with the parents' participation in all school activities. Parents started to volunteer their help at the school for the first time in their child's school career. The ELL students were slowly becoming an intricate part of the school.

Quantitative Research

Blending qualitative and quantitative methods of research can produce a final product that can highlight the significant contributions of both. This study combines both methodologies to produce contributions to the field of research.

Tripp-Reimer (1985) suggested that both research methods have strengths, which can be used effectively. Qualitative research methods often provide rich descriptive and documentary information about a topic or a phenomenon. The Tripp-Reimer (1985) may offer another way

of mixing methods by first using qualitative questions to inform the scope of the quantitative ones. Qualitative and quantitative methods used in conjunction may provide complementary data sets, which together give a more complete picture than, can be obtained using either method singly. This author believes this reasoning to be sound because both methods provide a different lens by which data can be viewed.

A questionnaire that was generated in part by the careful examination of the transcribed interviews was used. The questionnaire (see appendix A) consisted of 50 multiple-choice questions and 7 open-ended questions were distributed among staff members. It was distributed to 50 respondents and 24 were returned. The following chart shows the distribution of the 24 respondents classroom assignments:

Table 1

Bilingual and General Education Teachers Sample Population

Years of Experience	Bilingual Teacher	General Education Teacher
0 to 4 years	2	4
5 to 9 years	1	3
10 to 14 years	1	2
15 to 19 years	0	2
20 or more years	6	3
Total	10	14

Table 1 shows the distribution of the staff as follow: 10 bilingual teachers, 11 general program teachers, and 3 general program teachers that spoke Spanish. Their teaching experience varied from 1 to over 20 years. Their experience ranged from 0 to four years to over 20 years of experience.

Questionnaire's Open-Ended Questions

Part of the questionnaire included an open-ended section of seven questions. They consisted of a set of questions carefully worded and arranged for the purpose of taking the respondents through the same sequence of questions. Respondents were to answer yes or no and explain their answer in details if they wished. The following is a list of the open-ended questions that were answered in details by the respondents

1. Has the consolidated bilingual program improve in your school since its implementation two years ago?
2. Have you encountered problems or concerns with having ELL students in your general classroom?
3. Has there been more bilingual students placed in the general classroom in comparison to last year?
4. Do you believe that general program teachers are able to provide ELL students with an equitable education?

5. What can your administrator do to promote bilingual education in your school and in the community?

The researcher examined these questions by complying answers that would provide similar answers. The next step was to find topics that were interrelated with the qualitative findings. This allowed the researcher to further validate information that was yielded by the use of both methods. The following section will provide answers to the open-ended question that provided credibility to the study's findings.

Improvement of the consolidated bilingual program. The first question assessed the improvement that the implementation of the bilingual program had during the past 2 years ago. A total of 19 out of 24 respondents said no. This represented a large majority of the respondents believing that the program had not improved. By further sorting through the data the researcher found that only five respondents explained their reason to believe that the consolidation had not improved. The following are excerpts of their reasons:

How could it improve? She should allow the bilingual department to assist her in the management the program in the effective way it was supposedly sold to us.

The principal interferes too much and implements ideas that are not to benefit but to jeopardize the ELL student's education.

Lack of communication, training, the administrator willingness to make it happen, placing too many limitations, and barriers to effectively communicate are among the reasons the consolidation is not working.

No changes or suggestions have been established to accommodate the needs of the children.

It was evident that although the majority of the respondents believed that the implementation was not effective, only five would give a reason to support their answer. It seems to be that either the respondents did not feel comfortable enough to express themselves freely for fear of retaliation or they did not have reasons that would validate their answer. It is obvious that this topic needed to be researched further during the ethnographic interview to get to the bottom of it.

Administrator's promotion of the bilingual program.

The second question dealt with the respondents' views related to the administrators promotion of bilingual education at their school and in the community. The respondents seemed to be more willing to express their

opinions in regards to this topic. The following were the most striking answers:

The administrator should leave the school. She has done nothing.

The school along with the principal should become more sensitive to the issue; only bilingual individuals should be administrators in these schools.

Allow the bilingual teachers to use materials bought for the ELL students.

Replace present administrator with a bilingual administrator.

If the school houses a large population of bilingual students then the administrator should be bilingual. This lady has the bilingual community very unhappy. Listen to the staff while developing programs to assist the ELL students.

The administrator should show concern and interest, which I do not see at all, as to the needs of the teachers, parents, and students.

The administrator needs to be more flexible and recognize and accept the needs of the bilingual students by allowing them to receive an education in

their native language until they become more fluent and are ready to function in a general classroom.

By sorting through the answers, the researcher concluded that the respondents blamed the administrator for all the negative issues that had surfaced since the consolidation of the bilingual program. They basically blamed her for the tribulations that the consolidation was going through. It was obvious that the comments were giving the administrator suggestions that she should take if the program is to flourish.

By cross-referencing the answers from the questionnaires with the interviews, it appeared that both groups believed that lack of administrator support did not allow the consolidated bilingual program to flourish, as it should have.

In addition, the informants made clear that in spite of this issue, they felt that they were affected mostly and not the ELL population. They still believed that these students were receiving a better educational program at the consolidated bilingual program than they did at their former schools.

General program teacher's ability to teach ELL students. The third question asked the respondents if they believed that general program Teachers were able to

provide instruction to the ELL students. The respondents did not believe that general program teachers were equipped with the strategies that are essential to teach ELL students in their classroom. Here again the vast majority of the respondents believed that the general classroom teachers were not prepared to teach ELL students. The majority of the respondents expressed their view on the questions prompting the researcher to conclude that this was a topic that needed to be researched in depth. The following were common answers given by the respondent.

They lack the children's native language that proper training will not help.

If the teacher cannot communicate, which happens to be the case of many of the teachers, with the ELL students instruction can not take place.

I think that the general program teachers that speak the ELL's native language can provide a good education. Understand that it will not be without barriers but it is still a better option than placing them with one that cannot do it.

When students are mixed with the general population it lessens the individual help they need.

Students do not learn in this environment.

There is a language barrier and lack of appropriate content materials.

There are too many barriers and limitations to effectively communicate with the ELL students let alone teach.

The ELL students do not get the same amount of attention that the English-speaking students get in the general classroom.

Some know the language but cannot use it constantly while others just don't use it.

If you are going to have general program teachers provide instruction to the bilingual students, then provide them with training.

Although, they believed that the general program teachers did not have the strategies that were needed to teach the ELL population, they did believe that having designated bilingual teachers was a better choice. They felt that teachers that spoke the ELL's native language had a better chance to provide education to them.

Finally, respondents were asked the placement of ELL students in the general classroom had increased in comparison to last year? Again, 20 out of 24 respondents said yes. This goes in accordance with the influx of ELL students that the consolidation will bring. Several

respondents were very verbal about this issue. The following list includes opinions that were shared by various respondents:

Grades (6,7,8) have been departmentalized. Bilingual teachers now have mixed groups.

There are classes where 75% of the students are bilingual and the teacher is not.

I see larger numbers in the mainstream this year than compared to last year.

The school believes they are justified by placing the ELL students in general classrooms where teachers can speak their native language.

General program teachers that speak the ELL's native language do not replace a self-contained classroom due to that fact that they are not allowed to use the students' native language to begin with.

They have mostly been placed with general classroom teachers that do not have the expertise and sometimes the desire to teach these students.

The answers showed a sentiment of discontent among the general classroom teachers. The general program teachers that spoke the ELL's native language felt dumped on, the teachers that did not speak the language felt

lost, and the bilingual teachers felt that it was a disservice to the ELL students.

In spite of that, they gave merit to the administration for hiring general program teachers that spoke the ELL students' languages, while the later teachers understood the importance they had in the education of the ELL students although they felt dumped on. It was clear that these teachers were not informed about the consolidation and how it would affect them. In addition, they were not trained on bilingual education.

Stakeholders need to be a part of the implementation process of any program so they can share their opinions and or expertise in it. Findings do not show that this was the case in this particular school. Nevertheless, it was evident that in spite of it all, these issues did not directly affect the ELL students. The staff made sure that they were not involved in any negative conflicts that were a part of the consolidation.

Questionnaire's Statistical Section

This section contained 50 multiple-choice statements that respondents rated from 1 (strongly disagree) to 5 (strongly agree). The purpose of this section was to quantify the answers that were given by the respondents.

The questions dealt with topics related to the effectiveness of the consolidated bilingual program. Topics that were necessary to study to find answers were researched. The following list are the topics that were answer in this section: Administration Leadership, School Climate, Implementation Process, and General program teachers and the ELL students.

Table 2 illustrates the findings that relate to the effectiveness of the bilingual program.

Table 2

Effectiveness of the Bilingual Program

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The bilingual program is taken into consideration when implementing new initiatives in the school.	34.8	21.7	30.4	13.0	0.0
My school has an excellent bilingual program.	30.4	17.4	39.1	13.0	0.0
School has effective procedures for identifying students with ELL students.	13.0	8.7	39.1	26.1	13.0
Training is available to all teachers that focus on effective practices in a bilingual setting.	21.7	26.1	39.1	13.0	0.0
The bilingual program is viewed as an integral part of the school.	21.7	26.1	34.8	17.4	0.0
The bilingual program adequately meets the needs of the students.	30.4	17.4	34.8	13.0	4.3
I am satisfied with the bilingual program at my school	26.1	39.1	17.4	17.4	0.0
The total education program offered at my school to the bilingual students is of high quality.	21.7	30.4	34.8	13.0	0.0

Table 2 illustrates the effectiveness of the consolidation according to the respondents' experiences. The following are the findings extrapolated by this table.

When it came to questions related to the consolidation of the bilingual program the respondents felt the same as the interviewees. The effectiveness of the consolidated bilingual program was a topic discussed thoroughly and in depth.

Accordingly, 56.5% of the respondents were not convinced that the bilingual program was taken into consideration when new initiatives were implemented while 30.4 were neutral. To the amazement of the researcher a sizable amount of respondents were not sure whether or not they had an excellent bilingual program at their school. These two findings are extremely contradictory. The respondents would not openly say that the bilingual program was good or bad yet they had no problem confirming that the program was not taken into consideration when initiatives were implemented.

Identification of the ELL students was seen as an improvement that was brought upon by the consolidation. By consolidating the bilingual program the identification of the ELL students was done by staff that was already experienced in placing students accordingly. The small

bilingual programs that were closed did not identify all the students, which left some students without services. This was an issue that was able to improve drastically.

The major purpose of the consolidation was to improve services rendered to the ELL population. According to the respondents, 56.5% did not believe that the bilingual program in their school met the needs of the students. While only 4.3% believed that the bilingual program met the students' needs of understanding content. It was evident that only a small part of the staff believed that the program met the needs of this population. The researcher felt that this was a topic that needed to be explained further. Sorting through the data provided by the questionnaire provided the answer to this enigma. Respondents that did not speak the ELLs' native language were the only ones that believed that the students' needs were being met. Evidently, this group of informant is not versed in bilingual education and therefore do not have the experience with this population to be able to provide a valuable opinion.

As a result schools need to take into consideration all the programs that are a part of the school when implementing new initiatives. For the most part, only 13% of the respondents agreed that the bilingual program was

taken into consideration when new initiatives were implemented. After reviewing the data, it was reasonable to speculate that if the school had taken the bilingual program into consideration when implementing initiatives it would have yielded in the long run, positive results. As it was, these new initiative were detrimental to the ELLs' educational attainment.

Although 50% of the respondents were not satisfied with the bilingual program, they still agreed that bilingual parents became a strong and visible part of the school, partaking responsibilities in all school activities. The consolidation effort brought upon parental involvement in a large way.

Parental involvement was evident in school meetings, students' extracurricular activities, and as parent volunteers. This was an impossible task to accomplish prior to the implementation because parents did not feel welcomed into a school that did not place value to their language. As educator's we know that parental involvement is an ingredient that brings upon success in a school.

Table 3

Principal's Beliefs and Perceptions of Bilingual Education

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Principal monitors all programs of our school.	13.0	30.4	30.4	21.7	4.3
Principal closely checks teacher's activities.	13.0	26.1	17.4	34.8	8.7
Principal has a clear vision of what the school is all about.	13.0	30.4	26.1	21.7	8.7
Principal accepts and implements ideas suggested by the faculty.	21.7	43.5	13.0	17.4	4.3
Principal encourages the use of the native language for new arrivals.	30.4	26.1	26.1	17.4	0.0

It is the general opinion of the school staff that the principal had a negative impact in the success of the bilingual program consolidation.

The vast majority of the respondents believe that the principal is not knowledgeable about bilingual education. In addition, 56.5% of the respondents totally disagree that the principal encouraged the use of native language for new arrivals. This is a contradiction of the purpose of consolidating the bilingual programs. The fact that the ELL students did not have the opportunity to use their native language at their former schools was one of

the reasons for consolidating the programs. Similar responses were part of the ethnographic report.

Commitment to change does not necessarily bring about a promise to follow through with the most wanted course of action, it is important that schools concentrate their efforts in promoting an environment that propagates a sense of commitment and responsibility for the positive outcomes of work. To this end, the respondents believed that they had many ideas that could have been used to make the implementation of the bilingual program a success. However, 53.5% did not believe that joint-administrative decisions were being taken into consideration. The respondents believe that although change is important, it is quite difficult to accomplish when they do not have the support of the administrator. Furthermore, if their ideas are not taken into consideration it causes severe damage to the schools desire to assist with the implementation of the program. It was evident that the majority of the staff members were very verbal about the school administrator's lack of consideration of their ideas.

The staff also believed that the principal did not implement ideas or suggestions they had that could improve the bilingual program by a margin of 65.2%. Here again, it was obvious that there were many issues that dealt with

the administrator's desire to conduct the school in whichever way she felt was best. In addition, the respondents stated that they were made to believe that their ideas would be implemented only to find out that they were not.

When conducting the interviews, they also said that it did not matter if their ideas were good or bad the principal would always do what she wanted. In many instances the decisions made by the principal were not in the best interest of the bilingual students or the staff in general. One example was the placement of ELL students with general program students. This caused chaos in classroom for the students and the teachers that did not know how to handle these mixed classrooms.

According to the informants the lack of sensitivity from the part of the administration led to a drastic change in the school climate. The informants as well as the respondents were worried with these sudden changes that had affected negatively the school climate. They insisted that the administration needed to take a look at the problems that were contributing to the changes in climate.

Table 4

School Climate

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The curriculum of our school is multicultural.	17.4	39.1	30.4	13.0	0.0
Staff examines instructional material for racial bias.	13.0	43.5	21.7	21.7	0.0
School's atmosphere is responsive to cultural, ethnic and language differences.	13.0	34.8	17.4	21.7	13.0
Bulletin boards reflect ethnic and cultural pluralism.	4.3	17.4	26.1	30.4	21.7
Information in various languages is used in school communications.	4.3	17.4	21.7	34.8	21.7
In-service training focuses on multi-cultural awareness.	26.1	34.8	21.7	17.4	0.0
Staff at our school are sensitive to ethnic & cultural differences	8.7	17.4	34.8	21.7	17.4

The culture of the school is not only essential to the achievement of students but also plays the important role of impacting the climate of the school. A school's history, in many cases, continues to affect people's behaviors, beliefs, and assumptions.

The respondents' opinions about the school's climate being conducive to learning were divided. A total of 56.5% of the respondents disagreed that the school's climate was conducive to learning, while 21.7% were neutral. Hence, the majority of the respondents believed that the school's culture was not the best that it could be. Among their reasons for believing that the school's culture was not conducive to learning were the following: (a) 56.9% of the respondents believed that existence of a good multicultural curriculum was nonexistent; (b) 56.5% stated that the school did not to examine instructional materials for racial bias; and, (c) 60.9% believed that the lack of in-service training on multicultural awareness was an eminent problem that caused cultural misunderstandings among some of the staff members.

On the other hand, respondents believed that the schools culture had aspects that were beneficial to the ELL population. A total of 42.1% of the respondents stated that bulletin boards reflected cultural

differences, which according to them was a boost to the schools positive culture. In addition, 56.4% of the respondents felt that providing the school notification in various languages was of the utmost importance.

The question on whether there was benefit to placing the ELL students in the general classrooms had split opinions among the respondents. Although respondents understood that the reason for placing ELL students in the general classrooms were low numbers of ELL students in the upper grades, they still believed that it was not beneficial in some instances. In spite of the respondents knowing that there needed to be at least 15 students at a particular grade level to place the ELL students in a bilingual self-contained classroom, they still felt that the school could have placed the ELL students in bilingual classes.

Nevertheless, respondents did believe that placing the ELL students in general classroom with a teacher that was able to speak the their native language was beneficial to the them. When students were placed in this situation the respondents were more likely to agree that it was beneficial.

Table 5 will illustrate the problems that haven't risen when the ELL were placed in the general classroom.

Table 5

General Program Teachers and the ELL Students

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
General Program teachers are prepared to teach ELL students.	56.5	8.7	30.4	4.3	0.0
General program teachers assist ELL students.	26.1	26.1	43.5	4.3	0.0
Teachers and other students ignore ELL students in the general program.	26.1	52.2	13.0	8.7	0.0
General program teachers do not have the strategies to teach ELL students in their classrooms.	0.0	0.0	26.1	26.1	47.8
It would help if the general classroom teacher spoke the student's native language.	0.0	4.3	26.1	30.4	39.1
General program teachers need staff development dealing with techniques and strategies to teach ELL students.	0.0	0.0	8.7	34.8	56.5
Bilingual teachers have a good rapport with the general classroom teachers.	4.3	4.3	52.2	34.8	4.3

The biggest concern of the majority of the respondents was similar to the concerns of the eight interviewees. A total of 91.3 % of the respondents strongly agreed that the general classroom teachers needed staff development that would provide them with strategies they could use to be able to provide instruction to this population.

Furthermore, 73.9% of the respondents believed that the general program teacher did not have the strategies that were necessary to teach the ELL student population while the remaining respondents were neutral and no one agreed that the general program teachers had the strategies that were necessary to teach ELL students.

In addition, the respondents were also concerned with the ELL students getting the assistance that they needed from the general program teachers. A total of 52.2% did not believe that general program teachers assisted the ELL students while 43.5 were neutral. It was interesting to see that although half of the respondents answered no, the other half did not have an answer and opted to remain neutral. The researcher used the interviews to search for answers that would clarify the reasons for these findings. Data from the interviews suggested that the bilingual staff was the majority of the staff that felt that the

general program teacher did not assist the ELL students while the general program teachers themselves opted to remain neutral. It is evident that the general program teachers knew that they could not assist the ELL education, but were not willing to say that they did it purposely.

Furthermore, 60.9% of the respondents believed that that the school had not been responsive to the need of in-service training that focused on multicultural awareness. Respondents that did not speak the ELL's native language mostly expressed this belief. Although it was evident that they did not place blame on the general program teachers of their inability to teach the ELL students, they emphatically believed that they just could not do it.

Data revealed that 78.3% of the respondents believed that the ELL students were ignored in the general classroom. Further analyzing the data revealed the reasons that the interviewees believed explained the general programs teachers' attitudes. They stated that while some general program teachers did not care if the ELL students learned or not others did care and just simply did not know how to do it.

When analyzing the ethnographic interviews as well as the questionnaire, it was evident that all of the staff

members that were part of the study agreed that general program teachers that spoke the ELL native language had a better opportunity to help students comprehend the and make the content although they were restricted by time constraints and mixed classrooms that were comprised of ELL and general program students. These teachers that spoke the students' native language had more sympathy and empathy for the ELL students.

Furthermore, 69.5% of the respondents felt that the general classroom teachers that did not speak the language were likely to ignore or simply did not know how to deal with the situation.

Although it was evident on the surface that the bilingual teachers and the general classroom teachers had a good rapport, the questionnaire yielded a different answer. Only 34.8% of the respondents agreed that their relationship was good, while 52.2% were neutral. This is another example of the respondents either not knowing or simply not wanting to get involved, when they opted for neutral as their answer.

The staff was going through many changes due to the expansion of the bilingual program. Many general program teachers had never been exposed to ELL students, and that in itself caused frictions among the bilingual staff.

Some of the interviewees expressed the same sentiment as the majority of the respondents did.

It has been evident to the researcher that the school under study had a lot of difficulties dealing with the ELL population in the upper grades. One factor that caused this problem was a lack of understanding of bilingual education. Another factor was the fact that this population was not taken into consideration when implementing new initiatives. This created problems not only for the students, but for the teachers as well. Finally the above issues affected some aspects of the school's culture in a negative manner.

The final collection of data was presented in Chapter Four. The transcribed interviews provided the researcher with a broad range of domains that would explain the process of the consolidation and the factors that had affected the outcome positively and negatively. The questionnaire yielded similar results to those of the interviews.

Qualitative and quantitative methods build upon each other and offer information that neither one approach alone could provide. (Sells, Smith, & Sprenkle,) 1995. Just as two members of a family might be encouraged to see the world through the eyes of the other, perhaps research

purists can be encouraged to see how listening to another voice may serve to broaden our understanding of ourselves in a way heretofore obscured. The conclusions and implications were solely based on these results.

Chapter V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This study is about an inner city school in a large urban district that was answering the call for change and improvement through a complete revamping of the bilingual program. Specifically this study researched the program's effectiveness as a vehicle for change. Therefore, this account is not an evaluation of the program, but the impact it has had on the stakeholders that are affected by it. Therefore, it focuses on topics that influenced the implementation process. Findings from this research represent one school's experiences during the first 2 years of implementation. Consequently, many factors contribute to the success or failure when creating a bilingual program, hence the study dealt with those issues that were of particular importance to this study such as: the change process, the implementation process, the school's culture, the general program teachers, and administrative leadership.

Summary

The purpose of the study is to interpret, understand and describe the experiences and perspectives of different stakeholders regarding the implementation of a bilingual

program that would alleviate the need for bilingual education in SLT III.

Specifically, this study examines the implementation process of a consolidated bilingual program, as an agent for school change, and the impact it has on the school culture. Findings from the research represent one school's experience during the first two years of implementation.

This study is organized into five chapters. Chapter I present an introductory background of the study, statement of the problem, research questions, purpose of the study, importance of the study, definition of terms, and organization of the study.

Chapter II contains f the related literature that contains the following sections, which will be addressed in detail throughout this chapter: Need for Bilingual Education Reform, Implementation of Bilingual Programs, Effective School Characteristics, Teacher Training in a Multicultural Classroom, Administrative Leadership and School Culture.

Chapter III contains an introduction to the study and describes the research methods that were used to obtain data. Because of the nature of the study qualitative and quantitative methods were used. The primary source of information was the use of unstructured interviews with

seven informants. In addition, a questionnaire was developed to further answer the research questions.

Chapter IV includes an in-depth analysis of the data, the summary, conclusions, implications, and recommendations.

Chapter V summarizes the study and forms conclusions based on the in-depth analysis of results. Also included is a discussion of the implications of the research, recommendations based on the research, and recommendations for further research.

Conclusions

There were several reasons for the implementation process of a consolidated bilingual program to be selected for review and ultimate interpretation. The creation of a program that has as goals the acquisition of English, academic attainment along with social growth was a topic that the researcher studied.

Although there were many other factors that contributed to the success of the consolidation, the study concentrated on those that were of importance to the process such as: the implementation process, administrative leadership, school climate, and the role of general program teachers had in the ELL's education.

It is evident that the school is trying to provide the students with a better education than they had before. This brought upon positive changes that the students experienced and are just the beginning of what could become an excellent bilingual program that other districts can replicate.

The Change Process

Change in general can be disturbing and produce feelings of fear and apprehension. The proper implementation of any program requires that for a certain period of time, that the stakeholders be ready for it and even participate in some of the decisions.

The development of collaborative relationships among stakeholders is of the utmost importance. If one of the stakeholders is not in agreement or has a different agenda or purpose it will cause a major setback. Unfortunately, this was the case. The administrator in charge of the school is not in agreement with how to provide services to the bilingual population. This philosophy eroded the relationship with the first bilingual vice-principal. Consequently, the vice-principal requested a transfer.

The informants recalled a feeling of excitement and content with the idea of their school being selected to become a magnet school. One problem is that there was no

time for preparation and the teachers' input was not asked or even taken into consideration. Secondly, the school administrator was the first person to eradicate the bilingual program and try to create one that would suit her personal reasons. This started to cause a discontent among the faculty that created problems for the school at large. The program was seen as a burden to the teachers that were not prepared to deal with the ELL population, let alone to have to teach them.

Change, in almost every aspect, can affect the climatic conditions of the school. The school always seems to be in a state of transition and as such it created a lot of ambiguities and uncertainty. There were negative undercurrents and a certain degree of lack of concern and indifference from the part of the administrator.

As a result, bilingual and especially general program teachers were not prepared for the influx of ELL students at their school. The general program teachers were not prepared to have ELL students in their classrooms. Although research on educating the ELL students was presented to them, they did not have proper staff development and follow-up activities that were necessary to give them a sense of being able to impact the ELL's educational success.

The Implementation Process

The implementation of a bilingual program has been a critical force that had provided the staff with hope. When the program was introduced at the school it served to boost the morale of the bilingual teachers, which were excited with the prospect of having a truly bilingual program. The promise of a program that viewed the native language of the students as a resource that needed to be cultivated and harvested was a great experience at the school. The bilingual teachers who had long witnessed the Spanish language being relegated to second language status were excited to have this program.

Nevertheless, the excitement did not last long when the administrator did not support the program. In looking at the factors that contributed to the implementation of the program two things come to the front burner: lack of administrative leadership and lack of understanding bilingual education. These two factors put together were a recipe for severe discontent among every person in the building.

Although the lower grade teachers did not seem to be affected as much as the upper grade teachers were during the implementation process, that was not the case. The implementation of the Whole School Reform Model "SFA" did

not allow these self-contained classrooms to use the students' native languages as a venue for delivering content.

The lower grade teachers became extremely discontent with the lack of native language instruction in their classrooms. This situation, according to the informants, weakened their self-esteem and pride in teaching, which started a massive exodus of bilingual teachers.

Meanwhile the bilingual students in the upper grades were receiving more Spanish instruction than students in grade; K to three. Although the teachers in grades four to eight were basically general program teachers, the bilingual pullout teacher along with an ESL teacher provided as many service periods as their schedule would allow them. The rest of the day the general program teachers that spoke the students' native language assisted these ELL students in whichever way they could. This created a mass departure of teachers that was affecting the school's climate. Many of them were very clear in stating their reason for wanting to leave. Among the reasons that were given are the following: lack of administrative support, teaching out of their certification, lack of Spanish instruction, and finally the general program teachers did not feel comfortable having

ELL students in their classroom with no knowledge of English. The school culture received a negative blow with so much discontent and changes. While all of this was happening among the teachers and the administrator, it was evident that the bilingual students were not affected by it.

The School's Culture

The changes occurring in the school affected the climate. The principal's support and lack of acceptance of the bilingual program gave license to other staff members to jump on the bandwagon and create racial tensions among the students and teachers.

Dissatisfaction with the principal's lack of leadership and support for the program is one of the major issues that worried the informants. They all agreed that the administrator did not take into consideration the bilingual program when she undertook initiatives for the school. The understanding was that the bilingual program had to find a way to fit into the initiative and not the other way around.

The school also had to deal with a myriad of initiatives imposed by the district and some implemented by the administrator that created confusion and distracted from the teacher's work. Consequently, the ELL students as

well as their teachers were put in a situation that was not conducive to teaching and learning. It was evident that many of the initiatives were not beneficial to the ELL population, and in some cases it was detrimental.

The pivotal lesson to be extrapolated from this study is that climate in a school is inevitably impacted positively or negatively by programs that are being imposed on the staff. The type of impact it has will impact everything and it is affected by many variables.

Change is extremely difficult to assimilate or accept in any circumstances especially in the field of education. The results of this study reflect that educators in general do not feel comfortable stepping "out of the box" and therefore resist any type of change, especially when they feel that their opinion was not validated.

Given the complexities within the school it is not easy to come up with guidelines that could apply to every situation. However, there are some serious implications for school districts and local schools.

First, the school administrator, the staff, along with the parents need to seriously take time to analyze the issues that are affecting the school's climate as well as how this affects the success of any program in the school. Once exposed, the stakeholders have to honestly work

together in finding ways to reform the schools climate and reorganize the school in a comprehensive way in which all the stakeholders will concur.

Second, policy makers are obligated to set standards, and supervise performance according to state regulations. Nevertheless, they need to comprehend that schools have different needs and therefore policy should have parameters that are flexible so that schools can have variations that might be considered necessary to better service their population. In the school under study the Whole School Reform Model that was chosen did not provide Spanish materials. This caused severe dissatisfaction and bewilderment among the staff particularly those teaching in grades kindergarten through fifth grade, which were the grades that adopted the SFA model.

Third, a look into the role and degree of involvement of the administrator has to be of the utmost importance. It was evident at the school under study that the core issues with the creation and implementation of the bilingual magnet program predominantly stemmed from lack of administrative support and the administrators perceptions and beliefs of bilingual education.

Finally, the school has several issues that need to be explored and clarified, as they can be factors that are

contributing to the success or failure of the bilingual program. While these recommendations are specifically related directly to the bilingual program at the school under study, stakeholders may still be able to generalize and gain knowledge from the trial and tribulations that may stem from struggling through implementation of a new program and how thorny change is when people are involved.

General Program Teachers

The upper grade teachers consisted mainly of general program teachers that were up in arms with the sudden influx of ELL students in their classrooms. Although some of these general classroom teachers spoke the students' native language, they had mixed classes, which made it extremely difficult to deal with. As several informants stated: "we have not received staff development to assist us with this population, but even if we did we do not speak their language which is a hindrance to us as well as the students."

The teachers that did speak the students' native language felt that they were imposed upon. They felt that they had most of the responsibility for these students because the others would just say: "We do not understand each other, therefore I will not teach or grade them." It also became a serious problem for them because the other

students would get extremely offended if the teacher spoke Spanish at any moment. Therefore, these teachers were very upset and confused with the position they had.

Even though there was discontent among the teachers, the bilingual students were still being assisted in their native language by designated bilingual teachers. Teachers that did not speak their language would recur to those that did for assistance. The bilingual students felt much more comfortable and accepted in this new environment where they had many staff members that spoke their language. The fact that the students did benefit by having general programs teachers that spoke their language was a positive outcome of the consolidation.

Administrative Leadership

Carter and Chatfield (1986) indicated that administrative leadership is the most influential factor in the academic achievement of bilingual students. The respondents all perceived that the effectiveness of bilingual programs were tied to the principal's leadership and sensitivity.

The school's administrator in this study had qualities that could make her an excellent leader. She is a firm believer of professional growth. She implements as many programs as she could bring to the school to benefit the students. Nevertheless, the bilingual students are not

taken into consideration when these programs or initiatives are implemented. As a consequence, they are not beneficial to the ELL population.

Needless to say the administrator's leadership style is such that it does not allow change and innovation to flourish unless it is one of her ideas. This has caused a serious problem because experts in bilingual education have not been empowered with the freedom of choice and a lot of discretionary autonomy. If they do not agree with the principals that guide bilingual education they should have the flexibility to change it being that they are the captains of their ship.

The bilingual staff felt a sense of betrayal, Abandonment, and resentment and there was a question in their minds as to whether the principal had truly accepted the responsibility to ensure the effective and efficient implementation of the program.

Limitations of the study

While conducting this study, many interviews were performed because they were considered a very important instrument to measure the success of the bilingual program. The teachers and administrators were willing to participate in the interview process.

Unfortunately, the principal's reluctance to be formally interviewed causes the study to appear to have a bias, since the majority of the informants reported believing that lack of support was the factor that limited the program's success. The inability to formally interview the school's principal was the greatest limitation of the study.

While I was able to meet and talk to the principal about the progress of the program, I was not able to formally interview her. I was in constant communication with the principal within the limitations of our working relationship. Nevertheless, this information was not obtained in a formal setting and cannot be quoted verbatim.

Consequently, the principal's views and perceptions of the bilingual program were not included in the results of the study. This restricted somewhat the validity of the study because the informants' perceptions of lack of administrative support could not be officially corroborated.

In addition, at the outset another limitation was time. A longitudinal study would have allowed a better assessment of the implementation of a bilingual program. It would have most likely exposed other issues that were

affecting or aiding the success of the implementation that were not so evident in a short period of time.

Furthermore the researcher could not equate scores on language proficiency test with academic achievement because the sample did not lend itself to it. The state mandated the district to search and approve a different language acquisition assessment battery that would assess their academic and linguistic growth. As a result, the district went from using the LAB to the IDEA testing which made it impossible to use the students test results.

Although the consolidation did not accomplish the goals that were set, the consolidated bilingual program provided the ELL students with a climate conducive to learning. This was substantiated conclusively by the findings in this study.

Implications and Recommendations

Implications and recommendations were drawn from the results spawned through the analysis and interpretation of the data gathered for the study and the review of the literature. They were developed with the main purpose of the study, which was to examine how the implementation of a bilingual program was affected by lack of administrative support, school climate, as well as the role of the general program teacher.

The fundamental lesson to be drawn from this study is that lack of administrative support can cause a program to fail. If the administrator does not believe in the program that is being proposed you can almost forecast the negative outcome and possible demise.

Change is a very complex process in that many people resist. The results of this study indicate that changing the way you think, the way you act, and the way you were educated in order to acknowledge that change is sometimes predetermined for the success of a program, is extremely difficult to bring about. Everybody feels comfortable living in their own paradigm, but an open mind to agree to change is necessary if we want to educate our students properly.

Educational change is a very complicated process for which there are no guaranties. The results of the study indicate that it is much easier to offer the program as a magic potion that would fix everything than to come up with what really makes the program work.

It is not easy to come up with programs that are the answer to all issues. Nevertheless, school districts need to take a hard look into important implications that arise in local schools.

If other districts would like to replicate the consolidation initiative they must take into consideration the findings revealed in this study. First of all in order for a consolidated bilingual program to succeed it is necessary for all of the stakeholders to be involved in the implementation process. In addition, it is extremely important that the principal truly believes in bilingual education. Furthermore, the principal must provide on-going staff development to all personnel involved in the ELL's educational program. Finally, the principal must be supportive of the program.

The consolidated bilingual program is undoubtedly valuable to the ELL population. In spite of not achieving the goals that the planners envisioned it did benefit the ELL population by providing them with a better school climate, self-contained classrooms, and an extensive pullout program. This pullout program included ESL, math and literacy instruction in their native language, and a general program teacher that spoke their native language. Consolidating small bilingual programs is evidently a valuable solution for districts that need to provide bilingual services for ELL students.

Suggestions for Further Research

A study that compares the academic growth obtained by the ELL students at their prior school to scores obtained in the consolidated bilingual program is needed.

Furthermore it would be of great interest to expand on the research that is out there on school culture and climate, and how important is it to the success of a bilingual program.

Finally, a study that researches Whole School Reform Models selected by schools with ELL population would be beneficial in large urban districts. Although there is extensive research on Whole School Reform Models, there is a need to explore how they benefit the ELL population.

Final Observations

The bilingual students were much happier than in their former schools and were able to adjust to the new school with ease. This in itself is a major achievement that was obtained because of the consolidation. Although the consolidation has not yielded the results that were expected, we can safely say that accomplishing student satisfaction is a step in the right direction.

In addition, the hiring of a vice-principal that is bilingual and truly believes in bilingual education, is an indication that the program is on the verge of

accomplishing the ultimate goal of providing the ELL population with a bilingual program that will allow them to succeed. The administrator finally realized that she needed a vice-principal that would take charge of this program and make it work.

Finally, lack of time did not allow the researcher to further study the third year of the implementation, which according to the informants is moving towards becoming the program it was intended to be. When all the right ingredients are used you will have a recipe for success. Having said this there is hope that the idea of consolidating small bilingual programs in large urban districts is the wave of the future.

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Appendix A
Questionnaire

Effective Bilingual Program Questionnaire

Dear Participant: The purpose of this questionnaire is to assess the effectiveness in your school as well as to determine factors that might contribute to the success or failure of the program.

Please respond to the following questions:

1- Current assignment:

Bilingual teacher ESL Teacher General Program Teacher Other

2- Years of Experience as a teacher in total:

0 to 4 years 5 to 9 years 10 to 14 years
 15 to 19 years 20 or more years

3- Have you ever had a Limited English Proficient student in your classroom?

Yes No

3- Do you speak Spanish?

To what degree do these statements describe the condition in your school?

Rate each statement with the following scale:

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1- School provides its student's with a strong multi-ethnic multicultural education. | | | | | |
| 2- The curriculum of our school is multi-cultural. | | | | | |
| 3- Our school's staff examines instructional material for ethnic and racial bias. | | | | | |
| 4- The atmosphere of our school is responsive to cultural, ethnic and language differences | | | | | |
| 5- Bulletin Boards and other displays in our school reflect ethnic and cultural pluralism. | | | | | |
| 6- Information in various languages is incorporated in official school communications. | | | | | |
| 7- The school invites people from minority groups to act as resource people and speak to the students. | | | | | |
| 8- In-service training focuses on multicultural awareness. | | | | | |
| 9- Staff members at our school are sensitive to ethnic and cultural differences. | | | | | |
| 10- Support services and extracurricular activities are available for ELL students. | | | | | |
| 11- School staff has the same expectations of academic progress for ELL students and general program students. | | | | | |
| 12- My school has an excellent bilingual program. | | | | | |
| 13- My school has effective procedures for identifying students with Limited English proficiency. | | | | | |
| 14- Training is available that focuses on effective practices for ELL students and the teachers as well. | | | | | |

To what degree do these statements describe the condition in your school?
Rate each statement with the following scale:

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

- 15-Teachers are up-to-date in their knowledge of bilingual education.
- 16-The bilingual population has been rising in my school.
- 17-The bilingual program at our school adequately meets the needs of the students.
- 18-The total education program offered at my school, to the bilingual students, is of high quality.
- 19-The bilingual program at our school helps the student understand all the content area classes.
- 20-I am satisfied with the bilingual program at my school.
- 21-SFA addresses the ELL student's needs.
- 22-General program teachers are prepared to teach English Language Learners in their classrooms.
- 23-General program teachers provide ELL students with assistance.
- 24-ELL students are ignored in the general program classroom by the teacher and other students.
- 25-General program teachers do not have the strategies to teach ELL students in their classrooms.
- 26 It would help if the General classroom teacher spoke the bilingual students' native language.
- 27-General program teachers need staff development dealing with techniques and strategies to teach ELL students.
- 28-Bilingual students have a good rapport with general classroom teachers.
- 29-The principal monitors all programs of our school.
- 30-The principal closely checks teacher activities.
- 31-The principal has a clear vision of what the school is all about.
- 32-The Principal accepts and implements ideas suggested by the faculty.
- 33-My Principal is knowledgeable about bilingual education.
- 34-My Principal believes in bilingual education.
- 35-The school Principal is an effective disciplinarian.
- 36-The Principal encourages the use of the native language instruction for new arrivals.
- 37-Th principal holds students accountable for their behavior.
- 38-Students are encouraged to use their first language around the school.
- 39-The school recruits people who can tutor students in their native language.
- 40-Studnets are encouraged to write in their native language.
- 41-Joint administration-teacher decision-making is encouraged.
- 42-In-service training focuses on multicultural awareness.

To what degree do these statements describe the condition in your school?
Rate each statement with the following scale:

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

- 43-Training is available to all teachers that focus on effective practices in a bilingual setting.
- 44-Bilingual support services are available to assist personnel with the ELL population.
- 45-Opportunities for comprehensive staff development are constantly provided training dealing with bilingual education.
- 46-The bilingual program is viewed as an integral part of the school.
- 47-The school has bilingual personnel in the office to assist parents that do not speak English.
- 48-SFA is provided in the native language to ELL students that need it.
- 49- Bilingual parents are invited to participate in school activities.
- 50-The bilingual program is taken into consideration when implementing new initiatives at the school.

Please answer the following questions: Write your brief explanations on the following lined page.

- 1- Has the consolidated bilingual program improved in your school since it the was implemented two years ago? yes no (Please explain briefly)
- 2- Why do you think your school was chosen to house the bilingual students?
- 3- Have you encountered problems or concerns with having ELL students in your general classroom? yes no (Explain briefly)
- 4- Has this problem or concern become more evident this year in comparison to the previous year? yes no (Please explain briefly)
- 5- Has there been more bilingual students placed in the general classroom in comparison to last year? yes no (Please explain briefly)
- 6- Do you believe that general program teachers are able to provide ELL students with an equitable education? yes no (Please explain briefly)
- 7- What can your administrator do to promote bilingual education in your school and in the community?
- 8- Are you familiar with the legal implications and requirements that apply to ELL students? Yes no. Should you know? yes no

Appendix B

District Superintendent Consent Letter

Date: May 23, 2001

To: District Superintendent
From: Judith Torres
Re: Permission to conduct study

Dear: District Superintendent

My name is Judith Torres. I have worked in the district for the past twenty years. I am currently a Bilingual Resource Coordinator in the Bilingual Department. I am also a Doctoral Student at Seton Hall University.

I would like to request your permission conduct my Doctoral Dissertation at one of your schools. My Doctoral Proposal is *"A Study of the Effectiveness of A Consolidated Bilingual Program at a large Urban District."*

The study will try to determine the attitudes and perceptions of those teachers, administrators involved in the implementation and daily running of the bilingual program at the school. The information generated by the this process will enable us to identify the program's strengths and weaknesses and help determine additional activities to improve the program.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, civil liberties, and rights.

I thank you in advance for giving me this opportunity to research the Bilingual Program that has emerged from the recent consolidation.

Respectfully Yours

Judith Torres

PS: By your signature, you indicate that you have agreed to grant me permission to conduct this study in your school District.

Signature

Date

Appendix C

Principal Consent Letter

Date: May 23, 2001

To: Principal
From: Judith Torres
Re: Permission to conduct study

Dear: Principal

My name is Judith Torres. I have worked in the district for the past twenty years. I am currently a Bilingual Resource Coordinator in the Bilingual Department. I am also a Doctoral Student at Seton Hall University.

I would like to request your permission conduct my Doctoral Dissertation at one of your schools. My Doctoral Proposal is *"A Study of the Effectiveness of A Consolidated Bilingual Program at a large Urban District."*

The study will try to determine the attitudes and perceptions of those teachers, administrators involved in the implementation and daily running of the bilingual program at the school. The information generated by the this process will enable us to identify the program's strengths and weaknesses and help determine additional activities to improve the program.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, civil liberties, and rights.

I thank you in advance for giving me this opportunity to research the Bilingual Program that has emerged from the recent consolidation.

Respectfully Yours

Judith Torres

PS: By your signature, you indicate that you have agreed to grant me permission to conduct this study in your school District.

Signature

Date

Appendix D

Interview Consent Letter

To: School Staff
From: Bilingual Resource Teacher
Re: Questionnaire participation
Date: May 23, 2001

The bilingual department is very interested in your participation with the implementation of the new consolidated bilingual program. The information generated by this process will enable us to identify the program strengths and weaknesses and help to determine additional activities to improve the program. In addition, I am a doctoral student at Seton Hall University. This information will be part of my dissertation.

The school staff is asked to complete the enclosed questionnaire. It is an important part of a process of obtaining opinions of people that are involved in the education of the English Language Learner students.

Please be assured that no individual will be identified in this study. All information received will be treated in a confidential matter in order to guarantee anonymity. Each questionnaire has been numbered to determine which questionnaires have been returned.

Your decision whether or not to complete the questionnaire is completely voluntary and if you decide not to participate you will not prejudice your future relations with the school.

Thank you for your cooperation in this important study to improve the bilingual program.

Signature

Date

To: Staff Members
From: Bilingual Resource Teacher
Re: Interview

You are invited to participate in a study to determine the attitudes and perceptions of those teachers, and administrators involved in the implementation and daily running of the bilingual program at your school. The information generated by this process will enable us to identify the program strengths and weaknesses and help to determine additional activities to improve the program. In addition, I am a doctoral student at Seton Hall University. This information will be part of my dissertation.

If you agree to participate in this study, a New Jersey certified teacher would conduct a series of four to five interviews that will last an hour each. They will be conducted during this school year at a pre-arranged time that you both agree on.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. The final dissertation will identify the type of respondents only. The School District will receive information from the study to validate the strengths and weaknesses of the program and determine areas of improvement for the bilingual program.

I am asking you to participate in this study. Your participation is completely voluntary; you may refuse to participate, or you may discontinue participation at any time without prejudice. By your signature, you indicate that you have read the information included on this form and you have agreed to participate in this study. You will be offered a copy of this form to keep. Thank you for your consideration.

Signature

Date