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# Shared Viewpoints of ENL Teachers about the Challenges They Face: A Q-Methodological Study

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Shared Viewpoints of ENL Teachers about the Challenges They Face:  
A *Q*-Methodological Study

by  
Janine M. Curiale

Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Education

Presented to the Faculty of the Doctoral Program in Interdisciplinary Educational Studies  
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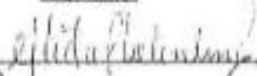
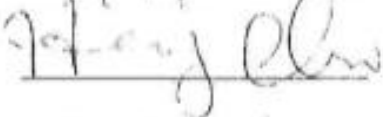
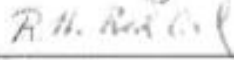
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## DEDICATION

I dedicate this dissertation to my parents for all the love and support they provided. Without both of you, I probably would never had started this journey nor completed it. You both were the ones who believed in me from the beginning and kept me motivated thorough it all. I love you both very much and am so blessed to have you both in my life.

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## Abstract

Since the 1900s, the United States has become more diverse due to an increase in the number of languages spoken across the continent due in part to the rise in immigration from different countries. This has altered the structure of schools and led to a greater need for classroom supports in the area of language development. Specifically, the English as a New Language (ENL) teachers have become a more prominent figure in the schools and classrooms by providing support for students whose first language is not English. There are many positive outcomes and challenges that arise in the schools for teachers who work with ENL students' population. Therefore, the purpose of my study was to better understand common views of the challenges elementary ENL teachers encounter while working with English Language Learners. This was done using the mixed-methods approach known as *Q*-Methodology which identified three shared viewpoints of 55 ENL teachers who work in the New York schools. The three perceived challenge (*Q* Models) were (1) a need for protocols and guidelines; (2) a struggle with collaboration and co-teaching; and (3) a lack of time to accomplish tasks. These models were supported by the salient *Q* statements as well as qualitative responses from participants. Additionally, demographic responses were also outlined for each *Q* Model. The findings of this study can help reform the structures of the schools, influence new policy reforms, and encourage better models for ENL programs.

*Keywords:* collaboration, culture, curriculum, EL, ELL, elementary education, ENL, ESL, evaluations, language development, protocols, *Q*-methodology, *Q*-technique



## CHAPTER 1

### BACKGROUND AND CONTEXT

Around the world, there are multiple languages, religions, and traditions that impact beliefs, customs, and ideologies. These differences can actually be considered assets in children's educational environments. Teachers may utilize these cultural elements and background knowledge to help their students learn the new language and new customs. Contrariwise, these differences have led to challenges within the global world. Political tensions, rise in terrorism, creation of weapons of mass destruction, and distrust in communities have resulted from these challenges. As a result, when there are life-altering issues in the world, immigration increases in alternative areas. With the influx of immigrants, countries are forced to deal with the problems that immigrants bring along with them.

In this section, I discuss global issues and their repercussions that have impacted immigration patterns and countries' policy reforms. Then I examine the United States' historical changes and policy reforms influencing schools' support for English Language Learners or Non-native English-speaking students. Following this analysis, I look at New York State and its response to federal and state mandates for immigrant students. Upon completion of this macrocosmic analysis to a microcosmic one, I present background knowledge to explain the significance of immigration to my study of English as a New Language (ENL) teachers' perspectives of classroom environment concerning ENL students.

#### **Global Issues Impact Movement**

For centuries, the world has been evolving and changing with a rise in populations and shifts in political power. Borders have shifted and new countries have been founded with the evolution of humanity. These shifts in human migration have caused a continual revolving door

in countries around the world, leading to new laws and expectations to protect countries' native born citizens. In some countries, these laws have become increasingly radical with regard to accepting new immigrants; meanwhile, other countries have become more lenient toward new immigrants. Much of these actions depend upon historical events and political leadership. For instance, after World War II, Germany began to accept immigrants due to a decrease in population and a need to alter the image that was created during Hitler's regime (Bouchereau Bauer, Guerrero, Hornberg, & Bos, 2015; Masny & Waterhouse, 2016). Meanwhile, Australia had attracted immigrants, normally those who were poor or had committed crimes in the past. In contrast, countries like China and Russia have had high emigration due to the laws and controversial challenges within their walls. All these patterns and their effects are further explained below.

### **Global Migration**

Migration is a universal concept that humanity has come to know well. Specifically, the International Migration Report (2017) explains, "The number of international migrants worldwide has continued to grow rapidly in recent years, reaching 258 million in 2017, up from 220 million in 2010 and 173 million in 2000" (Key Facts section). As indicated in research, the global climate is no stranger to demographic shifts associated with immigration. Consequently, this increase is met with different outcomes. In many countries, immigration is a highly respected and accepted way of life; meanwhile, in others it is met with fear, uncertainty, and resistance. Yet, immigration continues to occur and change the demographics and cultures of communities.

Therefore, where the concept of immigration is concerned, Jeram, Zwet, and Wisthaler (2016) stated:

Citizenship has evolved in the context of international migration so that holding a passport is no longer the only aspect of citizenship entangled with immigration. Even before the path to citizenship can begin, formal or otherwise, potential immigrants must be selected and formally admitted to the receiving country. (p. 1,233)

The selection process and vetting varies per country and contains outcomes that are not always beneficial for those immigrating. Some countries require skilled workers, while others are open to immigrants of all backgrounds and different talents. The universal ideals are no longer as congruent or clearly understood when it comes to immigration. The acceptance of immigrants regularly pertains to their demographics, their country of origin, their target country, and their reasons for leaving their home country. Every aspect is meant to be scrutinized to ensure the safety of the communities accepting these immigrants.

**Reasons for migrations.** There are many reasons people decide to migrate: money, land, work, uncertainty or fear in their native country, to mention a few. The choice for migration may be positive or negative depending on the circumstances of the situation. In the past, famine, religious intolerance, war, and other contributing factors influenced movement between countries. Currently, issues that increase immigration encompass the rise of the Taliban, the need for work and stability (to build a better life), the yearning to escape persecution, the urgency for political asylum, and the desire to provide economic revenue for the home country.

In these present times, a primary reason for movement has been the increase of terrorist groups. The Taliban or Al-Qaeda, for example, has terrorized the world through its use of suicide bombers, radical car drivers, and shooters. Many of these actions took place in Middle Eastern countries as a way to control cities and ensure civilians' loyalty. This led to civilians moving out of the countries and making new lives elsewhere. Likewise, countless terrorists

moved into European countries and began to terrorize the citizens there (Brook, 2017; Sanger-Katz, 2016; Weller, 2017). Madrid, Frankfurt, London, Paris and Oslo felt the effects of these attacks and began to find ways to prevent further casualties (Weller, 2017). This consequently led to terrorist groups finding new ways to attack. Guns, knives, as well as other weapons were used to attack civilians (children and adults) and security professionals. These actions were committed by multiple extremists who murdered civilians in areas of London, Brussels, San Bernardino, and Paris (Brook, 2017; Sanger-Katz, 2016; Weller, 2017). In order to terrorize people further, vehicles were also employed as weapons of destruction, driven down streets at high speed to run down people. Specifically, on July 14, 2016 seventy-seven people were killed in Nice, France, when a truck plowed through a crowd on Bastille Day (Sanger-Katz, 2016; Weller, 2017). These travesties along with the other types of attacks continued in areas of Sweden, France, and Germany. This growing animosity from terrorist groups has created fear amongst nationalist groups toward immigrants. Consequently, with the rise of terrorism in European countries, immigration began to have a negative connotation, particularly regarding those who emigrate from Muslim countries.

Although terrorism has caused casualties and devastation, immigrants have often sought asylum in foreign countries to escape persecution or dangers inflicted upon them within their native country. For instance, in 1974 China imposed a population control policy; Chinese immigrants who sought asylum explained that the actions taken by their government officials to ensure a reduction in population were inhuman and not sanctioned by the people (Lou, 2015). They claimed that government officials were using forced sterilization and physically coercive methods to ensure that the policy was enforced, nullifying their rights (Lou, 2015). Similarly, in 2015, war in Syria led to a mass exodus during which Syrian refugees began to claim asylum

within Turkey, Germany, Russia, Greece and Italy (Knaus, 2017). During this time asylum seekers feared for their safety and their families' lives and saw no other choice but to escape to other countries. In cases of asylum, if evidence is presented clearly and proven true, then the new government will support these immigrants as refugees.

Not all immigration is caused by negative situations, though. Other actions impact the choices for migration and the immigrants' acceptance in the new country. For instance, in Romania, children are educated and then encouraged to migrate to other countries in order to provide revenue back to their native country. This is demonstrated in an argument-based approach which analyzed Romania's immigration policies and their views pertaining to globalization (Haller, 2017). Haller (2017) rationalized, "The educated youth are attracted by the idea of emigration, to accede to opportunities that the economy and the society of their home country do not offer them now, while the future seems rather dark" (p. 99). Likewise, Kurien (2014) looked at the Indian culture and explained how women from those communities migrated in order to obtain respectable nursing jobs which can expand their careers and provide dutiful services elsewhere in the world. Kurien (2014) additionally explained how certain religious factions migrated out of India to other countries because of the increase in economic revenue that could benefit their families and provide more opportunities for their children. Together, Haller (2017) and Kurien (2014) found societies who educate younger generations for careers which allow them to procure jobs in other countries, therefore providing other countries with skilled laborers who can fulfill services that may struggle to find skilled laborers.

**Choosing a location.** In some cases, immigrants or asylum seekers may have an opportunity to decide on their destinations. The reasons for their choices have been a debated issue amongst the destination countries. On one hand, numerous people believe that the

decisions are based on financial support and benefits received from the hosting country. On the contrary, some people believe that the decisions are based on acceptance and religious tolerance. Within the research, these theories were developed and supported. For instance, McAuliffe and Jayasuriya (2016) used surveys and analysis of immigration data in Australia to understand the logic behind the decisions that were made when choosing a location to move toward. Their findings revealed why many immigrants from areas of Afghanistan, Bangladesh, Pakistan, and Sri Lanka chose locations based on the security of not being deported, the opportunities they offer, the openness to immigrants, and the liberal nature of the community (McAuliffe & Jayasuriya, 2016). Meanwhile, Thielemann and Schade (2016) explained in their study immigrants focus on a location in which they can thrive or make some money rather than on benefits or health insurance. They justify their position when they state, “For migrants choosing between unemployment at home or work abroad, even reduced benefits might still be expected to be a secondary consideration” (Thielemann & Schade, 2016, p. 144). Essentially, the findings of McAuliffe and Jayasuriya (2016) and Thielemann and Schade (2016) presented multiple perspectives related to issues concerning immigration and reasons for immigration. They expressed insight regarding immigrants’ perspectives of their destinations, the impact of community views on prospective immigrants, and work opportunities for future immigrants.

Even with the opportunities that other countries may hold and the jobs that may be afforded, immigrants have to make educated, financial decisions about where they will relocate. If the cost of living exceeds that income, then it becomes a challenging one. Furthermore, the baggage or situations that come with many of these immigrants are hard to identify or explain, and ultimately to address. Issues of trauma regularly affect immigrants, particularly refugees, and require resources to better help them adapt to the new environment and understand and cope

with the circumstances they encountered. Specifically, Parmet, Sainsbury-Wong, and Prabhu (2016) stated, “Refugees are at increased risk of developing serious psychiatric disorders such as posttraumatic stress disorder (PTSD), major depression, and a variety of anxiety disorders with the rates varying by torture experiences, and cumulative exposure to trauma” (p. 57). Currently, much of the trauma that is being seen is connected to the rise of terrorism around the world and its contingent controversy.

The traumas immigrants encountered in their native countries have begun to spread to the countries of emigration. Specifically, terrorist attacks have occurred through the use of suicide bombers, radical car drivers, and shooters. This shift was contingent upon the rise of the Taliban and other radical idealists in the Middle East. Yet as devastatingly memorable as the previous actions were, in order to inflict the most amount of pain and casualties, suicide bombing and shooting sprees have been widespread. So immigrants not only deal with the traumas of their past, they also encounter the effects of terrorism in their new land and the animosity directed toward them for being associated with the religious practices and political affiliations they adhere to. Adding to the controversy, the demographics of immigrants have shifted the perspectives of native citizens into one of concern and fear.

### **Response to Immigration**

One interesting concept in response to immigrants moving to a country for work is the reaction of the residents of the target country. Dinesen, Klemmensen, and Nørgaard’s (2016) employed web-based survey to analyze how Danish citizens’ traits influence their reactions toward immigrants in Denmark. Their study revealed that citizens who scored lower on “agreeableness” and high on “conscientiousness” felt more threatened by unskilled labor immigrants than skilled immigrants. The reason for this is that participants who scored high on

conscientiousness felt that immigrants with miniscule skills created a strain on the economic state of the country (Dinesen et al., 2016). Dinesen et al. (2016) specifically stated:

For all three items, low-skilled immigrants were seen as significantly more threatening than high-skilled immigrants. Furthermore, the difference in threat perception of high- and low-skilled immigration was largest when the question concerned the viability of the welfare state, followed by the labor market question, and smallest when the question focused on own economic opportunities (all differences are significant at the  $p < .01$  level). (p. 61)

Though this study took place in Denmark, the results are not uncommon in other countries. Oftentimes, immigration is perceived as a threat to a country. Not only does the increase in immigration impact the job market and the employment rate, but it also puts a strain on relationships among community members. Subsequently, citizens in many of these countries have become more nationalistic in their beliefs.

Immigration can have a negative or positive impact on the countries receiving the immigrants. As stated previously, it can bring skilled workers into areas that are lacking them. On the other hand, challenges can also arise within the countries to which immigrants migrate. Many times, the host countries are not always accepting of the new visitors. As Heller (2017) explained:

Not all people accept to live in uncertain conditions, they resort to the American—or the European—dream, and even if the great majority of the immigrants reach their target (finding a workplace), some of them become a weight for the budget of the host country. (p. 99)



Realistically, immigrants are not always in control of the reasons they have to migrate to another country. In some cases, immigrants seek asylum and may require additional support from the country to which they move. Ritna Omidvar (2016) stated:

Over 65 million people are currently displaced. The majority – 54% or 35 million – come from Somalia, Afghanistan and Syria. Their displacement will be long-term. They are in need of the basics of survival, employment opportunities, services, and community. Planning for integration instead of displacement means a shift from building temporary solutions to permanent infrastructure.

The rise of international issues has led to an increase in migration, as indicated by Omidvar (2016). Many of the new immigrants have very little to no resources when they arrive. In order for countries to provide help, they need to implement an integration policy. Lagarde (2015) offered the following four steps to alter policy in order to better support immigrants coming from challenging circumstances:

- 1) Strengthening the ability of labor markets to absorb migrants;
- 2) Enhancing access to education and training;
- 3) Improving skill recognition by adopting procedures to recognize qualifications; and
- 4) Aid migrant entrepreneurs by providing support, legal advice, and training.

In reality, the way countries handle immigration and the policies they implement are not often beneficial to the immigrant. Altering the perception of immigration could improve the economy of the native country. This is exemplified by the Swedish government, which implemented a program that provided immigrants with employment preparation and language training up to 24 months (Lagarde, 2015). The impact this simple action had on immigration not only helped new

migrants to become fully employed, but also relieved the financial burden from the communities. Unfortunately, not all countries adhere to this philosophy of training immigrants.

As the attitudes toward immigrants around the world change, so do those in the United States. Though the United States is known for high immigration, this place that once was considered a haven for immigrants has begun to encounter its own challenges; and, therefore, experienced a shift in its perspective. The country began to develop a more nationalistic approach toward immigrants.

### **The Stance of the United States on Immigration**

Inscribed on the Statue of Liberty are the words, “Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore” (Lazarus, 1883). The preceding quotation reflects an ideology of acceptance of a people who seek sanctuary or financial prosperity. Specifically, with the growing controversy around the world and need for sanctuary, immigration in the United States continues to rise. It has led to change in leadership roles, a need for improvements in schools, and a shift in the requirements of services for a growing diversity of students.

Immigration has been a common thread in history tracing back to when the Germans and Irish arrived, to the influx of Italian and Chinese, and more recently during the Hispanic and Middle-Eastern resettlement. America has been known as the land of opportunity where immigrants escape discrimination, poverty, and war. For instance, after World War II, there was an increase in immigration because soldiers brought home wives from other countries and refugees arrived from war-ravaged countries (Martin, 2013; Salomone, 2010). Because of this changing demographic, the country had to learn to adapt to new circumstances.

The immigration movement in the United States occurred in waves that not only changed over time in demographics, but also in quantity based on the economics of the United States. From 1820 to 1840, immigrants from northern and western Europe were escaping religious persecution and financial troubles. Then in the 1840s and 1850s, a second wave of immigrants who were Irish and German Catholics arrived and challenged the preexisting Protestant church (Martin, 2013). With the impending American Civil War, immigration halted until the 1880s when Southern and Eastern Europeans arrived through Ellis Island and began to work in factories because of the growing Industrial Revolution within the United States (Conner, 2018; Martin, 2013). These immigrants also encouraged their children to learn English to avoid the stigma caused by not knowing the native language. The field of education also shifted to one of testing in order to determine which of the populations required additional services. There were potential bias, inappropriateness of measurement, and evaluation strategies that tended to diminish diverse language learners' potential for achievement (Conner, 2018; Peters, 2013; Salomone, 2010). Specifically, due to the inequities posed by assessment methods, children from linguistically diverse groups tended to score lower on reading and language fluency tests in English. However, these students tended to perform better on Mathematics computational portions because they often did not require English fluency (Conner, 2018; Salomone, 2010).

When the Great Depression occurred in the 1930s, immigration decreased. Ultimately, the country shifted from an open door policy to a nationalistic view (Conner, 2018; Lou, 2016; Salomone, 2010). The growing tension within the United States continued to be aimed at the immigrants. Basically, immigrants experienced challenges in gaining employment because American citizens attributed the lack of jobs and dire circumstances to them. In 1965, as the economy improved, and tension decreased, immigrants began to arrive from Latin America and

Asia (Martin, 2013). Consequently, these immigrants presented a new challenge to the schools. New arrivals from non-northern European countries fostered new regulations that emphasized an acknowledgement of multilingual or nonconventional education.

New languages were created and old ones lost. As of 2018, there are 7,097 languages spoken around the world (Simons & Fennig, 2018). Between North and South America, there are 1,060 languages. The United States Census (2016) indicated that there were about 350 languages spoken throughout the 50 states and Puerto Rico due to the high immigration and multiple languages of the Native American population. This number has increased drastically to almost 500 (United States Census Bureau, 2016; Wortham & Hardin, 2016). Currently, Spanish has become a large part of the American culture with 79% of students speaking this language (United States Census Bureau, 2016). Specifically, in the New York metropolitan area alone, “there . . . [were] 192 languages spoken and about 38 percent of the population over 5 years speak a language other than English” (United States Census Bureau, 2016; Wortham & Hardin, 2016). Due to the multitude of languages, there is a greater need for services to support students’ English language development. However, as Salomone (2010) stated:

While we give lip service to supporting foreign language learning among native-born Americans, learning English is a subtractive process for the foreign-born and their children. For them, the road to integration is paved not just with the struggle to attain English fluency but with having to abandon the home language, or at least maintain it as only a private language that they should use in public and only in conditions of extreme necessity. (p. 232)

As new immigrants moved beyond being complacent to desiring services, the education system struggled to find a way to support these students’ success without isolating them or taking away

their native identity. This paradox that exists in American schools has been exemplified by the historical context surrounding language learners. This is related to the changing demographics of the country and the growing understanding of creating an accepting community.

Currently, the U.S. Department of Home Land Security (2017) indicates that the number of immigrants who have arrived between 2000 and 2015 has continually risen including the number of asylum seekers and refugees. The U.S. Department of Home Land Security (2017) also presented further findings in its Legal Immigration and Adjustment of Status Report Fiscal Year 2017, which estimated that over 47,000 refugees were admitted; 845,000 aliens obtained Lawful Permanent Resident (LPR) status; and about 472,000 aliens were naturalized. These statistics did not take into account illegal immigrants, who also accounted for a small portion of immigration in the United States.

Even with the growing number of new arrivals, the country's views of immigrants have shifted back to one of nationalism. Accordingly, the media frequently portrays immigrants as deviants in society. Not only are they associated with gangs and violent acts, but regularly they are seen as parasites who are dependent on government support and lacking in motivation to work or complete tasks. In many cases, immigrants are seen as competition to citizens whose preconceived assumptions believe that they are undermining American ethics because they are willing to work at a rate that is significantly lower than that of the country's citizens. Besides the perception that immigrants are a threat to the labor market, the research explained the background about laws that were implemented to ban certain nationalities from the country. Historically speaking, this was not an uncommon action by government entities and presently this did occur under the leadership of President Donald Trump. Al-Samman (2017) explained the effects of President Donald Trump's immigration ban of Middle Eastern countries and how

his actions were seen as a way to prevent Muslims from entering the country. She even stated in her article, “It portrayed a dismal picture of a vulnerable America in crisis—one whose borders are constantly penetrated by immigrant invaders looking to steal American jobs and inflict harm on unsuspecting civilians” (Al-Samman, 2017, p. 483).

With the rising immigration, schools and laws have had to change. How these changes occurred and the way schools responded are areas which require further research. Specifically, through the analysis of the support and service provided by ENL teachers in the classroom, future reforms could be written to better improve the structure of teaching language learners. Nonetheless, before new laws can be written, previous ones need to be reviewed.

### **Historical Reforms**

With a multitude of languages spoken across the country, schools had to find ways to support the needs of students whose primary language may not be English. The plight of these students is filled with struggles and controversial issues. In many cases, students encountered discrimination among teachers, peers, and members of the community; hostility toward attempts to assimilate; and misunderstandings. In order to help these students to better prepare for the future and acquire jobs, schools needed to change to ensure academic success. This transformation has occurred over time and with the help of policies. Revolutionary ideas and reforms invoked progressive changes that still impact the educational system today.

Examining changes in the education system, it is best to start in the 17<sup>th</sup> and 18<sup>th</sup> centuries. At this early juncture, education was taught using a bilingual approach in order to accommodate the needs of the community and to support cultural identities (Goldenberg & Wagner, 2015; Kouakou, 2014; Salomone, 2010). It was helpful for communities to foster education in the native and second language to ensure that all citizens had an opportunity to

participate in the community (Goldenberg & Wagner, 2015). As time went by, the number of languages rose and a need for support became inevitable. Further, the country began to believe in assimilation and nationalism, which detoured away from the original philosophy. As a result of these changes, the United States created laws that would protect non-English speaking families.

As the 1800s began, discrimination in the schools was fortified by the Jim Crow Laws. These laws not only dictated where Blacks and Whites could go, but whom they could marry, where they could work, and what establishments they could frequent. Likewise, it allowed districts to assign where White or Black students could attend schools. This segregation was acceptable as long as the facilities were equal. It was even supported by the Supreme Court's decision in *Plessy vs. Ferguson*, 163 U.S. 537 (1896). Though the schools hired professional teachers and provided school books for students, the quality of books and materials in the minority schools was regularly old, worn, and inferior. During the 1950s, a pivotal time in history, the quality of the schools was finally questioned in court by a group of parents and one minister in *Brown vs. Topeka Board of Education*, 347 U.S. 483 (1954). Throughout *Brown vs. Topeka Board of Education*, 347 U.S. 483 (1954), arguments were made in favor of desegregating the schools because of their lack of sufficient materials, their distances from the students' homes, and longer student commuting times. The results of these lawsuits led to a legal demand for desegregation, thereby encouraging integration and new understanding of cultures. Although it originated with thirteen parents filing complaints against the Topeka Board of Education in Kansas, similar lawsuits were occurring in three other states. The Supreme Court, therefore, combined these lawsuits to create one large case. This resulted in a ruling that nationally altered the structure of the schools. As a result, students were given the opportunity to

attend the school closest to their homes and were no longer racially segregated. However, desegregation did not actually occur for more than a decade later because states like Arkansas and Alabama ignored the decision.

In 1967, with a decrease in immigration and a change in school climate, the federal legislation issued the Bilingual Education Act, Pub. L. 90–247, 81 Stat. 816 (1967). This law was previously known as Title VII of the Elementary and Secondary Education Amendments, Pub. L. 90-247 (1967). It was the first legislative act to address the challenges many non-English speaking students encountered in schools (García, 2011; Stewner-Manzanares, 1988). The policy reflected that the federal government recognized the need and value of bilingual education programs in the U.S. public education system. This policy provided school districts with federal funds, in the form of competitive grants, to establish innovative educational programs for students with limited English proficiency (LEP) speaking abilities. During the 1920s, in order to accommodate the needs of non-English speaking students, schools were required to provide teachers who were certified in TESOL or Bilingual Education. These certifications provided teachers with strategies and methodologies to help support English language growth. They also provided ENL students and their families with advocates and interpreters. The roles of advocate, language supporter, interpreter, and translator were necessary to meet the needs of the students and help them learn English. These roles had not been specified until the new laws were implemented. These are discussed later in this section.

**Court cases that influenced change.** The preceding reforms were based on court cases that had challenged preexisting procedures and assessments. One case, *Diana vs. California State Board of Education*, CA70 RFT (1968), debated the inaccuracy of the identification system used to classify Mexican Americans as mentally retarded. The IQ exam was administered in



English; thereby, ensuring the failure of students whose native language was not English. The ruling of the court was, “That non-English proficient children cannot be placed in Special Education” programs based on biased tests administered in English (Fernandez & Inserra, 2013). In another court case, *Lau vs. Nichols*, 414 U.S. 563, 94 S. Ct. 786 (1974) was tried and defended. The argument for this case was that the San Francisco schools were failing to provide services to help Chinese-speaking students learn English. The results of this case led to a change in program structures for non-English speaking students. Specifically, the schools needed to create bilingual, multilingual, or transitional bilingual education classes to support language acquisition. *Plyer vs. DOE*, 457 U.S. 202 (1982), and *Castañeda vs. Pickard*, 648 F. 2d 989 (5<sup>th</sup> Cir. 1981), provided additional support and funding to the schools to ensure that ENL students, whether legally admitted or not, were educated and protected. These services included the following:

- (a) A practice grounded in sound educational theory;
- (b) Effective implementation of an appropriate program; and
- (c) Assurance that the program is working through evaluation and subsequent program modification to meet this requirement. (De Lourdes Vilorio, 2005)

More specifically, the decision in *Castañeda vs. Pickard*, 648 F. 2d 989 (5<sup>th</sup> Cir. 1981), led to the creation of LEP (Limited English Proficiency) teachers in order to better provide services for non-native speakers in the schools and assessments to evaluate the students’ growth every year. Over time, the acronym LEP changed to ESL (English as a Second Language). These terminologies were modified again because students who were arriving in the schools sometimes spoke more than one language. Eventually, the terms English Language Learner (ELL), English

Learner (EL), and English as a New Language (ENL) became the newest terminologies to identify these students.

Beyond the evolution of the terminology, classroom instruction utilized language acquisition research and strategies to enhance comprehension for students whose native language was not English (García, 2011; Salomone, 2010). These strategies included providing word walls and word lists to which students may refer, many visuals to help students understand the content, sentence starters and frames to support writing, and individualized support centered on students' language levels. Additional strategies to build culturally responsive classrooms and utilize the primary language and knowledge of students are identified in the following literature section. All of these accommodation and hours of services became dependent upon the outcome of exams and annual assessments (De Lourdes Vilorio, 2005). Not only were the assessments required by state law, but they were also used to evaluate programs in which students were enrolled. The greater success of the students in the program ensured more funding for the school and less government involvement.

All of the actions taken by schools were based on federal level legislation, but states also implemented guidelines and exams that were utilized to assess student language development. In New York State, there was the creation and implementation of Commissioner's Regulation, New York State §154 (1974) which has been continually revised over the past 25 years.

**Commissioner's Regulation, New York State §154 (1974).** Commissioner's Regulation, New York State §154 (1974) created a guideline for schools to follow when implementing any program to accommodate the needs of their ENL population. This document established protocols, documentation, program structures, and acceptable accommodations for students classified as ENL (English as a New Language). Fundamentally, Commissioner's

Regulation, New York State §154 (1974) calls for the continued support of ENL students through certified teachers, number of hours for service, and testing protocols and accommodations (New York State Education Department, 2017). The rules directed schools to test students in areas of speaking, reading, writing, and listening in order to classify and track their language acquisition.

The protocol for all schools under Commissioner's Regulation, New York State §154 (1974) requires an ENL or Bilingual teacher to interview students and their families and administer exams to evaluate student language understanding. First, a home language survey is completed by parents wherein they identify the language spoken in the household and prior schools attended by the child. If the parents identify that there is another language in the household, schools are required to administer the New York State Identification Test for English Language Learners (NYSITELL). If Spanish is the home language, the Language Assessment Battery-Revised (LAB-R) is administered. These assessments are used to determine and classify whether the student is an English language learner or non-English language learner. They also determine the student's level of English proficiency (Entering, Emerging, Transitioning, Expanding, or Commanding). If students are found to have a sufficient command of the English language (commanding/proficient), they are not eligible to receive services. Otherwise, they will receive services based on their proficiency level and be required to take the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency in English is achieved. At that point, the student is tracked for two additional years to confirm that they are acclimating to the new classification.

Besides classification and tracking, Commissioner's Regulation, New York State §154 (1974) also outlines the protocols to follow in the classroom, the expectations or language

struggles of each group, and the importance of ensuring language learners receive the proper accommodations and services to help them achieve language proficiency. These regulations radically altered the structure of school systems and continued to be revised to reflect educational reforms.

**Educational reforms.** Besides the implementation of Commissioner's Regulation, New York State §154 (1974), the government adopted new laws that encouraged the success of all students. In 1965, the Elementary and Secondary Educational Act, Pub. L. 89-10, 79 Stat. 27 (1965) was implemented and granted Federal funding for struggling students in private or Catholic schools. Later in 1987, the Balanced Literacy Program was utilized in schools because "It emphasized student-centered activities, figuring out words in context, and reading experiences; it opposed explicit instruction in phonics, spelling, grammar, punctuation, or any other sort of linguistic analysis" (Ravitch, 2010, p. 34). This later led to a revamping of vouchers to facilitate the process of assisting students from poorer families to attend private or parochial schools that were not within school district lines. Subsequently, vouchers were removed from operation due to the struggles that they created for public schools and expenses accumulated by states.

Finally, in 2001, No Child Left Behind (NCLB) established an educational standard that ensured schools were held accountable for their success and failure in educating all children within their care, thereby including English Language Learners (ELL) and Special Education students (Harper & de Jong, 2009; U.S. Department of Education, 2017). The de-emphasis on the general education population and a greater focus on the struggling students became the goal of schools as a way to ensure that all students pass the standardized tests (Harper & de Jong, 2009). By 2009, the federal government had reformed its plan and created the Race to the Top

(RTTT) policy, which fostered competition amongst schools and states to create uniformed programs that incorporated the Common Core Standards (U.S. Department of Education, 2017). In addition, the federal government established national standards for each grade and persuaded schools to recognize that even though a student may not speak English, that child has the academic ability to complete tasks with vocabulary support through formal instruction. No longer were schools encouraged to teach grammar-based lessons for ENL students; instead they were expected to incorporate curriculum concepts, non-fiction work, and grade-level appropriate material (New York State Education Department, 2017). This reform impacted Commissioner's Regulation, New York State §154 (1974) and forced New York State to reorganize its protocols for ENL programs. Currently, the government is working on a new reform, Every Student Succeeds Act (ESSA), to help ensure that students are receiving equal opportunity education across the country.

**Results of policy reforms.** As a result of these reforms, the NYSESLAT and NYSITELL have been altered to meet the corresponding standards that regular education students are expected to achieve. Further, the teaching strategies have had to change to accommodate the new curriculum and protocols especially those implemented by Commissioner's Regulation, New York State §154 (1974).

Diana Ravitch (2010), a historian from New York University, has criticized the reformers who continually implement policies and projects because:

They imagine that the lessons of a successful school are obvious and can be easily transferred to other schools, just as one might take an industrial process or a new piece of machinery and install it in a new plant without error. But a school is successful for many reasons, including the personalities of its leaders and teachers; the social interactions

among them; the culture of the school; the students and their families; the way the school implements policies and programs dictated by the district, the state, that the federal government; the quality of the school's curriculum and instruction; the resources of the school and the community; and many other factors. (p. 137)

There is no cookie-cutter solution for the problems that schools face. Numerous studies researched and utilized in this paper exemplify this fact. For instance, in 1970, the KEEP (Kamehameha Early Education Program) project was able to employ strategies to help the students grow academically. This occurred because of the high concern in Hawaii over the declining standardized scores due to the language struggles that students encountered in their state. This ethnographic study produced results associated with academic language development, oral language skills, and reading comprehension skills, providing evidence that curriculum embedded in the culture of the community produces results in academic growth (Calfee et al, 1981). Much of the success of the program can also be attributed to (a) the strong curriculum, (b) high support and understanding of the staff, (c) organized continual training provided by the KEEP team, (d) uniformed checklists and benchmarks provided to the teachers, and (e) the demo lessons available for teaching staff to observe (Au & Carroll, 1997; Calfee et al., 1981). In addition, access to a strong support system, the determination of the school, and buy-in by the teachers contributed to the success of the KEEP program. This established that programs need these three key components in order for them to succeed.

Even with this change in the structures of the schools, the majority of the schools who worked with language learners presented discriminatory views toward immigrants or non-native English speakers. Normally these students were disregarded because of their first language and were encouraged instead to use the English language in classroom (García, 2009; Salomone,

2010). Consequently, the lack of support for non-native speakers, led to language barriers that impeded the children's education and led to many non-native speakers dropping out before even entering high school. Even with the laws that required students to attend school until they are 18 years old, there is still a high percentage of dropouts and low attendance in the middle and high school levels (Goldstein, 2014, p. 68). ENL students are less likely to graduate in many states; New York specifically has a 31.7% successful graduation rate amongst ELLs in comparison to the 77.8% non-ELLs graduation rate (Sanchez, 2017). Likewise, many students missed instruction, felt insignificant, or experienced disinterest in learning because of the challenges that they encountered while maintaining the home language (native language) and acquiring the school language (English) (Nieto, 2017; Rodriguez, 1982; Sanchez, 2017).

Consequently, many issues related to the field of education and language learners (as discussed in the previous paragraphs) have fallen on the teachers who are trying to prepare students for standardized assessments and ensure that students are making sufficient progress in their classrooms. Communities, over time, have built up supportive networks to help students and their families. LILAC (Long Island Language Advocates Coalition) provides support for immigrants through multiple methods. They inform immigrants about laws and protocols, help families register their children, provide lawyers to help them register, and direct them toward financial support. Across New York City, the Immigrant Information Desk was created through a partnership between the City Council and the Mayor's Office of Immigrant Affairs (MOIA) (Cook, 2018). It was established to provide immigrants with locations and resources related to social services, immigration legal services, health insurance assistance, eviction prevention, and career development (Cook, 2018).

### **Different Programs to Help Language Development**

As schools moved forward in providing services for their students, they were given the option of creating a bilingual program or ENL program. The differences in implementing these two programs rely solely on the demographics of the school and the certifications of teachers who were hired. Furthermore, the type of instruction provided for the students, the number of hours of instruction, and the exams given to assess the student's knowledge occur in different ways based on the structure of the schools and the type of program the school decides to implement. These programs are further delineated below.

New York State's Department of Education "mandates that districts with 20 or more ELs in the same grade level and from the same language background must provide some form of a bilingual education program" that meets the New York State standards and laws (U.S. Department of Education, Office of English Language Acquisition, 2015, p. 88). Therefore, school districts must decide which schools will implement the programs required in order to meet the needs of the students who have the same primary language, thereby grouping the students together with a teacher and providing language support through the use of the primary and secondary language. If the demographics of the district are not conducive to a bilingual program, then ENL services must be provided. ENL provides instruction in English only with supports and usually groups students in a culturally responsive manner ensuring that there is a variety of languages and cultures within the classroom.

Additionally, teacher certifications provide different strategies to address the needs of the students and state laws mandate a specific number of hours these students are serviced. In a bilingual program, students are provided with supports in their native language. The number of hours that the primary language is used in instruction is dependent upon the type of bilingual program implemented in the school. The options that bilingual schools can implement in New



York are transitional bilingual or dual language instruction. If implementing a transitional bilingual program, there is a steady increase of the secondary language in the classroom over the course of a year. Usually, classroom teachers will begin the year with about 80 percent of the time in the child's native language and 20 percent in English. By the end of the year, the instruction in native language is 20% and the English language is 80% of the time. On the other hand, dual language programs use the primary and secondary language 50% of the time throughout the school year.

Contrary to bilingual programs, ENL programs use only English during instruction and provide additional support from ENL teachers during allotted times. This means that depending on the language proficiency, which is determined by the NYSESLAT and NYSITELL, and grade level, the number of hours of service provided to the student will change or be infused into the teaching day (See table 1.1 below). The lower the language proficiency level, the more hours of service per week are provided. Conversely, the higher the proficiency of the student, the smaller number of hours of service per week. These services can be provided as either a push-in or a pull out model in which an additional teacher or the classroom teacher, who has a certification, modifies the material and supplies support for the student to help him or her to complete the classroom content.

Table 1.1

*Hours of Teacher Service for ENL Students in an ENL Program*

School	Grade	Number of minutes of service				
		Entering	Emerging	Transitioning	Expanding	Commanding
Elementary school	K–5	360	360	180	180	90
Middle school	6–8	360	360	180	180	90
High school	9–12	540	360	180	180	90

*Note.* Number of hours of service per week for ENL students in grades kindergarten to 12<sup>th</sup>. Data adapted from New York State Education Department. (2017). Units of study tables for English as a New Language (ENL) and Bilingual education programs [Government website]. Retrieved from <http://www.nysed.gov/bilingual-ed/units-study-tables-english-new-language-enl-and-bilingual-education-programs>.

Ultimately, the two options that schools are offered depend upon the needs of the students and the number of teachers they can acquire to service the students. Though school districts, especially in New York, are encouraged to offer bilingual services, there is still the option of ENL for schools that have a very diverse population. For this study, specifically, I will focus on the ENL teachers in order to better understand their perspectives of the classroom environment and the services they are meant to provide.

### **Statement of the Problem**

Within the past 10 years, the New York school environment underwent a change in classroom structure and content instruction. Specifically, how ENL students have been serviced has become a challenging and controversial issue within the schools. Because ENL services are a Federal mandate and depend upon financial support from the government, funding is not

always sufficient enough to support instructional providers. Thus, there are a multitude of problems that ENL teachers encounter within the districts. These challenges are highlighted in the literature section below and include topics such as classroom environment, school climate, evaluations, and staff interactions.

Primarily, the evaluation system based on the Danielson framework changed how teacher planning and instruction occurred in the classroom. Theoretically, an accountability process for teachers is beneficial to ensure that their students are receiving the best possible education within the schools. However, with new reforms, there are always challenges. For instance, there are some discrepancies when teachers are held accountable for students with whom they work only part-time. Further, other aspects, such as collaboration, teamwork, and additional services which are performed by teachers, are often not taken into consideration. Likewise, social-cultural aspects, language, school climate, and policy make it even more difficult to truly assess a teacher who is working with this diverse and challenging population.

For ENL teachers, the challenges encompass the services the students receive, financial availability, and their expected role in the classroom. The populations they service are typically at a disadvantage due to language barriers, economic situations, mental/emotional disabilities, and educational backgrounds. Yet, when these teachers are evaluated or when the test scores are documented, the vulnerability of the population is not taken into consideration. Therefore, there are more problems that arise from this situation including:

- (a) schools and teachers refusing to accept or work with these populations;
- (b) schools losing funding or being labeled failing due to low test scores;
- (c) teacher retention dwindling; and
- (d) student retention declining.

Schools have had to find ways to resolve these issues while responding to the needs of their students.

The New York City and Long Island public schools' teaching methodology for English as a New Language (ENL) instruction has revolved around an inclusion or isolated classroom structure. Students in these classes are often placed within one or a limited number of classrooms with other students who did not pass the New York State English as a Second Language Achievement Test (NYSESLAT) and have an additional teacher, who is TESOL-certified, push in to provide additional help. In many cases, to accommodate the state required service hours, students are pulled out and taught in an isolated classroom with other students who are on similar language levels or have learning disabilities. Another way for schools to provide services is creating self-contained ENL classrooms where ENL teachers are able to push-in and co-teach with the classroom teachers. This form of instruction is the least invasive and ensures that students do not miss content in the classroom.

In any of the above models, the only content standards that the ENL teachers must use as a guideline are based on the Common Core Standards and the schools' curricula. In many cases, the ENL teacher provides support for the students through (a) building background knowledge on a topic; (b) teaching grammar or language anomalies; or (c) providing scaffold supports for the classroom teacher in the form of worksheets or word banks. In many cases, the ENL teacher is unable accommodate all of the classroom hours due to requirements of administrative services (coordinator roles) such as (a) registration, (b) testing, and (c) updating documentation.

In addition to the challenges presented, ENL teachers have often encountered challenges associated with collaborating with other teachers when providing instruction to the students. This collaboration process requires teachers to discuss student progress, classroom content,

differentiation strategies and supports, and student expectations in order to build an equitable environment for the students. Many times, the lack of time is a factor that contributes to a disconnection in the instruction that the teachers are providing.

### **Purpose of the Study**

The purpose of this study was to analyze the different views of push-in elementary ENL teachers on expectations of classroom instruction with ENL students. The New York public schools have encountered multiple reforms that impacted the classroom environment, as previously stated. Since the changes were meant to create a more equitable environment for students, it is imperative that all environments are evaluated to ensure that the correct actions are taken to implement the curricula. Thus, this study specifically focused on ENL teachers who push-into classrooms. Their perspectives contribute to the ever-growing literature related to the ENL instruction within the field of education.

This research could transform the education of ENL students by providing insight into the expectations of these teachers. By combining the fields of historical context, policy reforms, role of the teacher, multiculturalism, interculturalism, psychology, curriculum development, assessments, language development, teacher preparation, TESOL, and leadership, this study has the potential to contribute to the literature that explores ways to transform the field of education to benefit English language learners. Essentially, the goal of my study was to build upon the past research, build hypotheses for future research, and lead to a more integrated curriculum generated around ideas of multiculturalism, interculturalism, and socioculturalism. Upon completion of this research, I developed and proposed a new framework in teaching and learning, re-conceptualized teaching education, and provided support for classroom instruction that will impact the future classrooms. I also tied together research in different areas which can

be used to benefit schools and communities (see Chapter V). This created an opportunity to learn and grow in an area of high interest and complex beliefs.

ENL teachers should have a powerful voice in the community. Through this study, I utilized the concepts that ENL teachers find important to build a more unified approach to school structures, evaluations, and classroom instruction. After all, ENL students deserve the same right as other students to equitable opportunities, especially where education is concerned. ENL teachers are not always equipped with the right methods, circumstances or material to help the students. Therefore, understanding the common viewpoints of ENL teachers about the challenges they face provides insight into areas of greater need.

### **Interdisciplinary Nature of This Study**

Research in the area of language learners revolves around multiple components and is often intertwined with political and cultural concepts. To be more specific, my research topic makes a contribution to the following areas: historical context, the role of ENL teachers, social justice and advocacy, curriculum development, psychology, multiculturalism, socio-culturalism, leadership, policy reforms, child development, language development, teacher education, literacy development, and TESOL. Since this is an interdisciplinary study, its results have the potential to contribute to these areas. This study identifies factors that constitute challenges elementary ENL teachers encounter in the schools. Through the development of models depicting these challenges, I contribute data to the reform movements in the area of ENL instruction, evaluations, policies, and co-teaching.

### **Definitions of Key Terms and Phrases**

The following are a list of key terms and definitions that are often referred to throughout the course of this dissertation. Each key term impacted the research and explained more clearly

the viewpoints of ENL teachers toward the ENL classroom. I referred these terms based on the literature and policy reforms. They encompass the students, teachers, policies, and theories related to the ENL classroom and education.

- ***Collaboration:*** Interaction and communication between classroom education teacher and the ENL teacher in order to develop material appropriate for students.
- ***BICS:*** An acronym that stands for Basic Interpersonal Communicative Skills. It focuses on the everyday or informal language that people use to communicate with.
- ***Bilingual:*** Refers to a person who is fluent in two languages.
- ***CALP:*** An acronym that stands for Cognitive Academic Language Proficiency. This refers to the vocabulary associated with classroom or academic language.
- ***Culturally Responsive Classrooms:*** A classroom environment that is conducive for multicultural students because it incorporates different cultural and ethnic customs and beliefs through reading, writing, and speaking.
- ***Differentiation:*** providing material that is scaffold or designed with additional supports to help a language learner grow and accomplish a task on their own.
- ***Emigrate:*** to move away from one's country into another.
- ***EL:*** An acronym that stands for English Learner. It is the newest term used to refer to non-English native speakers.
- ***ENL:*** An acronym that stands for English as a New Language. This is the term to refer to non-English native speakers.
- ***ESL:*** The former acronym for non-native English speakers which stands for English as a Second Language. Had a negative connotation because it ignored the possibilities of English being a third or fourth language.

- ***ELL:*** The former acronym for non-native English speakers which stands for English Language Learner. Had a negative connotation because it placed emphasis on the English language as opposed to all languages.
- ***Funds of Knowledge:*** This refers to the historically accumulated and culturally developed bodies of knowledge and skills necessary for communicating with one's family or community that exists outside of the classroom (Gonzalez, Moll, & Amanti, 2006).
- ***Inclusion:*** A classroom where a mix of regular education students and ENL students work together and are taught using the same material, though differentiation may occur.
- ***Interculturalism:*** This methodology focuses on a wider scope of a person and looks more at the group and building the ties between groups through understanding and commonalities. It also takes a step away from religion and encourages a respect between people of different religions but does not dictate how it should be done or laws that should be created to address this (Meer, Modood, & Zapata-Barrero, 2016).
- ***L1:*** Refers to the primary language or the first language a child learns.
- ***L2:*** Refers to the secondary language or the second language that a child is exposed to and learns.
- ***Multiculturalism:*** This means to accommodate and integrate migrant and post-migrant group's beliefs and customs into the current culture and customs (Meer et al., 2016).
- ***Multilingual:*** A person who is fluent in more than two languages.
- ***Self-contained:*** A classroom environment where only ENL students are present.



- ***SIFE***: This acronym stands for Students with Interrupted Formal Education. These are students who arrive from other countries and have missed some form of schooling or lack years of educational experience.
- ***Title III***: The Language Instruction for and Immigrant Student Act which protects the educational rights of ENL students.

### **Theoretical Framework**

Based on the research and current practices, there is an obvious ambiguity related to the evaluation system of ENL classroom instruction teachers. My study focused on multiple theories in order to address challenges that have arisen in the classroom. Specifically, the *Q* methodology and *Q*-factor analysis utilized for this study was supported by subjectivity because of their connection to discovering commonalities in beliefs among participants in the study.

Additionally, systems theory was utilized to combine these viewpoints and build a structural system between teachers and administration to better improve ENL classroom instruction.

Theoretically, the main focus is to compare the views of ENL teachers and principals in order to build a more unified and collaborative environment of understanding ENL instruction and developing and systematically implementing it. This was supported by a desire to ensure that ENL students are provided with a uniformed approach which is understood by all parties and therefore will remove the ambiguity that exists during evaluations and instructional implementation.

Theoretical principles support this concept. Specifically, teacher efficiency, community inclusion, cultural identities, classroom instruction, and uniformity encourage a need for a systematic approach to understanding the complexities that exist in the classroom. The struggle that exists between principals and ENL teachers often evolves from miscommunication,

misunderstanding, and the complexity of classroom instruction. It was through the exploratory and descriptive nature of this study that the results yielded a better understanding of challenges encountered by ENL teachers.

### **Organization of Dissertation**

This dissertation is organized into five chapters. Chapter I presents an introduction to the study and an analysis of current policy reforms implemented within the school systems. Chapter II provides an in-depth look at the literature related to ENL teachers, cultural struggles, and school environment. Chapter III describes the methodology focusing on *Q* Methodology as utilized in my study. Beyond explaining the method, the third chapter identifies the sample of participants, the research questions, and the online survey instrument that were used to collect data. Chapter IV identifies the three factors discovered in this study in response to the research questions. Chapter V explains how this study contributes to the current research and my own personal reflection about each of these three models and what can be done with them.

## CHAPTER II

### LITERATURE REVIEW

This chapter includes a review of literature pertaining to the ENL classroom and school environment as well as the impact it has on students and teachers. The ideas and views presented in this section are based on research conducted within the field of education and its continual development to address the needs of multilingual students and immigrant students. Within the literature certain themes emerged in relation to classroom structure, school environment, instructional practices, and teacher interactions. Specifically, an overarching concept of isolation, particularly in relation to ENL teachers and multilingual students, presented itself in relation to lack of knowledge or information.

In order to better understand the overarching theme, school climate and culture are the first concepts discussed in the literature which addresses the role of the teachers and administration in the school, the climate within schools, and the effects of ENL programs and classifications on ENL students.

#### **School Climate and Culture**

School climate and culture consist of the students, the teachers, the administration, the dynamics among them, and the physical environment of the school. The school climate is defined as the collective mood, or morale, of a group of people, whereas the culture is considered the common expectations that a group has about how each person should behave or act (Gruenert, 2008). The climate can range from warm and welcoming to one wrought with complications and issues, meanwhile the culture encompasses the expectations and beliefs that each person holds within the community. Ladson-Billings (2016) stated:

For example, a student who walks into an urban school and passes through a metal detector may learn that the environment is perceived to be dangerous. On the other hand, a student in a suburban school with acres of land and state-of-the-art facilities may learn that the community embraces and supports her and expects success. (p. 100)

This comparison highlights the contrasting environments in which students learn across our country. Though upon first encounter the urban school is perceived as frightening, the ultimate goal is for the teaching community to create passion and a love of learning (Ladson-Billings, 2016). Consequently, school cultural norms influence the educational outcome of students and the overall status of the school in an unexpected way. This extends from the roles of the teachers to the administrators. As Trickett et al. (2012) explained, based on their ecological study in an urban setting, with the rise of immigration, there is a greater need for teachers who are able to work with students of multicultural backgrounds, yet school communities struggle to create an environment exempt from crime and filled with supportive staff. Trickett et al. (2012) explained that teachers take on additional roles such as “providing proactive advocacy,” “setting up programs for students and parents on their own time, and developing relationships with key school administrators to influence mainstream placement of ELLs” in order to support students who are struggling (p. 290). Ultimately, the additional dedication and time that teachers utilize in urban schools is necessary due to the lack of resources required to combat the struggles that these students face in their own communities and schools.

For ENL students, the school climate can be even more challenging because they frequently lack an understanding of social cues, language skills, or recognition of social customs (Senyshyn & Chamberlin-Quinlisk, 2009; Peercy, Martin-Beltran, & Daniel, 2013). These challenges often lead to misunderstandings, discouragement, and isolation. Yet, even with so

many possible outcomes, there are actions that teachers can take to resolve these issues and foster inclusion. For instance, Brooks, Adams and Morita-Mullaney (2010) identified key characteristics that schools need to have in order to foster an inclusive learning environment that will benefit language learners who lack the skills necessary to adapt to the new environment. Specifically, building inclusive and supportive environments for the students and teachers leading instruction will guarantee ENL academic growth and success.

**Inclusion.** Schools have integrated an inclusion methodology in which ENL students are often placed in classrooms with other ENL students or students who speak their native language. The students are further provided with ENL support by TESOL-certified teachers who employ a push-in model or pull-out model. This allows for language support in addition to providing the mainstream teacher with additional resources to help the language learner feel welcome.

Synthesizing the findings of Brooks et al. (2010), Senyshyn & Chamberlin-Quinlisk (2009), Delpit (2012), and Peercy et al. (2013), the following concepts have been associated with creating an inclusive environment:

- (a) A curriculum that integrates students' language and culture;
- (b) Accurate assessments of ENL students;
- (c) A focus on critical thinking skills; and
- (d) Stronger parent and school relationships.

Theoretically, these concepts allow for students to build on their prior knowledge and foster collaboration between school and community. They also create a cohesive environment for students to grow academically.

In order to foster this ideology, certain steps must be taken. In their case study, Theoharis and O'Toole (2011) analyzed two schools that reformed their instruction to create an

inclusive environment for the rising ENL population. They found that the schools were able to accomplish this goal through (a) collaboration, (b) standardized common instruction, (c) emphasis on language and families, and (d) professional development that emphasized ENL strategies (Theoharis & O'Toole, 2011). This shared understanding created schools that encouraged cultural respect, independent thinking, and passion for communication; meanwhile, de-emphasizing discrimination and isolation.

The challenges that arise when trying to incorporate these concepts are often caused by a country's monolingual ideology and standardized assessments. The United States has a long-standing belief in citizens' adapting to the American ideology which deemphasizes language and cultural differences and emphasizes English only curriculum. This was accentuated by the common belief that the United States was a melting pot, a metaphor that encouraged a homogeneous philosophy. By ignoring the cultural identity of a community, schools deemphasized the students' identity and created a rift between the school identity and their home identity. Over time, the metaphor shifted to the United States being a salad bowl, thereby encouraging different cultures to add flavor or their own beliefs into the system. However, as discussed in Chapter 1, there are still complex issues that evoke feelings of nationalism within many of the communities.

### **Student Identity and Culture**

How a student identifies his or herself explains a lot about that person. For many children from immigrant families, becoming an American citizen means moving beyond their cultural norms and embracing a new ideology that may oppose their family beliefs. Specifically, Rodríguez and Alanís (2011) observed, "Borders tend to be created by individuals and groups who have power over other groups. These borders create divisiveness and exasperate the real or

perceived differences which exist between those with power and those without” (p. 104).

Ultimately, ENL students often lose their language, customs, and families in order to adapt to the new expectations as a way of assimilating to their new identities. Nevertheless, there arises a constant struggle within the community between reforming to the stronger group or rebelling against the rules.

Therefore, a paradox arises contributing to a mismatch of culture and a loss of identity. Basically, students who are discouraged to use their native language (L1) often struggle with acclimating to the new society, while feeling out of place in their own homes. This can be affected by the school climate where English only methodology is encouraged by teachers and students as well. Case (2015) noted in a case study the struggles that native English speakers experienced while working with non-native English speakers because the language and cultural barriers impeded the task and resulted in frustration, misunderstanding of product goals, and extensive hours of work.

**Defusing injustice and discrimination.** Within a school environment, there are often challenging circumstances that students encounter. These may take the form of racism, bullying, or discrimination from the teachers or other students. Biss (2009) elucidated:

There is no biological basis for what we call race, meaning that most human variation occurs within individual “races” rather than between them. Race is social fiction. But it is also, for now at least, a social fact. We may be remarkably genetically similar, but we are not all, culturally speaking, the same. (p. 17)

It is important to acknowledge that ethnicity can be as much of a unifying force as well. Cultural differences and beliefs impact the way students interact with one another and work together on projects (Riojas-Cortez, Huerta, Flores, Perez, & Clark, 2008; Santos-Rego & Nieto, 2000). In

addition, not knowing another individual's language can lead to further separation between students; therefore, it is in the responsibility of the administration to discourage this hostility. In a qualitative study which analyzed the educational experiences of refugees who immigrated to Canada, Stewart (2012) further discussed how the environments both within the school and outside in the community can be filled with hostility or discrimination and often times lead to new students not feeling welcome. For this reason, Stewart (2012) concluded that leadership has a powerful role of not only defusing the hostility within the school, but also fostering a multicultural and supportive environment in which students feel accepted. Likewise, Tran and Hodgson (2015) noted that schools have an obligation to create a safe and consistent space for these language learners whose backgrounds are oftentimes not pleasant and whose home life may not be the most welcoming. The administrative staff is the hub of a school and, therefore, impacts the infrastructure for supporting children's needs. This is done through the overseeing of curricula, hiring choices, and creation of programs. Other ways are discussed later in this chapter. As a result of the growing challenges within schools, communities with high immigrant populations gathered together to demand better reforms. Thus, bilingualism was encouraged in the schools.

**Bilingual support.** There have been shifts in ideologies from English-only to support bilingual education. In the 1970s and 1980s, parents and community members came together in the effort to improve and support bilingual education for students in order to hold onto cultural ties (Rodriguez, 1982; Salomone, 2010). In the 1980s, the student population in New York was composed mostly of English-Spanish speaking pupils, which changed the demographics of the schools. As Figueroa (1997) explained, "The Latino/Hispanic population of NYS increased by 33% from 1980 to 1990 and an astonishing 64% from 1970 to 1990." Since then the coalitions



aimed to promote equal educational opportunities for Spanish-speaking students (García, 2011; Rodríguez, 1982; Salomone, 2010). Some of the support groups developed were: the foundation of the Coalition to Defend Bilingual Education, the National Congress for Puerto Rican Rights, and the Puerto Rican Educators Association (García, 2011).

Many of the proposals presented to the schools recommended that bilingual classrooms either encourage use of English throughout the year or encourage the use of both languages. The research even states areas on which schools need to focus on in order to offer a successful Bilingual program. Four of these areas specifically addressed by Alanís and Rodríguez (2008) in their qualitative study of dual language immersion program, based on interviews and gathering of test scores, were (a) pedagogical equity, (b) effective bilingual teachers, (c) active parent participation, and (d) knowledgeable leadership and continuity. Liasidou (2013) later published work pertaining to special education and bilingual support which emphasized the need for (a) responsive classrooms, (b) understanding, (c) respect, and (d) training. Both of these studies presented findings related to the importance of creating a community that is supportive of language learners in order for them to acquire academic success.

Even with the challenges of creating bilingual classrooms and schools, advocates for English only classrooms often emphasize the delay in learning that bilingual students encounter. Espinosa (2015) debunked the myth that bilingual education creates delays in children's language acquisition by revealing that what actually occurs is a learning style that is contradictory to the monolingual ideology. García (2009) had previously stated:

The language resources of the United States have never been greater. Despite its instance on being a monolingual state, the United States has perhaps the world's most complex

bilingual practices. The benefits of harnessing these linguistic resources are more evident than ever for society at large. (p. 325)

Basically, García (2009) and Espinosa (2015) explained that being bilingual only leads to a child's development being different and fosters an additional skill that may be used in the working field which engages globalized interactions. Although children of bilingual education may experience small delays in language acquisition, the benefits of knowing two languages become resources which will be beneficial in the future. Consequently, a plethora of issues surface for students who do not adapt to English quickly or who hold on to their culture rather than embrace the new culture. Also, the teachers are at the head of these reforms because they lead instruction to the students.

### **Teacher Roles**

As stated in the previous section, teachers impact the results of the programs through the job they perform. The better their qualifications and the greater their drive for success, the more likely they will be to influence a positive outcome. In a qualitative study, Krumenaker, Many, and Wang (2008) conducted a case study of a regular education teacher who led instruction for ENL students but did not have a TESOL license. This teacher was successful because he utilized materials and researched methods to help lead instruction of his students, with whom he previously struggled to engage and about whom other teachers often complained. Many of the methods entailed the use of bilingual material, small reading excerpts from original tasks, visuals, technology, and more detailed outlines for writing pieces. From this study, it can be inferred that teaching ENL students is not an easy job that can be conducted by any teacher; it requires training, understanding, and dedication in order to provide students with adequate classroom resources. Unfortunately, most teachers who encounter ENL students do not have the

same dedication or understanding that the Social Studies teacher did in the case study of Krumenaker et al. (2008).

Oftentimes, the teachers of ENL students who lack the training background have preconceived notions about the students they are instructing (Owuor, 2004). These preconceptions may include the view that: (a) students are incapable of completing an activity, (b) students lack skills to read or write, or (c) students lack knowledge of the concept being covered (Ajayi, 2008; Owuor, 2004). Zentella (1997) indicated in an ethnographic study that the concept of English-only teaching is the only acceptable methodology because other languages are considered unnecessary, anti-American, and believed to hinder the education of students. Likewise, Smith (2010) found that regular education teachers are not supportive of including entering and emerging (low proficient) ENL students because of the impact it will have on the classroom environment and the time it takes to accommodate them. These regular classroom teachers rely on the ENL instructor to remove the student from class in order to defuse situations. It is because of these challenging circumstances and preconceived notions that schools and colleges need to reform the training they are providing teachers in order to better prepare them for working with the growing diverse population.

### **Professionalism**

Teachers are professionals who have earned advanced degrees that prove they are valuable resources and should be treated with respect and understanding. Therefore, the environment in which they teach should be valued and filled with professionalism that not only is between the students and the teacher, but also among the teachers and the administrators. As Bailey, Bocala, and Lacireno-Paquet (2016) stated in their national teacher representative qualitative study, teachers feel more satisfied with their evaluations when the school climate is

positive and professional with regard to principal leadership. This includes receiving respect, understanding, and knowledgeable, relatable feedback. Regrettably, this is not always the case in every school.

### **ENL Teacher Struggles**

ENL teachers have to fulfill the specific hour requirements for each and every student on their roster. This is accomplished through scheduling in a way that is most effective for the students in order to ensure they do not miss classroom instruction or are provided with support during important instructional periods. Currently, some schools employ a push-in model which is utilized with self-contained ENL classrooms (classrooms that are only ENL students or majority ENL students). Regular education teachers struggle when working with ENL teachers, specifically during a co-teaching model which is heavily reliant upon scheduled times for pushing in. This challenge arises because there is lack of communication and collaboration time which leads to disconnects in lessons and visitations (Barr & Clark, 2011; Bell & Baecher, 2012).

Normally, the ENL teachers feel isolated within the community and are only approached when their knowledge or resources are necessary (Trickett et al., 2012). This happens in all grades and can lead to their discouragement or their decision to leave the position to work in other schools or move to a different role within the school. Specifically, the miscommunication between ENL teachers and classroom teachers is what fosters the negative views about the ENL teachers. Since ENL teachers must play numerous roles in the community such as interpreter, evaluator, and coordinator, they cannot always be as accommodating for and be as accessible to regular education teachers (Bell & Baecher, 2011).

ENL teachers are habitually treated unprofessionally by their coworkers whose expectations are not within the ENL teachers' control (Ajayi, 2008; Barr & Clark, 2011; Brooks et al., 2010). Ultimately, this leads to aggravation and distress for all parties involved. Moreover, the area of ENL is wrought with struggles of which others are unaware. Trickett et al. (2011) explained that countless struggles that ENL teachers face in schools revolve around the lack of school support, their interactions with mainstream teachers, and their knowledge about students' lives.

Consequently, ENL teachers develop certain attributes to defend themselves against their coworkers' hostility. Barr and Clark (2011) argued in a narrative case study that self-efficacy is the only way to drive a teacher toward success in the schools where there are high ENL populations because these teachers are often isolated in the community and required to achieve success through persistence and hard work. The ENL teacher in Barr and Clark's (2011) study moved into a position of administration in order to counteract the aggression and advocate for his students. Likewise, Krumenaker et al. (2008) discovered similar characteristics in a social studies teacher who developed scaffolding methods in order to better accommodate his students. In both cases, the teachers had to take chances, make changes, and build material with little help from others in order to obtain success in the schools and with their students. Yet, the research shows that becoming self-sufficient can also contribute to higher collaboration, specifically with co-teaching.

### **Collaboration**

Within the teaching profession, there is often collaboration between departments or within grade levels, especially with the current Common Core State Standards (CCSS) and the future Next Generation Learning Standards that encourage collaboration and cross-content

classroom instruction. Accordingly, it is imperative for ENL teachers to collaborate with mainstream teachers because all children have a right to equal opportunities, especially those who rely on the accommodations and resources that ENL teachers can provide to level the playing field. Zentella (1997) even expressed in her ethnographic study that “children cannot be educados (reared well/educated) without the collaboration of the varied people and institutions that affect their well-being” (p. 122). Schools need to unite with parents and each other in order to develop a cohesive environment.

Collaboration is not always easy, nor can it be created by forcing teachers to work together or with the community. Bell and Baecher’s (2012) study used surveys that analyzed the challenges and successes of the collaboration methods between ENL teachers and classroom teachers employed in schools resulting in the emphasis of pull-out models. Though the push-in is not always liked by mainstream teachers, the co-teaching method is more efficient at ensuring quality education. The hostility pertains to classroom teachers feeling overwhelmed by the challenges that ENL students bring: language, behavior, and/or lack of parental involvement. The ENL teacher added to this animosity by making suggestions that caused the regular classroom teachers to feel that the ENL teacher was trying to usurp their power (Arkoudis, 2008; Bell & Baecher, 2012).

In addition to the stress that mainstream teachers feel, ENL teachers often present an additional problem. Chamberlin-Quinlisk (2010) and Arkoudis (2006) both discussed the struggles that ENL teachers and classroom teachers have while collaborating, namely the balance that needs to occur and the respect that needs to be present. Specifically, Chamberlin-Quinlisk (2010) used grounded theory implemented through observations and written reflections to pinpoint three main themes: (a) understanding personal views and concepts, (b) being clear

communicators with one another, and (c) being future agents of change. Arkoudis (2006) analyzed the relationship between two teachers as they tried to collaborate and discovered that the navigation between content teacher and ENL teacher is often hard to negotiate because ENL teachers have to be careful of how they word their observations or ideas for the classroom teachers. Even though countless studies have proven the success of employing collaboration, this action is often non-existent in many schools.

**Creating a collaborative environment.** The research further establishes that there is an inconsistency in the collaboration that happens between teachers. Specifically, this happens because of time, disjointed schedules, and ENL teachers' responsibilities as coordinators in their schools. Bell and Becher (2012) discovered that, in many cases, informal collaboration is occurring which consists of teachers' meeting at random times, either in the hall or during class time, for a few minutes or emailing one another to discuss content or lessons. Ultimately, the study revealed that many components associated with collaboration were infrequent. This demonstrated that there was an issue related to lack of time and inadequate management of schedules to allow for teachers to meet and create lessons.

In order to create a cohesive environment in a school where language learners and native English speakers can grow together academically, teachers need to work with one another in a collaborative environment. Batt (2008) suggested that "ESL and bilingual educators need the collaboration and assistance of mainstream teachers and administrators to help meet the many challenges inherent in educating ELLs" (p. 41). This was supported by Honigsfeld and Dove (2016), who discussed the need for pre-planning, collaborative planning, and post-planning. They described the importance of each of these steps which allowed for teachers to meet, discuss, and collaborate with one other in order to develop a strong, collaborative environment

where the students' growth is the center of attention. In order to accomplish this goal, there needs to be unity within the school and a general acceptance of the ENL population. Through collaboration, they are able to build a community of teachers who are determined to develop an environment where cultural differences are accepted and curricula are appropriate for ENL students.

### **Curriculum Influencing Instruction**

Curriculum frames the attitude of a school, the structure of a classroom, and the material implemented during the school year. When schools develop curriculum, they are building an outline of what will be taught in the schools, what topics will be covered, and what material will be used. Since the curriculum only gives a scope of the unit, other actions need to be taken by the school community to ensure that the instruction is implemented correctly. Li (2013) stated:

Learners must be able to understand the essence of what is being said or presented to them. In order to increase comprehension for ELLs, teachers need to use various techniques and strategies to ensure that ELLs understand the material. (p. 218)

These techniques should incorporate the student's culture, language supports, and content. Students need to be provided with material that connects to them on a personal level in order to engage them in classroom instruction (Diller, 1999; Nieto, 2017). Most importantly, the teachers need to understand the process that students go through to acquire a language.

### **Language Development**

Learning a language requires practice and immersion. Vygotsky (1962) established that language development is an evolving product that builds through experiences including socialization, academic instruction, and study. Therefore, the influences of the household impact



the growth of a child's vocabulary. Greater exposure to high level vocabulary benefits students' language development in the classroom by allowing them to build upon prior knowledge.

When students arrive in America, they come with different skills, backgrounds, and language abilities. These impact their acquisition of the new language (English, in this case). Unfortunately, many schools or teachers do not take this into account. Acclimating to a new language requires making connections and bridging the prior language or languages to the new one. Using sociolinguistic interviews, Zentella (1990) deciphered that Spanish dialects contain different words for objects or actions; so, providing context will help to ameliorate the struggles that Spanish students face in bilingual classrooms or while taking exams that include bilingual accommodations. Zentella (1990) specifically expressed in her implication section that:

A major concern should be to help students understand the repercussions of dialectal contact for the course of development of Spanish in the U.S., and the role of linguistic and social factors in the process of dialectal accommodations, change, and diffusion. (p. 1,103)

Besides looking at the dialect, it is important to analyze the content being conveyed to the students. Though many teachers believe it is necessary to simplify the material for language learners, simplification only results in slower language development. Li (2013) stated, "ELLs learn a new language best when they receive L2 (second language) input that is just a bit more difficult than they can easily understand" (p. 218). Teachers of ENL students have a powerful role of encouraging students to learn a new language through content as opposed to individualized lessons that focus on grammar and sentence structure. The content being used in the classroom can include social studies, science, or mathematics as opposed to fiction only content. This concept is exemplified by the implementation of the now-criticized Common

Core, which fostered higher order thinking and collaborative learning through discussions and group work. ENL students bring more than just language differences to the table. The knowledge that they possess can be utilized in the classroom through culturally constructed lessons. It is important for teachers to scaffold learning based on students' prior knowledge to aid comprehension.

### **Differentiation**

Many of the strategies that are implemented in ENL classrooms revolve around bridging the gap between the L1 and L2 languages. The use of visual-aids frequently is the first strategy offered to teachers to benefit learners. Images of the topic being introduced and related vocabulary are another wonderful way to connect language to prior knowledge when presenting new text that may be challenging for language learners. Likewise, Ingraham (2014) utilized real-time captioning in a classroom with language learners in order to help them visually and to provide auditory cues for the language they were learning. Other methods have also been shown to enhance language acquisition. Delpit (2003), Long, Volk, Baines, and Tisdale (2013), and Nieto (2017) found in case studies that students are better able to connect with songs, rhymes, and chants because it provides rhythms and cultural connections. Not only are they easy for students to remember, these methods give all students an opportunity to learn through interactive methods. In order to engage students the activities need to resonate with them in a culturally responsive way.

### **Culturally Responsive Curriculum**

Depending on the programs chosen and the materials used, students will remain engaged or lack enthusiasm. As previously described in the policy section, KEEP (Kamehameha Early Education Program) was the start of a movement toward culturally influenced curriculum that

embraced the philosophy and culture of the community where it was implemented and produced results associated with academic language development, oral language skills, and reading comprehension skills, proving that curriculum embedded with the culture of the community produces results in academic growth (Calfree et al., 1981).

Recently, Delpit (2012), Hogan and Hathcote (2014), Long, Volk, Baines, and Tisdale (2013) explained the power of culturally driven curriculum and its ability to unite a classroom and community through a common goal of learning. These researchers conducted case studies that analyzed the use of African American cultural philosophies and Hispanic ideologies to encourage learning in the classroom. Likewise, Riojas-Cortez et al. (2008) conducted a case study that exemplified the power of parental and cultural influences in allowing students to better understand content and resulted in the development of collaboration between family and school. Not only were families invited to participate in science experiments with their children, but aspects of students' primary (L1) languages were used to enhance comprehension of academic language (Riojas-Cortez et al., 2008).

**Making connections between culture and language.** The knowledge that students have from their own cultural experiences is valuable to help them build concepts in the academic world. Their cultural values and concepts have a powerful influence over their actions and understanding. Therefore, lessons that are built around discourse, syncretism, and funds of knowledge foster understanding of content. Specifically, Long et al. (2013) combined these ideas in their case study to discover that students who are allowed to incorporate their culture are better able to adapt to the rising challenges in the schools because they are able to make connections to their prior knowledge. Likewise, Delpit (1992) emphasized the power of discourse in cultivating and understanding ways to navigate social situations including home,

school, and community, therefore better preparing students to blend into these roles. All of these concepts are further supported in the 2006 ethnographic study which was conducted across the country where findings revealed that incorporating students' culture into the classroom benefits their understanding of the content (Gonzalez et al., 2006).

Besides understanding when and where to use specific vocabulary, students have a unique way of building their language. Magruder, Hayslip, Espinosa, and Matera (2013) and Long, Volk, and Gregory (2007) emphasized the power of play and prior knowledge on the development of Basic Interpersonal Communicative Skills (BICS). To be more specific, in Long et al.'s (2007) ethnographic study, they discovered that students built interactions based on their own experiences as they "took charge of their own interactions" by constructing play based on "literacy practices and texts, church services and home Bible study, as well as from school and popular culture" (p. 251). Ingraham (2014) also found in a mixed-methods study that the greater the exposure to that language through visuals and usage, the greater the acquisition of vocabulary. Therefore, through play, continual usage, and visuals, students are able to develop skills that are related to BICS growth. Consequently, schools are often presented with challenges especially in the realm of fostering Cognitive Academic Language Proficiency (CALP) or academic language in ENL students.

### **Challenges for ENL Students**

Relevant to the development of a student's language skills are the many issues associated with providing accommodations for language learners. Salomone (2010) wrote:

Preserving the native language and culture of newcomers runs counter to the traditional socializing mission of public education. At the same time, forcing children to completely

abandon their first language and culture seems morally unjust, developmentally unwise, and politically shortsighted by some contemporary understanding. (p. 7)

The principle underlying America as the Land of Opportunities has radically changed into the belief that adaption and deportation are the only options for immigrants since society strictly enforces a concept of monolingualism through conformity. This leads to loss of cultural identity, ties to one's nationality, and family companionship. As Biss (2009) explained, "The possibility of moving, through disguise, between one race and another is an idea so compelling that it keeps returning to us, again and again" (p. 24). Consequently, we are not preparing students to move through these identities, but to adapt to a monolingual American persona which disallows a student's native culture and creates hostility in the household. The home has the strongest influence on a child, specifically in the area of encouraging academic success and providing the foundation for language development. So, using monolingual education defeats the purpose of fostering family and school collaboration in the schools.

### **Parental Influence**

Community, socio-economic status, culture, and encouragement are factors that encourage or discourage academic growth in students. Mukherji, Neuwirth, and Limonic (2017) argued in their meta-analysis that minority students who are entering into higher education are often challenged by the fact that they may be the first in their family to be earning a higher educational degree because the academic failure of a parent may be the deterring factor in the success of his/her child in college. About 66% of students who enroll in 4-year programs graduate in six years or less, of which 20% are first-generation college students (Mukherji et al., 2017; National Center for Educational Statistics, 2017). Much of this can be attributed to their lack of knowledge in navigating programs and scheduling and their lack of ability in acquiring

financial assistance and support (Mukherji et al., 2017). Consequently, first generation students who are also language learners have a lower chance of success due to myriad challenges that are stacked against them.

Children of immigrants feel high familial pressure to succeed, take extra years to graduate, drop-out early, or end up in low paying jobs (Zentella, 1997; Nieto, 2013). Much of ENL students' success depends on how they are received when they arrive in the host country, their educational background, and their family support. Similar to the past, many students find that they sometimes need to help support their families through work as opposed to prioritizing their own education and, therefore, often leave the schools early (Tran & Hodgson, 2015). This pressure may lead to disruptive classroom behavior, discontinuity of instruction, or a lack of verbal interaction. Many of the challenges to identify and correct these situations come down to leadership and the impact that their messages and actions convey on the development of a school community.

### **Teacher Preparation**

Implicit in the reforms was the need for teachers to be equipped with the resources and knowledge to work with language learners. In order to accommodate the changes, new certifications became an inevitable outcome. Teachers who wanted to work with ENL (English as a New Language) students had to become TESOL (Teaching English to Speakers of Other Languages) certified. At the same time, teachers are encouraged to take classes in language development, multicultural education, and developing literacy (NYSED.gov, 2017). Additionally, in order to obtain this license, one must learn two languages, in order to better understand the struggles that language learners face when they come to the country.

Besides providing a certification in TESOL, most teacher education programs neither encourage multicultural education nor train teachers to reinvent curriculum that supports language learners or diversity. Santos-Rego and Nieto (2000) proved this concept with a case study conducted in Spain and the United States that resulted in the following findings, “In both the United States and Spain, specific initiatives have focused on raising teachers’ sensitivity rather than on challenging them to transform their pedagogy” (p. 424). They even further explained that money was spent on supporting teachers who hold certifications in TESOL or bilingual education because they are considered the experts in the area and, therefore, are held responsible for providing support to other teachers (Santos-Rego & Nieto, 2000). It is because of the failure in teacher preparation that the teaching field has become challenging and often has high turn-over in areas that are extremely diverse, such as the city. In New York City alone, more than 50% of new teachers leave before their third year. This is something that can be prevented by reforming teacher programs.

### **Program Reforms**

Some colleges that produce teachers who often work in urban areas have begun to change the structure of their programs. For instance, Coates (2016) used the ethnographic model, while Turgut, Sahin, and Huerta (2016) used thematic analysis to analyze how different teacher preparation programs were altering their curriculum through the addition of classes in multicultural education. Coates (2016) and Turgut et al. (2016) explained that teacher training programs that emphasized cultural acceptance better prepared teachers to work with students of culturally diverse backgrounds by incorporating their cultural knowledge and experiences. Previously Owuor (2004), who used MANOVA, discovered that the greater number of courses a teacher took in multicultural education, the greater the opportunities this teacher had of providing

the resources and material that would differentiate instruction of ENL students. Thus, the proposal is for programs that provide teachers with skills, techniques, and knowledge to interact with students of multicultural backgrounds and create a uniform classroom environment that emphasizes community and culture.

Studies show that altering the teacher training programs and the curriculum the teachers are implementing in their school is not an easy process; nor does the addition of one or two multicultural education classes prepare teachers to work with diverse populations. It is challenging to replicate the struggles that ENL teachers will encounter in the classrooms (Coates, 2016; Turgut et al., 2016). Training teachers to properly work with diverse cultures requires multicultural education classes being incorporated throughout college courses in order to create a unified curriculum (Beal & Rudolph, 2015; Coats, 2016; Hamann & Reeves, 2013; Turgut et al., 2016). The college curriculum needs to go beyond providing strategies for teachers and instead embolden the pre-service teachers to think in a culturally inclusive way.

Building teachers' knowledge and conceptual framework will allow them to be better prepared for teaching in locations that are highly diverse. Consequently, Sinha and Thornburg (2012) stated, "Teachers often struggle with competing imperatives: the need to be responsive to their students' real needs and vulnerabilities while fulfilling the requirements of their institutional, professional, and cultural codes" (p. 23). Therefore, the challenges that teachers encounter are often exacerbated by the inclusion of students who are language learners, oftentimes not on the same level as the other students, and by the demands of the school to demonstrate growth. This implies that the school climate influences the teacher as much as the training they receive.

### **Leadership**



The power and influence of administrators and school leaders is extremely profound in altering the structure of a school. Not only are they the ones communicating directions to the teachers, but they also influence the environment in the school. As Kouzes and Posner (2007) stated:

To enlist others, leaders need to bring the vision to life. Leaders have to animate the vision and make manifest the purpose so that others can see it, hear it, taste it, touch it, feel it. In making the intangible vision tangible, leaders ignite constituents' flames of passion. (p. 141)

Their role shapes the methodology of the school as well as the collaborative process amongst the teachers and the unique treatment of students. Without strong leadership, success is impossible. Starr (2010) used meta-analysis to analyze leadership philosophy and how it can impact the culture of a school. She concluded that many times administrators become so engrossed in their authoritative power that they are unwilling to change or accept other people's influence which leads to hostility and movement away from transformational leadership (Starr, 2010).

On the other hand, Barr and Clark (2011) and Percy et al. (2013) noted in their qualitative studies that when provided with opportunities, ENL teachers take on a leadership role that impacts the school's success or a specific program's success because they want to see some new change within the school culture or community. Still, Barr and Clark (2010) corroborated an earlier study by Starr (2010) when they found that the lack of administrative support in finding additional staff members, promoting the initiative, or acquiring financial support for the program resulted in the programs closing. These actions also led to involved teachers moving toward administrative roles where they could enact change in other locations (Barr & Clark, 2010; Starr, 2010). Basically, administrative support is an integral part of ensuring that

programs are appreciated and desired by the teachers rather than causing hostility or disrespect amongst the staff.

### **Teacher Satisfaction and Its Influence on Retention**

Similar to how school environment can influence the staff, the principal of a school has a significant impact on teacher retention and school success. Oftentimes, if there are problems between teachers and the principal, there is higher teacher turnover. Some of the factors that can contribute to this issue are lack of resources, professional development, support, and appreciation (Barr & Clark, 2011; Starr, 2010; Padron & Waxman, 2016). A principal's duties include working with teachers to build a unified curriculum, collaborating with parents to strengthen community ties, ensuring all protocols are followed by the staff, and evaluating teacher performance to create a highly efficient school.

Elfers and Stririkus (2014) explained, in a qualitative study based on 12 schools, that if principals have a strong background in the area of ENL, they are better able to support the teachers who work with language learners through a focus on building professional development, distributing funding adequately, and engaging correct interventions. Alternatively, principals who are not well versed in the area of ENL may lack the skills and knowledge to understand the events in a classroom, the financial necessities of teachers, the support necessary for success, or the need for professional support for classroom teachers (Okoko, 2011; Padron & Waxman, 2016; Reeves & Van Tuyle, 2014). Many of the qualitative studies conducted with principals or teachers concluded that there is a greater need for principal training in the area of working with not only ENL learners, but Students with Interrupted Formal Education (SIFE) and minority students, due in part to the challenging nature of these students and the additional staff support

necessary to accommodate their needs (Elfers and Stririkus, 2014; Okoko, 2011; Padron & Waxman, 2016; Reeves & Van Tuyle, 2014).

Also, teacher satisfaction with a principal's role highly impacts their perceptions and decision-making practices of the school. For instance, in the school which Ringler, O'Neal, Rawls, and Cumiskey (2013) studied using practical participatory evaluations, they concluded administrative support was highly necessary for program success especially when principals found time to help train teachers or allow them to collaborate with other teachers. This was further supported by Bailey et al. (2016) who noted that the satisfaction teachers have with the leadership of their principal impacted their feelings about the school community and evaluations.

### **Teacher Evaluation**

Schools have a responsibility to educate their students in a way that prepares them for the academic world. In order to do that, schools need teachers who are highly qualified and capable of performing their job to benefit students. As Warring (2015) pointed out, "This belief is in keeping with the recognition that the quality of teaching can impact student learning" (p. 703). For that reason, teacher evaluations provide administration with a way to evaluate teacher performance to ensure that students have a highly effective teacher, a concept that is recognized by teachers as a viable action. There needs to be a way to assess teachers without creating a hostile environment where teachers are afraid and accountability is wrongly placed. This calls for an evaluation system that is accepted by all, has understandable standards, evaluates the methods utilized by the teacher, and takes into account the observed cultural environment.

The Danielson Framework was created in 2013 as an evaluation system of teacher performance. This framework consists of 22 subcategories within the four domains: (a) planning and preparation, (b) classroom environment, (c) instruction, and (d) professional responsibilities

(Danielson Group, 2017). By following the guidelines, administrators are able to rank teachers as highly effective, effective, developing, or ineffective. These classifications are used to identify whether the services or supports teacher are required to perform are being met or whether teacher remediation is needed.

### **Accountability**

Since the implementation of the Danielson Framework, districts in New York and across the United States began talking about holding schools and teachers accountable for academic success through intense evaluation systems that would remove unqualified teachers and reward highly qualified ones. Evidently, accountability became an ever evolving term in the education field that is continually used to hold schools responsible for the education of their students.

Many questions surfaced in relation to the growing need for accountability. The evaluation systems are profoundly influenced by the way in which schools evaluate and the people who should be held accountable for student growth. Historically speaking, the accountability measures implemented across time have revolved around merit pay, teacher evaluations, standardized tests, and rating and closing schools that fail to meet standards (Ravitch, 2010). These methods have shown little progress and have only exacerbated the high turn-over rates of new teachers within inner city schools. Likewise, the findings of many observations conducted in schools by principals proved that teachers in failing schools were highly effective or ranked high on the evaluation system (Callahan & Sadeghi, 2015; Warring, 2015). A compromising situation arises when a school is failing, but the teachers are all receiving effective or highly effective ratings. Jones, Buzick and Turkan (2013) argued that the validity of the evaluation may be the problem especially concerning teachers from areas that are diverse and have a range of students. This entails areas that do not only have multiple cultures,

but also have students with disabilities and ENL students who attend with their range of prior knowledge, experiences, and struggles.

**Additional problems with evaluations.** There are additional issues with the evaluation systems that are implemented. Bridich (2015) found in a mixed methods study that principals and teachers agreed on the need for change and the requirement of an evaluation system but disagreed on what should be utilized to evaluate a teacher; specifically, they argued over the use of test scores. This is highly understandable especially since in the fields of ENL and Special Education, students' scores on exams are often lower than average and therefore could highly affect the results of the teacher's evaluation. Another issue that arose was the desire to teach for the test to better prepare students to achieve high scores, thereby increasing the teacher's rating.

As Arkoudis (2006) found in a case study that observations utilizing the Danielson Framework only provide a snapshot of a teacher's classroom and, therefore, are not sufficient evidence for fully evaluating a teacher's performance. This is reinforced by Callahan and Sadeghi (2015) who also found that evaluation systems:

- a. Cause teachers to script their lessons;
- b. Provide little feedback that is congruent to teacher growth;
- c. Provide little incentive for senior teachers to change or grow;
- d. Foster fear in non-tenure teachers of being fired; and
- e. Do not change the availability of professional development.

Basically, the evaluation systems are, what many teachers deem, unreliable and subjective and often do not evaluate teacher performance accurately because of the limitations of time and the number of observations that a teacher may receive (Bridich, 2015; Callahan & Sadeghi, 2015; Jones et al., 2013). Furthermore, the culture of the classroom or the variety of students are not

taken into account when performing an observation. Principals who lack certification or experience in areas like ENL or Special Education often utilize rubrics for grading teacher performance inaccurately and do not understand many of the differentiation strategies utilized by the ENL or Special Education teachers (Jones et al., 2013). Warring (2015) even stated that when evaluations “take into account student demographics, they give more meaning to the career and compensation ladder for teachers by helping them to engage proactively in valuable professional development opportunities” (p. 707).

Further, collaboration and planning are not always considered when principals or administrators observe classroom instruction. Although Danielson’s rubric contains a category about planning, the evaluation methods implemented are neither qualified nor accurate in evaluating this method because they look at lesson plans and only assess the documentation kept about lessons, which, as Militello, Bass, Jackson, and Wong (2013) stated is a misuse of data and could be a reason for misunderstandings or failing observations. Likewise, collaboration between general education teachers and ENL or special service teachers often are not taken into consideration nor evaluated, thereby devaluing the role of collaboration in teaching.

### **Limitations of Current Research**

Research has analyzed various aspects of the teaching process. It has analyzed ways to differentiate instruction to meet the needs of students, discussed useful collaboration methods to ensure that instruction is universally regulated, and encouraged different methods to provide services to all ENL students. Though there are many conflicting views about how schools should provide services for ENL students, further research is necessary to evaluate the challenges that elementary ENL teachers encounter in the classrooms and the schools within the programs that are being implemented.

Another limitation in this area of education is the classroom structure. The current system lacks a guideline for classroom expectations that teachers and principals have about how instruction should take place for ENL students. The current system encourages a homogenous method of evaluating student performance and instruction, but many studies prove that there is a need for an individualized attention for ENL students. By conducting research that evaluates teachers' views of challenges in the ENL classroom, the elicited responses foster a better understanding of what needs to be done in the classroom and the areas of greater need.

Lastly, the research in the area of English Language Learning is filled with many qualitative studies. This implies that there is a large quantity of research filled with the findings from interviews, surveys, and personal narratives. Therefore, the research requires further actions taken in the quantitative area. By utilizing a mixed-methods methodology, this study attempts to build a bridge between the quantitative and qualitative findings.

### **Summary**

This chapter has identified the main areas of research pertaining to classroom instruction for ENL students, the role of teachers and administrators in influencing the school environment, and the challenges teachers and ENL students encounter in schools. It is through this scope of literature that further research will be developed to aid in understanding of the dynamics between the ENL teachers and their classroom experiences.

Therefore, in the next chapter the methodology is presented for this study. Chapter III includes research questions, the historical context, background and key vocabulary for *Q* methodology, the purpose of the study, the design and development of the study method, the participants in the study, the ethical considerations, and the methodological limitations of the study.

### CHAPTER III

#### RESEARCH DESIGN AND METHODOLOGY

Teachers of English language learners (ELLs) encounter a multitude of challenges such as ever-changing laws, inconsistent scheduling, and problems within the classroom. Even though ENL teachers are providing a state-mandated service, the research shows that their role in the classroom is still in need of further evaluation. As presented in the previous chapter, the research related to ENL teaching covers a broad range of topics and has been conducted mostly using qualitative methods.

This study used *Q* methodology and *Q*-mode factor analysis (QFA). This provided a mixed-methods approach to analyze and interpret subjective viewpoints of a group of participants, thereby allowing viewpoints to be understood and codified into models (Block, 2008; McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012). As McKeown and Thomas (2013) explained, this method “encompasses a distinctive set of psychometric and operational principles that, when combined with specialized statistical applications of correlational and factor-analytical techniques, provide researchers with a systematic and rigorously quantitative means for examining human subjectivity” (p. xvii).

This chapter opens by presenting the research questions that guided this study. I then present an in-depth description of (a) the historical context of this methodology; (b) the method as used by other researchers; (c) key vocabulary used by this method; and (d) examples of other studies. Lastly, I explain (a) the purpose of the study; (b) the design and development of the *Q*-sort template; (c) the person-sample (i.e., P set) sampling design; (d) statement sample (*Q* set); (e) survey administration and data collection; (f) the ethical considerations; and (g) the methodological limitations of the study.



### **Purpose of Study and Research Questions**

The purpose of this study was to discover shared views, beliefs, and attitudes about the challenges that English as a New Language (ENL) teachers experience in classrooms they are pushing into to service the students. In this regard, the study focused primarily on interpreting subjective phenomena and was guided by the following research questions:

- RQ1: What are the shared viewpoints of push-in elementary ENL teachers about the challenges ENL teachers face?
- RQ2: What is the relative prevalence of each of these shared viewpoints within the study sample?
- RQ3: How are the identified viewpoints of the study participants related to selected background and demographic characteristics? The selected characteristics include the following:
  - Years of experience as an ENL educator;
  - Holding or not holding a certification in special education;
  - Being fluent or non-fluent in another language besides English;
  - The demographics of school and community where employed;
  - Having had or not having had personal experience as an ENL student; and
  - Having had or not having had a child classified as an ELL.

The answers to these questions could inform future research and theory about ENL teachers' struggles in the classroom and the challenges with which they require assistance. By developing the models that reflect the common views of these teachers, professional development could be revised, support could be provided to teachers and schools, school structure and schedules could be altered, and new policies may be implemented.

In the next section I present an overview of *Q*-methodology as presented in the research. This is followed by a detailed description of how I implemented *Q*-methodology in conducting this study.

### ***Q*-Methodology Background**

Stephenson (1953) created *Q* methodology as a way to analyze people's subjective views about a topic. His approach revolutionized the approaches theorists use because it provides a way to evaluate subjectivity or self-reference (Block, 2008; McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012). In essence, the methodology that Stephenson created not only combines behavioral sciences with the natural and social sciences, but also finds a way to evaluate participants' views about specific topics through systematic and operational methods. The development of *Q* methodology created a new way to not only identify subjective views, but also evaluate holistically different types of people, moods, and thoughts across different domains and context (Watts and Stenner, 2012). It created a basis for brand new approach to psychology (Watts and Stenner, 2012). Through *Q* methodology, common views among groups of people are better evaluated and understood, thereby bridging the evaluation of human thought without using a formal scale or measuring instrument found in psychology (Stephenson, 1953). Each of these common beliefs and ideas created by the models is highly influenced by experiences and views and is used to identify specific factors.

### ***Q* Methodology versus *R* Methodology**

Stephenson (1953) explained that *Q* method is different from *R* technique in multiple ways including correlation, which cannot be calculated for one person, but requires correlation with other arrays so long as "the transitory postulate is an acceptable assumption" (p. 48). This implies that the participant's responses are correlated with the ordered responses of other

participants, thereby switching the positions of traditional variables and cases. The analysis of data fosters an understanding of the common thoughts amongst participants and the areas of disagreement through correlations. It is through these commonalities and dissimilarities that data are further analyzed through factor analysis to extract emergent factors (Block, 2008). Another difference between *Q* methodology and *R* technique is the structure of the data set. The main differences are that:

- (a) *R* technique uses traits as the variables and *Q* technique uses persons as variables;
- (b) *R* technique uses columns focused on the postulates and *Q* technique uses the columns to compare samples (persons);
- (c) *R* technique does not allow samples to interact and *Q* technique compares samples to one another; and
- (d) the results cannot be reduced to those obtained in *R* technique because they are different data sets. (Brown, 1980)

These methods examine different types of data and conduct studies in different ways. Evidently, *Q* methodology incorporates a broader set of philosophical conditions and tenets related to subjectivity.

### **Subjectivity**

Subjectivity is defined as the personal or interior views that a person holds about a topic. These beliefs can be defined as an understanding of truths and beliefs because it is an interpretation or evaluations about a person's views about a topic (La Paro, Siepak, and Scott-Little, 2009). Analyzing subjectivity was the reason behind Stephenson's creation of *Q* methodology. Subjectivity is not the traits or variables as Brown (1980) defines, but includes the actual day to day interactions, discussions, and decisions that people make because they hold

strongly to specific beliefs and opinions (Brown, 1980). Likewise, Stephenson (1953) explains that subjectivity is the perspective of a person. It usually is based on what a person believes to be true or right. These truths are grounded in his or her interpretation of events that occurred and impacted his or her life.

Therefore, though subjectivity varies per person, the purpose of *Q* methodology is to extract the subjective views of groups of people and make sense of the “truths” that are held or believed. This is done through a forced-choice method that not only encourages participants to examine the importance of statements, but also categorizes them based on agreement. Using *Q* methodology forces participants to sort the statements into categories based on degree of agreement; thereby making responses that prioritize the participants beliefs (La Paro et al., 2009). Depending on where the participants sort the statements, the placement represents the participants views (La Paro et al., 2009). Logistically speaking, this method is one in which a condition of instruction (COI) is used to guide participants to reveal views that they otherwise may not want to reveal or may not be aware they hold. Because a person’s beliefs and views vary based on topic and interpretation, the COI gives a focal point for them to sort the statements, meanwhile provides an opportunity to navigate the unique and diverse views that a person holds (Stephenson, 1953). In summary, *Q* methodology has expanded the evaluation of subjectivity of participants beyond that of card sort data collection and by-person factor analysis on a transposed data matrix (Brown, 1980; McKeown & Thomas, 2013; Stephenson, 1953, 1961, 1987; Sussman, 2016; Watts & Stenner, 2012). The purpose of *Q* methodology is to identify clusters of persons with shared perceptions based on experiences and viewpoints. As a result, analyzing the subjectivity of a cluster develops data about the cluster.

Even though the data gathered from *Q* studies are based upon interpreting personal views about a topic, the findings are not generalizable to a larger group besides the participants.

Though the data reflects the personal views of the participants from a common area of interest or career, Stephenson (1953) expressed that the data is personal and related to those in the study specifically and cannot be used to justify or reflect others who did not participate in the study.

### **Evolution of *Q* Methodology**

After the creation of *Q* methodology, other researchers began utilizing and reforming the methodology. For instance, Block (2008) took a more progressive approach when employing *Q* methodology in his study by providing participants with 100 statements that were sorted into a fixed distribution with a 9-point scale that ranges from 0 to 8. These statements were sorted multiple times over the course of several years in order to ascertain the growth that participants had made. Because of these discrete differences, Block (2008) distinctly called his method California *Q*-Sort (CQ). Yet, homage is still paid to Stephenson for creating this methodology. Block (2008) even expounds that Stephenson's method recognized a need for a method that had the ability to evaluate subjectivity; therefore, Stephenson created a method that was able to evaluate the individual's ideas. Meanwhile, Watts and Stenner (2012) and McKeown and Thomas (2013) have recommended a more traditional approach when collecting and analyzing the data. Their recommendations offer a more formal approach in which participants should hand-sort statements using a fixed distribution template or a suggested scale. Ultimately, researchers have contradictory views on how to implement Stephenson's *Q* methodology, yet the method has shown great results in obtaining subjective viewpoints of clusters of participants. This process is further explained below.

### ***Q* Methodology in Operation**

Stephenson (1953) created *Q* methodology to provide a method that could complement *R* and address issues of subjectivity. In order to conduct this study, a participant group is selected and statements are created. It combines integrates multiple concepts including sorting *Q* statements, correlating factors, conducting a factor analysis, computing factor scores, evaluating behavior, and understanding subjectivity (McKeown and Thomas, 2013). Therefore, many of the changes that Stephenson made regarded the data collection process and the analysis of the data set.

### **Concourse**

It is necessary to create a concourse, which directs the formation of statements for the sorting process and also narrows the area of research to a specific topic. A concourse is the vast sources or topics that is used to select statements for the final *Q* set (Watts and Stenner, 2012). Essentially, the purpose of the concourse is to gather ideas from research and interviews to begin to form the final *Q* set. This was further defined as a group or large amount of topics that range from gossip to literary discoveries as well as thoughts, opinions, beliefs, fantasies, and dreams (McKeown and Thomas, 2013; Stephenson, 1953). The range of a concourse should be vast and should consider all raw material in order to effectively create a wide enough range of statements what will foster discussion and decision making (McKeown and Thomas, 2013; Stephenson, 1953).

In order to ascertain a sufficient amount of information and direct the study, the statements (*Q* set) are obtained from a variety of sources including interviews, statements, articles, newspapers, and literature and are preceded by a general statement that can clarify the purpose of the study (Brown, 1980; McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012). The wide range of sources and topics covered in the statements establishes a

concourse that is diverse. This means that there is a wider range of ideas to create a *Q* set or group of statements for sorting. Therefore, with a larger *Q* set, the participants have a greater opportunity to demonstrate their points of view because a variety of topics may or may not resonate with them.

**Sorting Template and Sorting Scale**

*Q* methodology generally uses a template and scale to collect data from participants. Depending on the number of *Q* statements and the scale anchors, the template can vary in shape and size. An example of a quasi-normal, fixed distribution template with a 9-point scale can be seen in Figure 3.1. For this template, the participants would sort 40 statements based on a scale ranging from -4 to +4. Based on the number of statements, the shape and size of the template could be altered.

Least important									Most important	
-4	-3	-2	-1	0	1	2	3	4		
(2)								(2)		
	(3)						(3)			
		(5)				(5)				
			(6)		(6)					
				(8)						

*Figure 3.1.* Example of a fixed-distribution, forced-choice, quasi-normal sorting template. This *Q*-sort template was designed with a 9-point scale for a set of 40 items.

Referring to the scale anchors, the higher or lower that a participant ranks a statement, the more that statement resonates with the participant. Statements placed in the -4, -3, +4, and +3 are considered to be salient (i.e., important) to the participant. Statements placed in the columns of -2, -1, 0, +1, and +2 are those about which the participant may have little to no opinion or

experience. The values of the statements are not calculated until they are combined with the findings of other participants. Once the *Q* models are created, the salient and non-salient statements can be identified, as explained below.

The use of *most to least* versus *most to most* anchor labels for the *Q*-sort template is a controversial issue that many theorists have repeatedly debated when implementing *Q* sorts. Watts and Stenner (2012) explain that the purpose of the poses is to capture strong positive or negative feelings from the participants meanwhile identify the statements that may not be relevant to the participants. Therefore, the actions that a participant takes when sorting the statements creates a different value for the individual statements. How this is done depends greatly on the anchor labels the participant is allocated. These are the key concepts that explain why least to most is the better anchor:

- The most to most approach incurs invalid answers by forcing participants to agree or disagree with a statement;
- The most to most anchors force participants to sort statements into columns that they may not fully agree upon therefore their answers could be compromised and not pure;
- The least to most approach provides participants with a scale to rank statements rather than identify them as positive or negative; and
- Those statements placed in the middle will reflect a neutral stance no matter the anchors. (Red Owl as cited in Coladonato, 2013)

These points explain the issues that arise when utilizing the *most to least* terminology. Imposing a boundary on the statement placement makes it challenging for someone to place a statement correctly which can result in termination by the participant or inconsistent results. Utilizing the *most to most* anchors provides opportunities for participants to place statements on a rising scale



which offers possibilities for participants to rank order the statements as opposed to forcing a positive and negative stance on the statement. Though the statements are ranked from positive to negative, there is an area of neutrality. When statements are arranged, the most valuable, or the ones that represent a person's subjective views, are at the extreme ends of the template.

Therefore, the value of the statements placed in the middle is reduced.

**Condition of instruction.** The sorting template allows participants to organize statements according to their personal beliefs and experiences. It is necessary to provide a *condition of instruction* (COI) to inform the subjects about the requisite basis to sort the statements. It is emphasized by Watts and Stenner (2012) that the COI should be clear, concise, straightforward, and address only one issue or topic. It is meant to emphasize the participants' personal views and experiences while providing an opportunity for interpretation. The choices made during the study impact the results. For instance, it is highly stressed that it is important to contemplate the research question that is needs to be answered and the best it can be answered because the COI and the statements can positively and negatively affect the results of the study (Watts and Stenner, 2012).

### **Samples in *Q* Studies**

There is no set number of participants for conducting a *Q* study. Stephenson (1953) explains that one person can be used to sort statements according to different COIs, or multiple participants can sort the statements based on a single COI. The participants in a study are the *P* set. The *Q* set is the statement set. Thereby the organization of the statements by the participant in comparison with organization by other participants creates common issues or beliefs that are revealed in correlation with the COI.

One of the greatest challenges for the sample set (*Q* set) is ensuring that the content is relevant and reflects a range of ideas. This entails that there should be some homogeneity related among the statements as well as brevity, clarity, representativeness, and consistency in topic (Stephenson, 1953). The purpose of this is to ensure that no *Q* statement is selected specifically for an extraneous or incidental reason (Stephenson, 1953). Therefore, to conduct a *Q*-method study, research is necessary to develop and select a wide range of statements (*Q* set) within the concourse. Likewise, the construction of the statements (*Q* set) requires thorough analysis and careful thought to insure there is no ambiguity. Each concept must be thoroughly thought out, and the statement needs to be revised to insure it fits within the frame and is understandable by participants.

It is not necessary to have a large set of *Q* statements for the sorting process. In most cases, 25-60 statements are sufficient. Even with only 25 *Q* statements, there are more than 1.5 billion trillion ( $1.55112e+25$ ) possible sorting patterns. Various researchers recommend more or fewer statements depending upon the complexity of the research question(s) or the goal of the study/studies (Block, 2008; Watts & Stenner, 2012). Ultimately, the area of research becomes more important than the *Q* set and thereby reinforces that the participant set is influenced by the research topic.

**Participants.** Theoretically, there is no limit to the number of participants as advised by Stephenson (1953), though some researchers have suggested a range of 1-40 participants (*P* set) for *Q* studies (McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012). As stated above, the COI affects the sort and could be altered for one person in order to reveal different perspectives about a topic or could remain constant to understand the views of multiple

people. If one participant is used, then the COI could be altered to make the participant think from different perspectives.

*Q* methodology is generally based on small, non-probability samples who cannot be statistically generalized to larger populations of people. The purpose is to reveal *a series of shared viewpoints or perspectives* pertaining to the *topic of interest* (McKeown & Thomas, 2013; Watts & Stenner, 2012). Additionally, the participants (*P* set) must be able to connect to the topic and not be a random set. The reason for this is to ensure that the participants have many opportunities to rank the statements based on their own experiences in relation to other participants. This means that the sorting of the statements is generalizable to the specific population who participates in the study (Soliman, 2016). The task that participants are asked to complete requires the subjects to make forced-choices about the placements of the statements. This, therefore, removes discrepancies in answers and provides opportunities for subjects to reveal shared beliefs or views that they otherwise may not have been aware they held or been able to explain clearly without the use of the *Q* statements.

### ***Q*-Sort Data Collection**

Traditionally, *Q* methodology has been conducted using physical index cards and has been done in the presence of the person conducting the study (Stephenson, 1953; Watts & Stenner, 2012). In some cases, a template has been used as a guide or a scale is provided to help participants sort or organize statements. As time has gone by, technology has made online data collection more convenient. Today, Flash*Q* (Hackert & Braehler, 2007), *aproxima's HTMLQ* for *Q*-method surveys in pure HTML5 (<https://github.com/aproxima>), or Poet*Q* (Jeffares & Dickinson, 2007) are some of the data collection programs used to collect *Q* sort responses. This

technological advancement has allowed for multiple participants to partake at times that are convenient for them. Likewise, it makes the collection of data more accessible to the researcher.

### **Transposed Data Matrix**

When Stephenson (1953) created *Q* technique as an alternative to *R* methodology, he required that the structure of the data matrix be transposed. This led to a switch in the roles of the cases and the variables. *Q* methodology converts the original data matrix used in *R* methodology onto its side because in the transposed format, cases are treated as variables, and variables are treated as cases, which means that the statements become the cases, and the participants become the variables (Watts & Stenner, 2012). Accordingly, the reversal in position of variables and persons means that the findings focus on the statements and their placement instead of on the participants.

### ***Q*-Mode Factor Analysis**

As explained above, *Q* methodology utilizes aspects of *R*-methodology but alters the traditional *R* data matrix, collection, and analysis. In order to analyze *Q* data, exploratory factor analysis (EFA) is conducted on an inverted data matrix to extract the factors that reflect clusters of cases (i.e., persons) with shared viewpoints. The cases with substantial loadings on these factors form clusters of cases with shared viewpoints. The content of the viewpoints is revealed by assigning factor scores to the statements and sorted the statements in each factor by their factor scores.

All factors, prior to rotation are assessed by conducting a parallel analysis to ensure that they are not simply artifacts of chance alone. This is done by using  $30 \times n$  simulated observations, in which  $n$  represents the number of participants. Upon initiating a parallel analysis, a set of simulation data are created in order to determine the number of factors that

might emerge by chance alone. Factors with eigenvalues greater than those that would be expected by chance alone, as revealed through parallel analysis, may be retained for analysis.

### **Factor Rotation**

In order to improve their interpretability, factors are usually subjected to rotation. This can be done manually using theoretical rotation or judgmental rotation as Stephenson (1953, 1987) and Brown (1980) have recommended. This process requires manual rotation of factors until meaningful and theoretical interpretations are discovered in order to produce meaningful and useful findings. Other researchers, such as Block (2008), tend to use statistical rotation procedures such as Varimax rotation to produce statistically-reproducible orthogonal (i.e., uncorrelated) or oblique (i.e., potentially correlated) factor solutions.

After rotation, factors are selected based on criteria primarily focused on eigenvalues. A criterion requiring a factor to present an eigenvalue  $\geq 1.5$  is often used to determine the number of factors to extract and rotate because this reflects the shared viewpoint of the equivalent of two people (after rounding up). The interpretive cut-off criterion typically used in *Q* studies is in the range of  $\lambda \geq |+\!-\!.25|$  to  $\lambda \geq |+\!-\!.50|$ .

### ***Q*-Factor Scores and *Q* Scores**

After factor analysis and rotation, a factor score (*Z* score) is calculated for each *Q* statement for each extracted factor. The *Z* scores for the factors are not readily understandable by non-statisticians and are measured on a different scale from the *Q*-sort template, so it is common practice to convert *Z* scores to *Q* scores. According to Stephenson (1953), in order to create the *Q* score, *Q* statements are rank-ordered by their standardized factor scores (*Z*) in descending order, then placed back into the template where they assigned a *Q* score associated with the relative rank-order position on the sorting template. Though easier to do, the problem

with this method is that information likely will be lost through the conversion process because it is based on approximation, a rather crude method (Coladonato, 2013; Sussman, 2016).

Instead of sorting the statements into the template based on their factor scores  $Z$ , an alternative method is to convert  $Z$  scores to  $Q$  scores algebraically, which preserves the intensity of the views and is more precise. Under such a procedure the  $Z$  scores are multiplied by the standard deviation of the sorting template (i.e., the  $SD$  of any single item in the  $Q$  sort) in order to obtain the corresponding  $Q$  scores. By using this algebraic method, the value of the  $Z$  score is well-maintained along with the true value of each statement in relation to another (Sussman, 2016). These statements are sorted in order to create arrays that give meaning to the  $Q$  factors, thereby, transforming them into  $Q$  models.

The  $Q$  models represent idealized representations of the shared attitudes, beliefs, expectations, and perceived experiences of clusters of participants. This means that what is identifiable are the number of clusters of people related to the factor, which cases overlap in agreement, and which cases have similar opinions. Each statement, within a factor, gains some form of value. The more positively it is scored, the higher it is agreed with within the factor. Conversely, the more negatively it is scored, the higher it is disagreed with within the factor. It is through the value of the statements that factors are labeled. This does not mean that numbers in the middle do not account for any value. In order to really understand and evaluate the data in the models, a full and holistic approach is recommended because the value and placement of a single statement could alter the interpretation of the model (Watts and Stenner (2012).

### **$Q$ Models**

$Q$  models are created from rank-ordered arrays of factor  $Z$  scores or  $Q$  scores for the statements and, thereby, reveal common viewpoints. Stephenson (1953) explains that the

purpose of the *Q* models is to understand the content of the shared viewpoints that are created by the clusters of participants. *Q* models represent hypothetical *Q* sorts based on shared attitudes, beliefs, expectations, or perceived experiences of groups of participants. In order to accurately interpret the *Q* models, researchers should focus on salient statements which are identified by their positive or negative assignment. These assignments are created based on their placement on the *Q*-template. The more often that the statements are placed on the positive side of the template, the stronger the consensus is about that statement. On the other hand, the more often the statements are placed on the negative side of template, the more people feel negatively about them. Contrary to salient statements, non-salient statements have no value because they are placed in the 0 or close to the 0 column. These statements are useful because they provide insight about statements that participants care least about or find non-important. The values of the statements are used to provide the interpretations and labels for the *Q* models. Though the *Q* models are describing viewpoints of participants, they are general models of a group's ideology.

### **Distinguishing, High-Valence, Consensus, and Non-Salient Statements Across *Q* Models**

Distinguishing statements are those which manifest the largest difference between *Q* scores (or *Z* scores) for those statements across all pairs of *Q* models. These statements are important in identifying the extreme differences among the models discovered in the *Q* study. Considering the 9-point scale in the sorting template (see Figure 3.1) used for *Q* methodology, the maximum difference in the *Q* scores within the template scale for any statement between any two models would be 9.0, which is equivalent to the statement being sorted 8 columns apart from one another (+4 to -4). Therefore, this implies that any number where the  $\text{MaxDiff} = 9$  would mean full disagreement between at least two *Q* models. In this situation, a score of  $\text{MaxDiff} \geq 5.0$  could be used to identify distinguishing statements, because a difference of five columns

would reflect a change in direction or sign and identified statements that are most distinguishing across three  $Q$  models.

Salient statements are those which definitive within a  $Q$  model or across all of the  $Q$  models and were defined for the purpose of this study as those statements with  $Q \leq -2.00$  and statements with  $Q \geq 2.00$ . These statements are used to interpret and label the  $Q$  models because they indicate the views which are most definitive within a given  $Q$  model. By contrast, non-salient statements are not definitive of the viewpoint reflected in a given  $Q$  model. Non-salient statements are not necessarily unimportant, but they are simply not definitive of a viewpoint.

A relatively new  $Q$  statistic is valence ( $V$ ), which has been defined as the mean absolute value of the  $Q$  scores of a statement across all models (Kmiotek, 2019; Mitchell, 2019). Statements that have a higher valence are relatively more important (regardless of the direction of the sign of the  $Q$  scores) than statements with lower valence. A cut-off criterion for considering a statement to have high valence might be set as  $V \geq 2.5$  for a 9-column sorting template.

Statements whose  $Q$  scores have the same sign and whose  $Q$  scores are salient across multiple models indicate consensus views and are defined as consensus statements. The most rigorous definition of consensus would require that a statement be salient and have the same sign across all models. A more flexible definition of consensus would require that a statement be salient and have the same sign across at least two models and that the statement would not be salient in any model with a contrasting sign. For example, if a statement has a salient, positive  $Q$  score on both  $Q$  Model 1 and  $Q$  Model 3, and has a non-salient positive or negative  $Q$  score on  $Q$  Model 2, that statement could still be considered a consensus statement because all the salient  $Q$  scores are in the same direction.



### **Reliability and Internal Validity**

When conducting any study, *R* methodology holds that it is important to determine the reliability and validity of the measures used in the methodology. Reliability relates to the consistency and replicability of the measures obtained from the study, and validity (i.e., internal validity) relates to the degree to which a measure accurately captures the phenomenon it is intended to measure as based on some external criterion or reference.

Concerning the reliability of *Q*, Brown (1980) explains that the reliability of a person about himself has a coefficient equal to or higher than .08 which can be used to calculate an estimation of the reliability ( $r_{xx}$ ) by using the following expression:  $r_{xx} = \frac{0.08p}{1+(p-1)0.80}$ . In this equation,  $p$  represents the number of participants that align with the factor (Brown, 1980). Also, Brown (1980) emphasizes the irrelevance of the concept of validity in *Q*-methodology. Because *Q* methodology evaluates a person's point of view, there is no criteria that can be used to guarantee what they are saying is correct or incorrect (Brown, 1980). Conceptually, the COI is used to entice and encourage the participants to sort the statements into the categories they feel are relevant to them. Therefore, the study of *Q* methodology evaluates the similarities and differences among the participants' sorted statements in order to reveal the common factors (Brown, 1980; McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012).

*Q* methodology does not intend to measure phenomena that have an external reference. Rather, *Q* studies are intended to measure the subjectivity of one or more subjects. This means the subjects themselves are creating the criteria when they sort statements into a template. It is a valid measure based on personal views and opinions and, therefore, requires an external reference done subjectively through internal validity.

The reliability and internal validity of *Q* methodology is indirectly acquired, if at all. *Q* methodology analyzes subjectivity which is self-referent and is not likely to be consistent across participants (Stephenson, 1953; Watts & Stenner, 2012). Watts and Stenner (2012) explain that reliability is proven when multiple participants agree with an emerging factor. Ultimately, most researchers agree that unless the *Q* sort is provided by groups of persons with similar interests over a short span of time, the results will be uniquely different because the results are subjective and are based on the perspectives of the participants, experiences they encountered up to that point, and the consensus of the statements (Block, 2008; Stephenson, 1953; Watts & Stenner, 2012).

### **Hypothesis-Generating Research**

Stephenson (1953) emphasized that *Q* methodology belongs to the genre of hypothesis-generating studies. Hypothesis-generating research is, as Stephenson (1953) explains, used to encourage new discoveries and seek “intrinsic empirical possibilities” as opposed to testing and finding solutions. The purpose is to foster curiosity through new discoveries and ideas related to a topic. The results are meant to provide qualitative interpretations that are useful for generating hypotheses (Sussman, 2016). As Bourgeois (1979) defines, “Verification of comprehensive theory is not possible without a foundation of middle-range theory; and empirical investigation, as cumulative activity performed by social scientists as a whole, would flounder without the hypothesis-generating function” (pp.443-444). Though *Q* methodology does not produce results that are generalizable to the populations of persons, it can generate hypotheses for future research (Coladonato, 2013). This means that the data discovered from the study can be used to create foundation for future research by creating questions; meanwhile it can produce answers

that may tentatively answer or contribute to research (Stephenson, 1953; Sussman, 2016; Watts & Stenner, 2012). This is the epitome of research in areas that are lacking studies.

The next section of this chapter explains the research design and implementation of *Q* methodology for this study.

### **Research Design and Implementation of *Q* Methodology**

In order to conduct this study, I utilized *Q* methodology which is implemented as a mixed-method, hypothesis-generating, exploratory study. The purpose was to discover the common views held by push-in ENL teachers who work in New York City, Long Island, and other New York areas to develop empirical evidence to be used in answering the research questions that guided this study. This section of the study begins with the description of the data collection and the survey statements, then continues to break down how this study was implemented and who the participants were. Additionally, the section explains the International Review Board (IRB) approval process, ethical considerations and approvals, benefits of this research, possible implications of this study, and limitations of the method.

### **Data Collection and Online Survey**

In order to gather data using *Q* methodology, an online approach was used. The data were collected through an online survey created by Aproxima's HTML*Q* (Aproxima, 2016) software, which is explained further below. This survey was hosted on a mainframe computer system at Long Island University (LIU) after review and approval of exempt status by the IRB at LIU (see Appendix C and Appendix D). The survey consisted of a *Q* sort and several non-intrusive questions about the participants' general professional background and education. The survey was anonymous in order to maximize privacy and protect the respondents. Further, the

survey was optional for all eligible participants. Those who did decide to participate in it, contributed to the data.

To protect the anonymity of the participants, a link was distributed in a variety of ways to ensure that a wide range of participants were able to access it privately. Primarily, the link for the program was sent via email. Long Island publicly available ENL teacher emails were easily acquired from district websites and were used to distribute the link. Likewise, other emails were sent to teachers through their own personal emails. These emails were obtained through correspondences and social interactions. Approval was obtained from IRB at LIU. On each email, eligibility requirements were given and information about the study and the voluntary nature of the survey were presented to the participants (see Appendix C and Appendix D). Additionally, other links were publicly available on social media (e.g., Twitter, Facebook...etc.). These public forums were easily accessible to a multitude of people and allowed participants to further distribute the survey link to other ENL teachers, thereby, resulting in a snowball effect. This means that participants forwarded the email or link to colleagues and friends through personal emails, social media, and/or other communication methods (e.g., smartphone, etc.).

The email included the following link: <http://enl.edsurveys.us>. This link transported participants to an introduction and letter of informed consent that explained: (a) the purpose and nature of the study; (b) the length of the survey; (c) the rights of the participants, and (d) whom they can contact if they had any questions (see Appendix A) about the study or their rights as participants. When participants opened the link, they were given the opportunity to decline or accept participation in the survey (see Appendix A). If they disagreed or declined, then the survey ended. They also had multiple opportunities to exit the survey by closing or exiting the window. The data were not collected unless the participants completed the survey to the fullest.

By agreeing to participate, participants indicated their awareness that their responses would be used in the research. Though the time to complete the survey was not limited, the expected completion time was about 20 minutes. There were five parts to the survey. The first part required participants to sort 48 statements into three categories (most agree, neutral, and least agree) (see Appendix B). The second part of the survey required participants to sort the statements into a template. This template is depicted in Figure 3.2 below and contains 48 slots for the *Q* statements. The participants continued to fill in the survey until the remainder of the statements had been rank-ordered within all of the columns. At the end of the sorting process, the participants were highly encouraged to review the choices that they had made. None of the data were accepted until the participant completed all follow-up questions.

The fourth step required participants to explain why they placed the two statements in the +4 slot and two other statements in the -4 slot (see Appendix B). Lastly, the participants were asked some demographic questions. Upon completion of *Q* sort, follow-up questions were asked. These questions included topics such as years of experience, other languages participants may be fluent in, demographics of the school related to language and performance, and additional certifications in special education. Eight additional questions were included that asked:

- (1) How many years of full-time ENL teaching experience will you have had by the end of this school year?
- (2) Do you hold an additional certification in special education?
- (3) In your opinion, which of the following best describes your current school's academic status?

- (4) In your view, about what proportion of your school's students come from homes where English is not the primary language?
- (5) How many languages other than English do you speak fluently enough to use in your teaching?
- (6) Were you ever an ENL/ESL student?
- (7) Have any of your children, if any, ever been ENL/ESL students?

Lastly, there was an optional open-ended question available for participants to provide additional insight about teaching ENL students and other challenges they may encounter in the schools. It states: In the space below, please add any other comments or insights you would like to share with me about ENL teaching and the challenges ENL teachers face. Your views are important, and I want to make sure you have the opportunity to express them in your own words. A screenshot of these questions can be found in Appendix B.

**Software.** To collect the data, I used the public domain online sorting survey program *HTMLQ* (Aproxima, 2016). This program provided participants a chance to organize statements, explain decisions, and select choices about specific demographics of the school and themselves.

Upon completion of the survey by the participants, the data were analyzed using *Stata/IC* version 15.1. Surveys with completion times less than 5 minutes (i.e., unrealistic completion times) were removed under the assumption that the respondents had not given sufficient thought to the sorting task. In this study, no cases met this criterion, and, therefore, all 55 participants' responses were included in the analyses.

**Template.** As stated above, the participants initially used the three categories (most important, least important, and neutral) to sort statements into initial bins. These categories were

used to help the participant to fill in the template as shown in Figure 3.2. The statements they found most important were placed in the positive columns, the statements they found least important were placed in the negative columns, and the neutral ones were placed in the 0 column or as close to it as possible.

Least agree									Most agree
	<b>-4</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

*Figure 3.2.* Fixed-distribution, forced-choice, quasi-normal sorting template. This  $Q$ -sort template was designed with a 9-point scale for a set of 48 items.  $M = 0$ ,  $SD = 2.06$ , Skewness = 0, and Kurtosis = 2.31.

As shown in Figure 3.2, the  $Q$ -sort template entails a forced-choice, quasi-normal distribution with an 9-point scale. According to researchers, for people who have knowledge about the topic, the 9-points makes it easier for them to contribute effectively and make clear concise decisions about the placement of the statements (Brown, 1980; Watts & Stenner, 2012). The template design produced  $Q$  sorts with  $M = 0.00$ ,  $SD = 2.06$ , Skewness = 0.00, and Kurtosis = 2.31, roughly approximating a normal distribution. Likewise, though the number of  $Q$  statements appears small, as explained above, the size of the  $Q$  set was capable of producing a nearly infinite number of sorting patterns. Participants were asked to sort 48 statements into the

forced-choice, quasi-normal distribution with a 9-point scale using the condition of instruction described below (see Appendix B).

### **Person Sample (*P* Set)**

For this study 55 participants completed the survey. The participant group utilized was composed of New York, elementary ENL teachers who provide push-in services. These regions provided perspectives from different areas and different demographics. Therefore, their perspectives about teaching ENL at a time when co-teaching is becoming more popular are unique and dependent upon different situations.

Specifically, the New York City (NYC) region was selected because it is an urban area that contains a high population of ENL students. As of 2015-2016, there were 150,741 ELLs enrolled in NYC public schools (NYCDOE, 2016). Queens ranked highest with 44,352 students (NYCDOE, 2016). Brooklyn had approximately 43,559 students, the Bronx had approximately 39,894 students, Manhattan had approximately 19,326 students, and Staten Island had approximately 3,610 students (NYCDOE, 2016). Likewise, Long Island had approximately 35,354 ENL students enrolled in their school systems in the 2015-2016 school year. Because there is a larger number of ENL students, there is a need for ENL teachers or bilingual teachers to service them. Therefore, these two areas are appropriate for providing feedback about the classroom environment that many ENL teachers encounter when they push-in to the general education teachers' classroom.

Participation in this study was voluntary and participants had multiple opportunities to grant permission to the researcher or exit the survey. Demographic of the participants in relation to the follow-up questions are explained below.



**Having an ENL child.** Participants were asked to identify if they had a child who was an ENL student. When asked this, only one participant out of 55 (1.82%) identified that he/she had a child that was an ENL student. Additionally, 36 (65.45%) had children, but they were not ENL students. Lastly, 18 participants (32.73%) identified that they do not have children.

**Participant was an ENL student.** Participants were also asked if they were an ENL student when they were in school. The purpose of this question was to identify whether or not the participants' native language was English or if they had spoken a different language prior to enrollment in a school. Almost all of the participants, 49 (89.09%), identified that they were not ENL students when they were in school. Only six (10.91%) were ENL students when they were in school. These findings did not account for participants who spoke multiple languages.

**Number of spoken languages other than English.** Additionally, participants were asked to identify the number of languages they spoke fluently. This did not take into account English. Twenty-four of the participants identified that they did not speak any languages other than English. Twenty-two participants (44%) spoke one additional language. Seven (12.73%) spoke two additional languages. Only one person (1.82%) spoke three languages, and one person (1.82%) spoke four additional languages.

**Percentage of homes with a different primary language.** Next participants were asked to identify their school demographics. Specifically, they had to identify the percentage of homes in the community that had a different primary language than English. Most (21 participants) identified that the community they worked in had about 6%-25% of homes that spoke a primary language other than English (38.18 %). Only nine participants (16.36%) worked in a school that had < 5% of its community members who spoke a primary language other than English. Eight participants (14.55%) reported that the community had 26%-50% of homes with a different

primary language. Lastly, 17 (30.91%) acknowledged that more than 50% of the community spoke a different primary language.

**Description of school.** Participants also had to identify the type of school in which they worked. Twelve participants (21.82%) reported that they worked in a high needs school. More than half of the participants, 30 (54.55%), reported that they worked in an average school. Only 13 (23.64%) worked in high performing schools.

**Hold a certification in special education.** Participants were asked about their teaching certifications, specifically if they had earned a certification in special education. Forty-one (74.55%) of the participants stated they did not have a certification in special education at the time of the study. The remaining teachers, 14 (25.45%), had a certification in special education.

**Years of experience.** Years of experience was the last question that participants had to answer. For my study, this ranged from one year to 29 years of experience teaching ENL. The majority of the participants (56.36%) had less than 12 years of experience (see Table 3.1). This established that in this study, more than half of the participants had minimal experience teaching ENL students. Only 12.74% of the participants (7) had over 20 years of experience.

Table 3.1

*Years of Teaching Experience*

Teaching experience	Frequency	Percentage	Cumulative
1	4	7.27	7.27
2	5	9.09	16.36
3	2	3.64	20.00
5	2	3.64	23.64
6	3	5.45	29.09
7	5	9.09	38.18
8	2	3.64	41.82
9	1	1.82	43.64
10	3	5.45	49.09

11	4	7.27	56.36
12	2	3.64	60.00
13	3	5.45	65.45
13.5	1	1.82	67.27
15	5	9.09	76.36
16	2	3.64	80.00
18	2	3.64	83.64
19	2	3.64	87.27
21	2	3.64	90.91
22	1	1.82	92.73
23	1	1.82	94.55
24	1	1.82	96.36
27	1	1.82	98.18
29	1	1.82	100.00
Total	55	100.00	

In Chapter IV the demographics are connected to each of the *Q* models. Below I explain the *Q* set that was used for this study and the limitations of this study.

### ***Q*-Statement Sample (*Q*-set)**

For this study 48 statements selected from the concourse were developed for participants to sort into the *Q*-sort template. The concourse from which these statements were selected was obtained from the research literature, interviews with ENL teachers, and personal experiences. This wide range of sources provided unique and individualized statements. As shown in Table 3.8, there were four themes with 10 subcategories that emerged from the 48 statements. These themes and subcategories were created after the statements were formed and were tentative. These topics included (1) school climate, (2) perspectives, (3) meeting expectations, and (4) teaching career. Within these categories are sub-topics which include (1) environment, (2) identity, (3) staff interaction, (4) unrealistic expectations, (5) outside observers, (6) stereotypes, (7) scheduling, (8) mandates, (9) training, and (10) providing support. The purpose was to analyze the factors elementary ENL teachers found most and least challenging.

Table 3.2

*Q Sample Theoretical Framework: Anticipated Themes, Q Statements, and Sources*

<i>Q</i> statements by theme and subcategory	Source
School climate	
Environment (ENV)	
1. I don't have enough dedicated space to provide services to my ENLs.	Nieto, 2013
2. I don't have personal space when working in a co-teaching classroom.	Chamberlin-Quinlisk, 2010
3. I find it challenging to constantly shift among ENL grade levels.	Starr, 2010
4. I find it challenging to transition between multiple school subjects.	Starr, 2010; Zentella, 1997
Identity (IDT)	
1. As an ENL teacher, I don't have a typical departmental identity.	Bell & Baecher, 2012
2. Many co-teachers don't see my role in the classroom the same way I do.	Author; Interview
3. Because I push-in, it's hard to develop an identity with the students.	Author; Zentella, 1997
4. It's hard to get to really know students well because I push-in.	Krumenaker et al., 2008;
Staff interaction (STI)	
1. My co-teacher/s do not respect my suggestions for our ENL students.	Ajayi, 2008; Brooks et al., 2010; Interview
2. I don't have enough emotional support for myself as an ENL teacher.	Barr & Clark, 2011; Calfee & Harvard University, 1981; Starr, 2010
3. It's a struggle to collaborate with co-teacher/s not trained in ENL.	Chamberlin-Quinlisk, 2010; Zentella, 1997; Interview
4. I'm very often treated unprofessionally by non-ENL faculty and staff.	Ajayi, 2008; Barr & Clark, 2011
5. As an ENL teacher, I am isolated from most other teachers and staff.	Sinha and Thornburg, 2012
6. I often feel unsupported in the classroom by my gen ed co-teacher/s.	Ajayi, 2008; Barr & Clark, 2011; Brooks et al., 2010

## Unrealistic expectations (URE)

- |  |   |
|--|---|
| 1. It's unfair to expect me to teach ENLs English almost immediately.    | Ringler et al., 2013; Tran & Hodgson, 2015            |
| 2. Grade-level assessments are just not adequate to evaluate ENLs.       | Ringler et al., 2013; Tran & Hodgson, 2015            |
| 3. I believe mainstream teachers have unrealistic expectations for ENLs. | Interview; Ringler et al., 2013; Tran & Hodgson, 2015 |
| 4. I'm always frustrated by the lack of growth that ENL students show.   | Ringler et al., 2013; Tran & Hodgson, 2015            |

## Outside observers

- |   |   |
|---|---|
| 1. My observations are often done by people who don't understand ENL.   | Arkoudis, 2006; Elfers and Stririkus, 2014; Peercy et al., 2013             |
| 2. I always find it challenging to explain my role to ENL parents.      | Arkoudis, 2006; Peercy et al., 2013   |
| 3. I feel that administrators often ignore the needs of ENL teachers.   | Bell & Baecher, 2012; Elfers and Stririkus, 2014; Theoharis & O'Toole, 2011 |
| 4. I seldom receive recognition from my co-teacher/s for the work I do. | Coats, 2016 ;Trickett et al., 2011  |

## Stereotypes (STT)

- |   |  |
|---|--|
| 1. I often feel in physical danger when working with ENL students.      | Elfers and Stririkus, 2014; Okoko, 2011; Padron & Waxman, 2016 |
| 2. ENLs have a lot more disciplinary problems than other students.      | Goldstein, 2014; Nieto, 2017; Rodriguez, 1982                  |
| 3. I have to be an advocate for ENLs when they're misunderstood.        | Calfee & Harvard University, 1981; García, 2009; Interview     |
| 4. Anti-immigration politics make teaching ENL students harder.         | Al-Samman, 2017; Salomone, 2010                                |
| 5. It's much harder to communicate with ENL parents than other parents. | Long et al., 2013; Tran & Hodgson, 2015                        |

## Meeting expectations

## Scheduling (SCH)

- |  |                                    |
|--|------------------------------------|
| 1. There is never enough time in a week to accommodate all ENL students. | Interview; Krumenaker et al., 2008 |
|--|------------------------------------|

- |   |  |
|---|--|
| 2. I always struggle with meeting the weekly hours required for ENLs.   | Liasidou, 2013   |
| 3. I'm almost totally overwhelmed by the work I have to complete.       | Callahan & Sadeghi, 2015                                       |
| 4. I have a larger caseload of students than I am able to service well. | Diller, 1999; García, 2009; Salomone, 2010                     |
| 5. I never have enough planning time with co-teachers during the day.   | Batt, 2008; Honigsfeld & Dove, 2016; Liasidou, 2013; Interview |

#### Mandates (MDT)

- |  |   |
|--|---|
| 1. We need ENL policies that are clear as those for special ed students. | Percy et al., 2013                                |
| 2. I feel the NYSESLAT takes far too much time away from instruction.    | Interview; Trickett et al., 2011                  |
| 3. The NYSITELL test often misclassifies some of my students as ENL.     | Trickett et al., 2011                             |
| 4. I feel too much pressure to have my students succeed on state exams.  | Calfee & Harvard University, 1981                 |
| 5. We need a continuous process to track the progress of ENL students.   | Author; New York State Education Department, 2017 |

#### Teaching career

##### Training (TRA)

- |  |   |
|--|---|
| 1. My professional development should focus much more on ENL teaching. | Theoharis & O'Toole, 2011                         |
| 2. I haven't had enough training in using technology in the classroom. | Author  |
| 3. Teacher education programs do a bad job in preparing ENL teachers.  | Interview; Owuor, 2004; Santos-Rego & Nieto, 2000 |

##### Providing support (PRS)

- |  |  |
|--|--|
| 1. It's hard to teach ENL students with so many different languages. | Ajayi, 2008; Case, 2015; Calfee & Harvard University, 1981 |
| 2. Differentiating instruction is especially hard with ENL students. | Case, 2015; Long et al., 2013                              |
| 3. It is hard to accommodate so many different proficiency levels.   | Sinha & Thornburg, 2012                                    |
| 4. I struggle to find the financial support needed for ENL programs. | Batt, 2008; Percy et al., 2013                             |

- |   |                                     |
|---|-------------------------------------|
| 5. I lack the classroom materials I need to support ENL students.         | Trickett et al., 2011               |
| 6. I need a lot more technology to help me in working with ENL students.  | Ajayi, 2008; Long et al., 2013      |
| 7. Emotional support is more important than instruction for ENL students. | Okoko, 2011; Stewart, 2016          |
| 8. It's challenging to connect the curricula to ENL students' cultures.   | Delpit, 2003; Ladson-Billings, 2016 |
- 

*Note.* The statements were adapted from or inspired by personal communications, literature related to ENL teaching, and personal observations. Statements credited to interviews were based on personal communication with ENL teachers. Statements credited to the Author are based on personal communications and field observations or on my personal professional experience.

### **Condition of Instruction**

In order to have participants accurately sort the statements, a COI was established. For this study, my COI was: Please sort these statements into the template in the way that best describes your views and experiences about ENL teaching in elementary school.

The statements created for this study addressed multiple challenges encountered in the schools and classrooms by ENL teachers. Many of the statements were obtained from the literature, yet some were taken from interviews and personal experiences, thereby providing an opportunity to challenge the participants' views. This is discussed later on in this chapter.

### **Data Analysis**

Stata/IC version 15.1 along with parallel analysis via the paran Stata add-on program (Dinno, 2015) and the sortl Stata add-on program (Enzmann, 2009) were also used. The  $Q$ -sort data were analyzed with  $Q$ -mode factor analysis and Varimax rotation with Kaiser normalization following the steps explained below.

### **$Q$ -Factor Analysis and Development of $Q$ models**

I conducted  $Q$  factor analysis on the transposed data matrix in order to discover factors (i.e., clusters of cases with similar subjectivities as reflected in their  $Q$  sorts). I determined the

number of factors to retain for rotation and further analysis based on three criteria: (a) Following a modified version of Kaiser's rule, extract factors that have an eigenvalue greater than 1.50 ( $EV \geq 1.5$ ); (b) Extract those factors above the "elbow" in the scree plot produced for the initial, unrotated factor solution; and (c) Extract only those factors which parallel analysis found adjusted eigenvalues which were greater than would be expected by chance alone.

Factors were extracted after they met the criteria. The scree plot showed all the factors in descending order. Parallel analysis simulated a random data set based on the number of cases and the number of usable participants ( $30 \times n = N$ ). In this study,  $30 \times 55 = 1,650$  data sets were created. This was used to ensure that the number of factors chosen did not exceed those expected by chance alone. Besides the screeplot and the results of parallel analysis (Dinno, 2015), any factor with an Eigenvalue equal to or greater than 2 ( $EV \geq 2$ ) was retained. Once the number of factors had been identified, the factors were extracted and rotated orthogonally using Varimax rotation with Kaiser normalization. The resulting uncorrelated factors represented theoretically "pure" or ideal-type shared viewpoints.

The factors extracted represent the clusters of teachers who share the same viewpoints. The cut-off criterion I used for interpreting the  $Q$  factors was a factor loading of  $\lambda \geq |+\!/\!-.30|$ . Additionally, the uniqueness statistic ( $U$ ) was calculated for each case to identify the proportion of the subjectivity of that case which cannot be explained by the combined  $Q$  factors. Factor scores ( $Z$ ) were calculated for each statement within each factor based on the cases that loaded. Within each extracted factor, statements were rank ordered into descending order based upon each factor score ( $Z$ ). The  $Z$  scores were converted to  $Q$  scores. The  $Q$  models were created as rank-ordered arrays of statements based on the descending order of their  $Z$  or  $Q$  scores.

### **Criteria Employed in Interpreting $Q$ Models**



For the purpose of this study, a score of  $\text{MaxDiff.} \geq 5.0$  was used in this study to deem the distinguishing statements, because a movement of five columns reflects a change in direction or sign and identifies the statements that were most distinguished across three  $Q$  models. Salient statements were defined as those with  $Q \geq 2.00$  or  $Q \leq -2.00$ . High valence was defined as statements with  $V \geq 2.5$ . Consensus statements were defined as those statements that had salient  $Q$  scores with the same sign in at least two  $Q$  models and did not have a salient  $Q$  score with a different sign in any of the models.

### **Covariates**

The covariates included in this study were: (a) years of experience as an ENL teacher; (b) whether the subject held a certification in special education; (c) type of school that the participant works; (d) percentage of the school's population that did not speak English; (e) number of fluently spoken languages other than English; (f) ENL status when the respondent was a student; and (g) the respondent's child's status as an ENL student. These covariates were included in the research design in order to gain an understanding of the degree to which participants' work experience, school demographic, personal life, and knowledge of a language other than English impacted their attitude towards ENL teaching challenges.

To obtain greater insight and additional understanding of the  $Q$  models, five open-ended narrative questions were also included at the end of the survey (see Appendix B). Four of the open-ended questions provided an opportunity for participants to explain why they placed the two statements in the +4 column and the two statements in the -4 column. The directions for this section specifically stated: To give more insight about the decisions you made about the statements, please briefly explain why you placed the following statements in the *MOST AGREE* and *LEAST AGREE* boxes (see Appendix B). These responses varied for each person, therefore

explaining the reasoning behind the placement. The analysis of these answers was used to better understand the reasoning behind the placement and the participants' interpretation of the statements. Moreover, the question at the end of the survey asked participants:

In the space below, please add any other comments or insights you would like to share with me about ENL teaching and the challenges ENL teachers face. Your views are important, and I want to make sure you have had the opportunity to express them in your own words.

This was included to provide participants an opportunity to explain and express their own emotions about their roles in the classroom. It basically provided an opportunity for participants to open up about their situations and express their own stance on their roles in the schools which offer an opportunity for individualized voices.

These five responses were analyzed using traditional, iterative process of continuous comparative analysis in order to identify patterns of repeating ideas and concepts, which produced a set of themes.

### **Procedures**

An application for IRB exemption was submitted to The Institutional Review Board at Long Island University on November 9, 2018 (see Appendix C and Appendix D). An amendment was filed on November 13, 2018. The link for the anonymous online survey was sent via email and posted on November 14, 2018. Data were collected from November 14, 2018 to March 6, 2018. The survey was closed on March 7, 2018 because a sufficient number of responses had been received. Data analysis was conducted in March April, and May. The complete dissertation was reviewed by a three-person dissertation committee.

### **Ethical Considerations and Approvals**

This survey did not pose any known or anticipated risk to the respondents. Participation in this study was voluntary, and all participants were anonymous. None of the data were collected in any identifying way and no personally identifying information was requested. All data were collected after approval from the Long Island University Institutional Review Board (IRB) (see Appendix C and Appendix D).

The participants who participate in this study were ENL teachers from New York schools. Their roles included pushing into classrooms with ENL students and providing support for ENL students. The group of participants, therefore, had their roles in common. Further, the participants were informed about the importance of this study and of their rights and protections through an introduction letter which will be included on the first web page of the on-line survey (see Appendix A). Respondents' permission was requested during the study. All participants were granted an opportunity to withdraw from the study by refusing permission or by closing their web browser prior to submission.

### **Study Benefits**

*Q*-methodology is a mixed-methods approach that uses multivariate statistical methods to identify clusters of subjects with similar subjectivity and then employs hermeneutic qualitative methods to interpret the meaning of the shared subjectivity in those clusters. Employing *Q* methodology not only provided ample information about similarities in the concourse, but also yielded support for previous research (Block, 2008; McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012). Through the use of a forced-choice sorting template, participants were able to rank-order items based on contextual significance, thereby producing “a more operant response” and revealing “greater clarity of subjectivity” (McKeown & Thomas, 2013). This means that the organization of the concourse statements provided insight into the beliefs

that a person held in comparison to other participants, thereby arranging participants by agreement status.

### **Methodological Limitations**

*Q* studies involve a variety of inherent limitations. Many methodologists have stated that *Q* sorts can be complex and challenging for participants to complete if not trained correctly, but that does not mean the results are not valuable (Block, 2008; McKeown & Thomas, 2013; Stephenson, 1953; Watts & Stenner, 2012). It is because of the complexity of the method, that 9-point scale was utilized for the study in order to allow participants to organize ideas more efficiently. Likewise, the use of only 48 statements limited the participants to specific range of ideas that may not be part of the participants' views. There was an open-ended question to allow participants to include additional information and challenges.

Another limitation of this study was the variety of participants. The participants were obtained from the New York area which has a wide range of demographics and school environments. Therefore, the findings reflect the views of these groups of teachers. Further, the findings contribute the growing area of hypothesis-generating research.

### **Summary**

*Q* methodology has the ability to conduct research in the areas of psychological and social sciences (Watts and Stenner, 2012). The method for this study was meant to analyze the subjective views of the participants in order to better ascertain commonalities within their views. The next chapter presents the findings of the study implementing the design described in this chapter.

## CHAPTER IV

## RESULTS

This chapter presents the findings based on data obtained from the *Q* sorts and provides responses to the research questions (Appendix B) presented in Chapter III. The first section of this chapter presents the results of the *Q* factor analysis. The second section reveals the three *Q* models of the shared viewpoints of push-in ENL teachers in New York. The third section describes the demographics of the participants in relation to the *Q*-models. The fourth section synthesizes the written responses of the participants in relation to the open-ended narrative question:

## PART 1

RESULTS OF *Q*-MODE FACTOR ANALYSIS

In order to identify clusters of shared viewpoints regarding the challenges ENL teacher encounter, a by-person, *Q*-mode factor analysis was conducted on the participants' *Q* sorts ( $n = 55$ ). A set of *Q* factors emerged to identify clusters of challenges which explained similar views that ENL teachers have. These factors were used to identify specific issues that were relevant to ENL teachers and indicated clusters of statements that connect the viewpoints (*Q* models).

***Q*-Mode Factor Analysis Findings**

Three factors were extracted from the initial factor analysis for rotation and further analysis. First, I used a scree plot (see Figure 4.1) where multiple unrotated factors were presented. Only seven factors met the criteria of having an  $EV \geq 2$  in the scree plot as shown in Figure 4.1. Next, Horn's parallel analysis was conducted using the user-written Stata add-on program *fapara* (Ender, 2010) in which a simulated random data set ( $N = 1,650$ ) was employed

(see Table 4.1 and Figure 4.1). This provided a statistical test to ensure that the extracted factors were not likely to be due to chance alone.

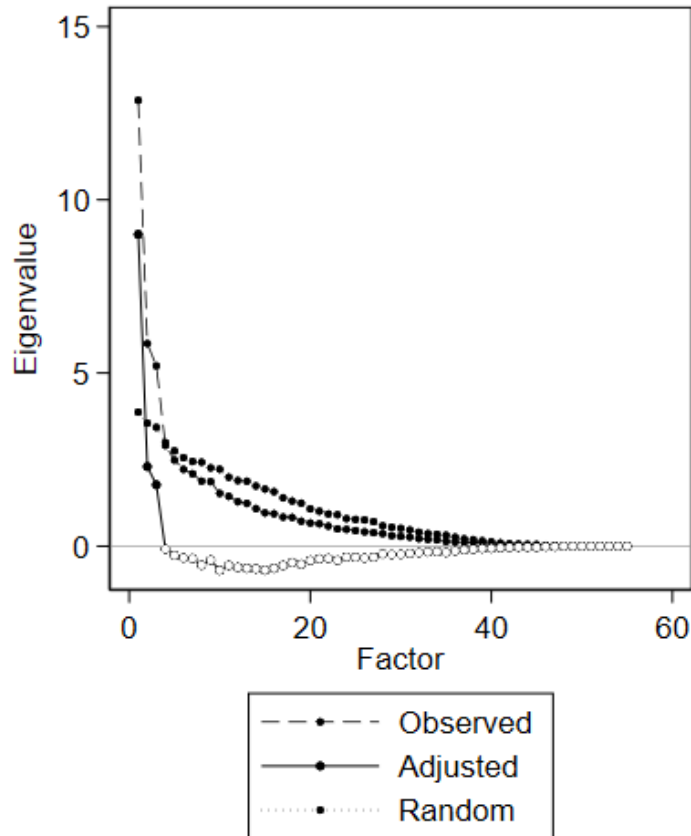


Figure 4.1. Plot illustrating a comparison of Horn’s parallel analysis, observed data, and randomized data utilized to determine the number of factors expected beyond chance alone and to support the factor solution as suggested by the visual inspection of the scree plot. This is based on  $n = 55$ .

The three factors extracted were orthogonally rotated using the Varimax technique with Kaiser normalization in order to develop a set of uncorrelated factors (see Table 4.1). These factors, therefore, represent theoretically pure, shared viewpoints. These factors were used to create the  $Q$  models of shared subjectivity.

Table 4.1

*Factor Loadings After Varimax Rotation With Kaiser Normalization*

Case	Factor1	Factor2	Factor3	$U$
------	---------	---------	---------	-----

Case26	<b>.837</b>	.148	.047	.276
Case27	<b>.827</b>	.130	.011	.300
Case25	<b>.756</b>	.257	.176	.331
Case15	<b>.683</b>	.019	.049	.531
Case23	<b>.660</b>	-.047	.208	.520
Case41	<b>.640</b>	.243	-.106	.520
Case03	<b>.632</b>	.012	.043	.599
Case51	<b>.626</b>	.273	.021	.534
Case01	<b>.570</b>	<b>.479</b>	-.076	.440
Case11	<b>.558</b>	<b>.387</b>	-.008	.539
Case31	<b>.555</b>	.207	<b>.407</b>	.484
Case18	<b>.554</b>	<b>.459</b>	-.043	.480
Case06	<b>.538</b>	-.139	.249	.630
Case43	<b>.526</b>	<b>-.454</b>	.046	.515
Case44	<b>.495</b>	-.183	.089	.714
Case20	<b>.385</b>	-.122	<b>.307</b>	.742
Case49	<b>.381</b>	-.050	.141	.832
Case14	<b>.355</b>	.118	.255	.795
Case37	<b>.349</b>	<b>.300</b>	-.197	.749
Case05	<b>.314</b>	.233	.158	.822
Case52	.167	<b>.708</b>	-.285	.390
Case35	-.157	<b>.702</b>	.210	.439
Case02	<b>.391</b>	<b>.693</b>	.020	.367
Case09	-.110	<b>.690</b>	.052	.509
Case46	-.009	<b>.635</b>	<b>.437</b>	.405
Case28	-.104	<b>.619</b>	<b>.379</b>	.462
Case19	.105	<b>.617</b>	.191	.572
Case21	.129	<b>.612</b>	-.231	.556
Case10	.292	<b>.538</b>	.277	.549
Case45	.204	<b>.537</b>	-.082	.663
Case22	<b>.469</b>	<b>.533</b>	.113	.483
Case16	.158	<b>.530</b>	<b>.349</b>	.572
Case36	.272	<b>.524</b>	.080	.646
Case50	<b>.444</b>	<b>.512</b>	.180	.507
Case12	<b>.418</b>	<b>.466</b>	.064	.604
Case42	-.124	<b>.335</b>	.186	.838
Case48	.077	.009	<b>.793</b>	.365
Case33	.169	-.012	<b>.740</b>	.423
Case53	.068	-.051	<b>.740</b>	.445
Case30	.064	-.066	<b>.671</b>	.542
Case32	-.016	.066	<b>.640</b>	.586

Case39	.103	.067	<b>.635</b>	.581
Case54	-.045	<b>.454</b>	<b>.629</b>	.397
Case24	<b>.329</b>	.135	<b>.587</b>	.528
Case34	.197	-.199	<b>.578</b>	.588
Case38	.273	<b>.415</b>	<b>.560</b>	.439
Case47	.156	.037	<b>.520</b>	.704
Case07	-.140	<b>.350</b>	<b>.520</b>	.588
Case55	<b>.390</b>	.097	<b>.512</b>	.577
Case08	.188	.068	<b>.508</b>	.702
Case04	.166	<b>.301</b>	<b>.478</b>	.653
Case29	-.132	<b>.372</b>	<b>.473</b>	.620
Case40	.281	.079	<b>.461</b>	.702
Case17	-.172	<b>.306</b>	<b>.328</b>	.769
Case13	.079	-.054	-.204	.949
EV	8.517	7.731	7.681	
%	15.486	14.056	13.965	

*Note.* Total variance explained = 43.507%. EV = eigenvalue. % = % variance explained. Bolded numbers indicate loadings  $\geq |+\!/\!-.30|$ .

Table 4.1 shows that 43.507% (24) of the participants load uniquely on individual factors, indicating that those  $Q$  factors (and  $Q$  models elicited from them) are the best available reflections of those ENL teachers' shared viewpoints about challenges in New York schools. Meanwhile 21 (38%) cross-loaded on two or more factors. Table 4.1 also shows that 54 (98.2%) participants loaded at or above the cut-off criterion of  $\lambda \geq |.30|$  on one or more factor and one (1.8%) did not satisfy the cut-off criterion on any factor. The three-factor solution is sufficient to explain a portion of ENL teachers' views about the challenges in the New York schools.

The uniqueness ( $U$ ) shown for each case in Table 4.1 reflects the proportion of variance not explained for each case by the three factors taken together. The median uniqueness in this three-factor solution is  $U = .549$ , with uniqueness ranging from .276 to .949. The three-factor solution explains 43.507% of the statements variance, and the remaining unexplained variance represents a combination of: (a) unique viewpoints that are held separately or characteristically



by the individual participants, and (b) views not captured in the *Q* statements set employed in the *Q* sorts.

The median absolute value factor loading in Factor 1 is .532 with a minimum absolute value factor loading of .314 and a maximum of .837. There are no unique negative loadings on this factor, and there are 13 (23.6%) unique positive loadings. The median  $U = .5295$  with 10 (18.2%) positive cross-loadings and one (1.8%) negative cross loading. The percentage of variance explained in Factor 1 is 15.586% and an  $EV = 8.486$ . Factor 1 explains about 47.2% of the participants in the model. Factor 1 reflected the viewpoints of elementary ENL teachers' views pertaining to the challenges regarding protocols and evaluations of ENL students.

The median absolute value factor loading in Factor 2 is .524 with a minimum absolute value factor loading of .300 and a maximum of .708. There are no unique negative loadings in this factor, and there are nine (16.4%) unique positive loadings. The median  $U = .539$  with 17 (31.9%) positive cross-loadings and one (1.8%) negative cross loading. The percentage of variance explained in Factor 2 is 14.056% and an  $EV = 7.731$ . Factor 2 at least partially explains the viewpoints of about 45.5% of the participants in the model. Factor 2 signifies participants views about challenges related to collaboration and co-teaching.

The median absolute value factor loading in Factor 3 is .524 with a minimum absolute value factor loading of .307 and a maximum of .793. There are no unique negative loadings in this factor, and there are 10 (41.8%) uniquely positive loadings. The median uniqueness that satisfied the cut-off criteria is  $U = .577$  with 13 (23.6 %) positive cross-loadings and zero negative cross loadings. The percentage of variance explained in Factor 3 is 13.965% and an  $EV = 7.781$ . Factor 3 explains about 41.8% of the participants in the model. Factor 3 signifies participants views about the challenges related to time.

### ***Q* Models of ENL Teacher Shared Viewpoints About the Challenges They Face**

As previously explained in Chapter III, I converted the factor scores for each statement into *Q* scores. This action produced sorted factor loading tables in order to identify the correlation between factors and cases. These loadings were sorted into descending order based upon each factor. Data were exported to an Excel sheet for formatting. The cut-off criterion I used for interpreting the *Q* factors was a factor loading of  $\lambda \geq |+\!/\!-.30|$ .

Next, I interpret and explain each of the *Q* models found in this study. The following sections provide my response to Research Question 1: What are the shared viewpoints of push-in elementary ENL teachers about the challenges ENL teachers face?

#### ***Q* Model 1: The Challenge of the Need for Protocols and Guidelines**

As shown in Table 4.2, QM1 represents the shared viewpoints of a group of ENL teachers who would agree that a challenge of being an ENL teacher is that there is a lack of guidelines and protocols to track ENL students' progress. In essence, this requires that the ENL teachers feel they need to be an advocate for their students because there is a lack of relevant/updated protocols and guidelines related to ENL teaching. This *Q* model explains 15.49% of statements variance in the *Q* sorts and reveals a viewpoint shared uniquely by 20 (36.4%) respondents (see Table 4.2). This model also reflects at least the partial viewpoint of six (10.9%) additional participants, so it provides a window into the views of the challenges ENL teachers face of a total of 26 ENL teachers who participated in this study. Table 4.2 provides a means of visualizing the interpretation of the model, where salient positive statements are highlighted in green; salient negative statements are highlighted in yellow, and non-salient statements are shown in white.

Table 4.2

*Q Model 1: Lack of Protocols and Guidelines to Support and Evaluate ENL Students*

Item	Z1	Q1	Statement
18	1.65	3.41	We need a continuous process to track the progress of ENL students.
44	1.57	3.25	We need ENL policies that are clear as those for special ed students.
31	1.55	3.21	I have to be an advocate for ENLs when they're misunderstood.
21	1.37	2.84	Grade-level assessments are just not adequate to evaluate ENLs.
8	1.34	2.76	I never have enough planning time with co-teachers during the day.
9	1.16	2.40	My professional development should focus much more on ENL teaching.
2	1.01	2.08	It's much harder to communicate with ENL parents than other parents.
19	0.93	1.92	I feel the NYSESLAT takes far too much time away from instruction.
29	0.82	1.69	I don't have personal space when working in a co-teaching classroom.
20	0.79	1.63	Emotional support is more important than instruction for ENL students.
41	0.69	1.42	Many co-teachers don't see my role in the classroom the same way I do.
1	0.61	1.26	I haven't had enough training in using technology in the classroom.
26	0.61	1.25	The NYSITELL test often misclassifies some of my students as ENL.
15	0.59	1.22	I need a lot more technology to help me in working with ENL students.
47	0.56	1.15	It's a struggle to collaborate with co-teacher/s not trained in ENL.
11	0.52	1.07	I feel that administrators often ignore the needs of ENL teachers.
5	0.49	1.02	I'm almost totally overwhelmed by the work I have to complete.
23	0.48	0.99	It's unfair to expect me to teach ENLs English almost immediately.
6	0.44	0.90	I always find it challenging to explain my role to ENL parents.
13	0.41	0.84	As an ENL teacher, I am isolated from most other teachers and staff.
48	0.38	0.78	I believe mainstream teachers have unrealistic expectations for ENLs.
30	0.37	0.76	Teacher education programs do a bad job in preparing ENL teachers.
22	0.35	0.72	It's hard to get to really know students well because I push-in.
17	0.26	0.54	Differentiating instruction is especially hard with ENL students.

3	0.09	0.20	I find it challenging to transition between multiple school subjects.
28	0.09	0.19	It is hard to accommodate so many different proficiency levels.
7	0.00	0.00	My co-teacher/s do not respect my suggestions for our ENL students.
27	-0.08	-0.16	As an ENL teacher, I don't have a typical departmental identity.
4	-0.14	-0.28	I lack the classroom materials I need to support ENL students.
33	-0.16	-0.33	I often feel unsupported in the classroom by my gen ed co-teacher/s.
12	-0.19	-0.40	I struggle to find the financial support needed for ENL programs.
24	-0.31	-0.64	I seldom receive recognition from my co-teacher/s for the work I do.
34	-0.33	-0.68	It's challenging to connect the curricula to ENL students' cultures.
16	-0.59	-1.22	I'm very often treated unprofessionally by non-ENL faculty and staff.
25	-0.63	-1.29	I feel too much pressure to have my students succeed on state exams.
43	-0.71	-1.47	Because I push-in, it's hard to develop an identity with the students.
10	-0.71	-1.47	ENLs have a lot more disciplinary problems than other students.
32	-0.77	-1.60	I don't have a dedicated room to provide services all of my students.
42	-0.84	-1.74	I find it challenging to constantly shift among ENL grade levels.
45	-0.89	-1.83	It's hard to teach ENL students with so many different languages.
35	-0.93	-1.92	I don't have enough emotional support for myself as an ENL teacher.
46	-0.94	-1.95	Anti-immigration politics makes teaching ENL students harder.
37	-0.96	-1.98	My observations are often done by people who don't understand ENL.
40	-1.47	-3.04	I'm always frustrated by the lack of growth that ENL students show.
14	-1.49	-3.08	I often feel in physical danger when working with ENL students.
36	-1.98	-4.09	I have a larger caseload of students than I am able to service well.
38	-2.30	-4.74	There is never enough time in a week to accommodate all ENL students.
39	-2.70	-5.56	I always struggle with meeting the weekly hours required for ENLs.

*Note.* Eigenvalue = 8.52. % variance explained = 15.49. Unique loaders = 13 (23.6%). Total loaders = 26 (47.2%). Z1 = standardized factor score. Q1 = Q score.

This model reflects the views of elementary ENL teachers who believe that there is a lack of protocols and guidelines when it comes to tracking and evaluating ENL students. The review of the statements shows that there are seven positively scored salient statements with  $Q$  scores  $\geq 2.00$  and five negatively scored salient statements with  $Q$  scores  $\leq -2.00$ . Among the positively scored statements are statement 18 (*We need a continuous process to track the progress of ENL students*), 44 (*We need ENL policies that are clear as those for special ed students*), 31 (*I have to be an advocate for ENLs when they're misunderstood*), and 21 (*Grade-level assessments are just not adequate to evaluate ENLs*) express the views of the ENL teachers' need for better tracking systems and clearer assessments when working with ENL students. Among the negatively-scored, but negatively worded statements are 40 (*I'm always frustrated by the lack of growth that ENL students show*), 39 (*I always struggle with meeting the weekly hours required for ENLs*), 38 (*There is never enough time in a week to accommodate all ENL students*), and 36 (*I have a larger caseload of students than I am able to service well*) reflect the views of elementary ENL teachers who do not feel overwhelmed by their job and know that there is academic growth in their students. These statements are explained at length below.

The strongly supported statements for  $Q$  model 1 are 18 (*We need a continuous process to track the progress of ENL students*) and 44 (*We need ENL policies that are clear as those for special ed students*) with  $Q = 3.41$  and  $Q = 3.25$ . These statements in this model represent that elementary ENL teachers feel that there needs to be greater importance placed on creating a tracking system or evaluation system that is conducive for ENL students similarly to how there are IEPs and progress monitoring for Special Education students. This is supported by case 25's reflection of statement 18 (*We need a continuous process to track the progress of ENL students*) which stated:

It is difficult to track progress of ENL students in terms of their language proficiency progress. There are no periodic assessments that track their progress in listening, reading, writing and speaking. Grade level assessments are not appropriate for these purposes and observational data are not always strong enough when discussing students in meetings, etc.

Here the argument is that there is a lack of sufficient assessments to track students and support their growth. Case 25 clearly expressed the need for continual tracking of students in order to understand their growth in all four areas of language acquisition (reading, writing, listening, and speaking). An additional comment about statement 18 (*We need a continuous process to track the progress of ENL students*) is from case 24 who wrote:

Often times there is no direct material or curriculum given for ENL students. The curriculum is based off of the gen. Ed students and does not meet the needs of ENL students. These students fall behind because their progress is not accounted for in an appropriate manner.

Case 24 provided further evidence regarding the lack of support for ENL students because the curriculum is lacking guidance and structure to respond to ENL students. As explained, this often causes the students to fall behind in their academic growth.

Likewise, statement 21 (*Grade-level assessments are just not adequate to evaluate ENLs*) with a  $Q = 2.84$  expressed a need for better assessments to evaluate student growth. This was supported by case 44 who articulated, "Grade level assessments are notoriously hard even for native English speakers." Here, case 44 explained that the tests are not an accurate assessment of student growth for both ENL students and general education students. In addition, case 22 stated:

It is bizarre to expect ELLs to be at the same level of native English speakers. Just because they do not understand it in English or cannot express in English does not mean that they do not know the skill or not have the information at all.

Here the argument is that the students have the skills and capacity for understanding, but the expectations are too high. In connection with QM1, there is lack of tracking to show that the students are making growth or learning in the schools, yet the expectations are that the students should be on the same level as native English speakers.

Statement 31 (*I have to be an advocate for ENLs when they're misunderstood, Q = 3.41*) further demonstrated how QM1 expresses that elementary ENL teachers have to be the voice for their students in the classroom because there is a lack of relevant and updated protocols and guidelines related academic growth and expectations of ENL students. Statement 31(*I have to be an advocate for ENLs when they're misunderstood*) was supported by case 5's written response:

Other teachers and administrators may have expectations of ENL students that are either too high or too low. They may not be aware of the time ENL students need to adjust to their new home and/or new school. They may be biased in their perceptions of ENL students and/or their parents. They may take a student's unwillingness to participate as being obstinate when the student is shy or afraid to speak in English.

In this response, case 5 explained the challenges that ENL teachers encounter when trying to explain to staff and administration ENL students' academic growth and language acquisition.

Supporting case 5, case 22 wrote:

ELLs are always misunderstood because many people/teachers do not take the time to try and understand them or give them an appropriate platform to express themselves. It's not always on purpose, but rather close mindedness.

It is clear, based on case 5 and case 22, that statement 31 (*I have to be an advocate for ENLs when they're misunderstood*) is representative of participants who are frustrated with the lack of understanding present in coworkers and administration when in correlation with language growth in ENLs. In connection with QM1, it can be interpreted that the elementary ENL teacher have to advocate for their students because their students may not be meeting expectations of the classroom and are struggling to adapt to their new environment. In addition to being advocates, Statement 2 (*It's much harder to communicate with ENL parents than other parents, Q = 2.08*) expresses that the communication between parents and teachers is often challenging. Case 43 reflected on statement 2, "There is insufficient translation services provided to the parents." Since there is a lack of transparency regarding language discrepancies, advocacy by the ENL teachers becomes a necessity. This would not be necessary if protocols and guidelines were clearer and more efficient in supporting, tracking, and advocating for ENL students whose parents may not be aware or knowledgeable about the needs and services that their child should receive. Collectively, these qualitative responses support the need for teacher guidelines and protocols that address the evaluation and growth of ENL students throughout the school year.

Statement 8 (*I never have enough planning time with co-teachers during the day, Q = 2.76*) identifies the struggle of working with the co-teachers. Even though this statement cross-loads with QM2, it also represents something else in this model. The collaboration and co-teaching model allow for teachers to evaluate student's growth and understanding to create lessons and material that will support their growth. With lack of time to collaborate with the co-teachers, the students are not evaluated properly or tracked appropriately in the classroom. Case 6 wrote:



Since I work with many grade levels, most of the time our preps/lunch do not overlap which makes it difficult to connect. And if they do overlap, one of us loses our lunch/prep to meet with each other instead of planning and prepping for another subject/grade level.

In this case, the challenge arises concerning scheduling and planning time to meet and discuss the ENL student progress and differentiation strategies that can be used to support the students. There is no question of willingness to work with their co-teacher, but a lack of structure and time to actually accomplish such a task. This is supported by case 31 who also wrote:

I co-teach with four different grades every day. We have no common prep time hence there is a lot of texting and emailing to try to co-plan somewhat, but it is NO WHERE near the actual true model of co-teaching.

Collectively, through qualitative data, these two cases expressed concern about the lack of actually having a true co-teaching model because guidelines and protocols are not clearly expressed concerning how co-teaching models should be established in the schools.

Statement 9 (*My professional development should focus much more on ENL teaching, Q =2.40*) expresses the need for a change in the role of professional development. There needs to be more professional development in areas that teachers request. Specifically, case 44 specified, “There needs to be more ENL focused training that is more than just ‘differentiation.’” Within QM1 and its focus on tracking ENL progress, the teachers who align with this model feel it is necessary to have professional development to train teachers to do more than just differentiate.

Collectively, these positive statements support QM1 by establishing specific concepts that teachers feel are needed to support ENL students. Those who relate to QM1 express a need for protocols and structure in tracking ENL progress, collaborating with co-teachers, and

advocating for ENL parents and students. QM1 identifies that elementary ENL teachers want a more organized system to follow that will alleviate some of the challenges that ENL teacher encounter; meanwhile providing parents and students with the supports and advocacy they require.

While QM1 is positively supported by some statements, it is also negatively supported by 5 statements that were negatively identified. In QM1, the statements that were negatively correlated were meant to be read as the alternative or opposite. Specifically, statement 39 (*I always struggle with meeting the weekly hours required for ENLs,  $Q = -5.56$* ) is read as the participants do not struggle with meeting the weekly hours required for ENLs. Pertaining to this statement, the cases who support QM1 express that with the current protocols, the ENL teachers are able to meet the required hours of service. Cases 6, 11, 23, 25, 37 and 44 all stated in their reflection that they had the support staff necessary to provide the number of weekly hours for each student. More specifically, cases 37 and 23 stated that they were able to provide additional hours of service to some of the students in their school.

In relation to statement 39 (*I always struggle with meeting the weekly hours required for ENLs*), statement 38 (*There is never enough time in a week to accommodate all ENL students,  $Q = -4.74$* ) and statement 36 (*I have a larger caseload of students than I am able to service well,  $Q = -4.09$* ) reflect the view that time is also not a problem in accommodating the needs of the students. These teachers in this model felt that their job was manageable, but, as the positively ranked statement above expressed, require additional supports and protocols to service the students for effectively. In reacting to statement 38 (*There is never enough time in a week to accommodate all ENL students*) case 6 wrote, "I have more than enough time during the week to see each of my students." In comparison, case 41 expressed, in regard to statement 36 (*I have a*

*larger caseload of students than I am able to service well*), “I work at a small school and as a result am able to dedicate my time to my kids and give them the support they need.” As seen in these reflections, the participants in QM1 felt that there was little concern when it came to meeting caseloads or working with students.

Statement 14 (*I often feel in physical danger when working with ENL students,  $Q = -3.08$* ), which is a consensus statement across all three factors, explains that there is little concern when it comes to physical danger in the schools with the ENL population. This is extremely apparent in the reflections of the cases who related to this factor. This impacted QM1 by establishing that danger is not an issue and that teachers who relate to this model are unconcerned with physical actions affecting their role in the classroom with students. Protocols do not need to incorporate actions to address physical violence on the elementary level, but should concern themselves with monitoring and tracking the progress of the students.

Lastly, statement 40 (*I'm always frustrated by the lack of growth that ENL students show,  $Q = -3.04$* ) conveys the view that there is growth in the students and that elementary ENL teachers who relate to this model are understanding and not frustrated with the growth the students make. Many of the ENL teachers actually appreciate the small successes of their students. This is especially apparent in case 15, who reflected, “I always see growth in my students no matter how big or small.” In addition, case 5 wrote, “I know my students - I know what they're capable of and I have realistic expectations for their academic development. I know that they may need more time than their peers.” Statement 40 (*I'm always frustrated by the lack of growth that ENL students show*) and the reflections of the participants acknowledge that ENL students make growth in the classroom; however, there are expectations that are achievable ad

others that take additional time to acquire. In relation to QM1, there appears to be a lack of understanding or accurate tracking of the academic and linguistic growth in ENL.

Therefore, QM1 represents the need for protocols to monitor student growth that is easily accessible to teachers in order to produce material and relevant lessons for students. Those that relate to QM1 would most likely encourage a better system for structuring and evaluating ENL students meanwhile providing the students with the advocacy that they require beyond the support given by the ENL teachers. This is further examined and discussed in Chapter V.

### ***Q Model 2: The Challenge of Collaboration and Co-teaching***

As shown in Table 4.3, QM2 represents the shared viewpoints of a group of elementary ENL teachers agreed that a challenge with being an ENL teacher is the lack of respect in relation to co-teaching and collaboration with mainstream teachers. Basically, this emphasizes that the elementary ENL teachers lack the ability to express themselves or engage in important conversations with the mainstream teachers who they co-teach with or push-in with. This *Q* model explains 14.06 % of statements variance in the *Q* sorts and reveals the views shared uniquely by nine (16.4%) respondents of the study (see Table 4.3). This model also reflects at least the partial viewpoints of 18 (32.7%) additional participants, so it provides a window into the perspectives of 27 ENL teachers who participated in this study. Table 4.3 provides a means of visualizing the interpretation of the model, where salient positive statements have been highlighted in green, salient negative statements have been highlighted in yellow, and non-salient statements are shown in white.

Table 4.3

*Q Model 2: Well-prepared and Knowledgeable, Combined With Lack of Respect From Co-Teacher*

Item	Z2	Q2	Statement
48	1.96	4.05	I believe mainstream teachers have unrealistic expectations for ENLs.
41	1.94	4.00	Many co-teachers don't see my role in the classroom the same way I do.
43	1.76	3.63	Because I push-in, it's hard to develop an identity with the students.
47	1.53	3.15	It's a struggle to collaborate with co-teacher/s not trained in ENL.
31	1.33	2.74	I have to be an advocate for ENLs when they're misunderstood.
42	1.29	2.67	I find it challenging to constantly shift among ENL grade levels.
44	1.28	2.65	We need ENL policies that are clear as those for special ed students.
29	1.07	2.21	I don't have personal space when working in a co-teaching classroom.
28	1.01	2.08	It is hard to accommodate so many different proficiency levels.
37	0.98	2.03	My observations are often done by people who don't understand ENL.
22	0.92	1.90	It's hard to get to really know students well because I push-in.
33	0.88	1.81	I often feel unsupported in the classroom by my gen ed co-teacher/s.
35	0.59	1.21	I don't have enough emotional support for myself as an ENL teacher.
27	0.48	1.00	As an ENL teacher, I don't have a typical departmental identity.
34	0.43	0.88	It's challenging to connect the curricula to ENL students' cultures.
32	0.39	0.80	I don't have a dedicated room to provide services to all of my students.
38	0.34	0.69	There is never enough time in a week to accommodate all ENL students.
25	0.30	0.62	I feel too much pressure to have my students succeed on state exams.
46	0.29	0.60	Anti-immigration politics makes teaching ENL students harder.
21	0.24	0.50	Grade-level assessments are just not adequate to evaluate ENLs.
24	0.22	0.46	I seldom receive recognition from my co-teacher/s for the work I do.
8	0.06	0.13	I never have enough planning time with co-teachers during the day.
23	0.06	0.13	It's unfair to expect me to teach ENLs English almost immediately.
39	0.02	0.05	I always struggle with meeting the weekly hours required for ENLs.
36	-0.09	-0.18	I have a larger caseload of students than I am able to service well.

16	-0.09	-0.18	I'm very often treated unprofessionally by non-ENL faculty and staff.
13	-0.10	-0.20	As an ENL teacher, I am isolated from most other teachers and staff.
26	-0.14	-0.28	The NYSITELL test often misclassifies some of my students as ENL.
30	-0.14	-0.29	Teacher education programs do a bad job in preparing ENL teachers.
7	-0.19	-0.39	My co-teacher/s do not respect my suggestions for our ENL students.
18	-0.30	-0.62	We need a continuous process to track the progress of ENL students.
20	-0.40	-0.82	Emotional support is more important than instruction for ENL students.
40	-0.57	-1.17	I'm always frustrated by the lack of growth that ENL students show.
11	-0.61	-1.26	I feel that administrators often ignore the needs of ENL teachers.
5	-0.62	-1.27	I'm almost totally overwhelmed by the work I have to complete.
3	-0.71	-1.46	I find it challenging to transition between multiple school subjects.
17	-0.77	-1.58	Differentiating instruction is especially hard with ENL students.
45	-0.86	-1.77	It's hard to teach ENL students with so many different languages.
12	-1.06	-2.20	I struggle to find the financial support needed for ENL programs.
10	-1.09	-2.25	ENLs have a lot more disciplinary problems than other students.
19	-1.17	-2.41	I feel the NYSESLAT takes far too much time away from instruction.
6	-1.30	-2.68	I always find it challenging to explain my role to ENL parents.
9	-1.35	-2.79	My professional development should focus much more on ENL teaching.
1	-1.37	-2.83	I haven't had enough training in using technology in the classroom.
15	-1.44	-2.97	I need a lot more technology to help me in working with ENL students.
2	-1.66	-3.43	It's much harder to communicate with ENL parents than other parents.
14	-1.67	-3.45	I often feel in physical danger when working with ENL students.
4	-1.70	-3.50	I lack the classroom materials I need to support ENL students.

*Note.* Eigenvalue = 7.73. % variance explained = 14.06. Unique loaders = 18 (32.7%). Total loaders = 27 (49.1 %). Z1 = standardized factor score. Q2 = Q score.

This model reflects the viewpoint of elementary ENL teachers who believe that they lack the support and understanding of the mainstream teacher even though the ENL teachers have skills necessary to help and support but cannot use them properly in the classroom. The review of the statements shows that there are 10 positively scored salient statements with  $Q$  scores  $\geq 2.00$  and 10 negatively scored salient statements with  $Q$  scores  $\leq -2.00$ . These statements suggest a belief that the co-teacher or mainstream teachers are unrealistic with goals, overlook the role the ENL teacher should play in the classroom, and do not collaborate with the ENL teacher. Likewise, the teachers who relate to QM2 find it hard to create relationships with the students due to constant shifting, struggle with accommodating the levels of the students, but they have the skills, material, and training to perform their job. In addition, these teachers lack personal space, but feel safe when working with the students. This is explained below with the analysis of each statement.

The two highest-scored statements, statement 48 (*I believe mainstream teachers have unrealistic expectations for ENLs,  $Q = 4.05$* ) and statement 41 (*Many co-teachers don't see my role in the classroom the same way I do*), in addition to statement 47 (*It's a struggle to collaborate with co-teacher/s not trained in ENL,  $Q = 31.5$* ), explain the challenge that QM2 conveys. In this QM, the teachers felt that they were not respected or lack the support of the mainstream/co-teacher. In relation to statement 41 (*Many co-teachers don't see my role in the classroom the same way I do*), case 1 expressed:

I see my role as being an equal in the classroom, someone who can contribute to lessons and enrich the class in general by adding a new perspective. I also think I should be co-planning lessons so they meet the needs of our ELLs. However, in most of my push-in classes I am not given the opportunity to co-plan, and if I am given the chance to

contribute it is usually as an afterthought, and thus not a well thought out plan. Most of the time the teachers are leading the lesson and I walk around and try to find ways to be helpful. Some teachers are open to having help in the classroom, but we disagree about the best way I can help, while other teachers have stated that they would prefer to do lessons themselves.

These qualitative data reveal the differences in roles that the mainstream teacher and ENL teacher expect of one another. In relation to this concept, case 6 reflected on statement 41 (*Many co-teachers don't see my role in the classroom the same way I do*) with, "Some see me as a behavior assistant. However, others value my input as another classroom teacher." Though QM2 reflects that this sample of ENL teachers feel safe in the schools, this one ENL teacher emphasizes that their role in the classroom is to assist teachers when student's behavior is inappropriate. Once again, the expectations of the role each teacher are misconstrued and, as a result, the ENL teacher feels insignificant. In comparison, statement 48 (*I believe mainstream teachers have unrealistic expectations for ENLs*) expresses additional aggravation regarding the mainstream teacher's interpretation of ENL student's intelligence and knowledge. This statement and the following reflection remove the ENL teacher from the equation, and instead emphasizes a lack of respect or support for ENL students' growth. Specifically, case 52 wrote:

I feel that the ENL students at my school are never compared to monolingual students that may be asked to meet the same expectations. The ENL students are often placed in a separate category. When they meet or exceed expectations, it is often thought of as "luck" or assistance that they received.

In this case, the mainstream teachers are perceived as lacking the skills or understanding when they are evaluating ENL students appropriately. Based on the perspectives of the ENL teachers



in QM2, it appears that the mainstream teachers struggle to accept ENL students as equals to their monolingual peers. This perception was echoed in case 29, who wrote:

I believe that at times a general ed teacher doesn't realize or is not educated about ELL's to know that they will show progress, but it takes time. It is ok for them not to be on grade level, but look at the progress they have made since they have begun. That's what matters.

Based on the findings, mainstream teachers are highly perceived as untrained in recognizing ENL students' strengths and growth potential. In a way, this is where they should be consulting with the ENL teachers, but as presented in the qualitative data related to statement 41 (*Many co-teachers don't see my role in the classroom the same way I do*), the mainstream teachers are not recognizing the role that the ENL teacher should play in the classroom. Lastly, statement 47 (*It's a struggle to collaborate with co-teacher/s not trained in ENL*) reinforces statements 41 (*Many co-teachers don't see my role in the classroom the same way I do*) and 48 (*I believe mainstream teachers have unrealistic expectations for ENLs*) by explicitly stating that the challenge lies in working with teachers who are not trained in ENL. Case 37 affirmed, "Co-teachers are the biggest challenge right now." Though simplified, this statement was powerful in expressing a clear conflict regarding the mainstream co-teachers. In addition, case 2 went on to complain:

These teachers do not understand the importance of the basic accommodations for ELLs, such as speaking at least slightly more clearly and slowly, pre-teaching vocabulary, including content and language objectives in lessons, providing visuals, etc. When I make suggestions to include these strategies in lessons, they think of it as "extra" or a waste of time. They also are less likely to understand the importance of including social interaction and collaboration in lessons.

This reflection explicitly states that there is a lack of respect from the mainstream teacher regarding strategies and activities that the ENL teacher would like to provide.

Statements 43 (*Because I push-in, it's hard to develop an identity with the students, Q = 3.63*), 42 (*I find it challenging to constantly shift among ENL grade levels, Q = 2.67*), 29 (*I don't have personal space when working in a co-teaching classroom, Q = 2.21*), and 28 (*It is hard to accommodate so many different proficiency levels, Q = 2.08*) appeared to challenge the conception of the push-in model by expressing a loss of connection with the students, a lack of space to work with students, and disjointedness in teaching and accommodating proficiency levels and grade. These statements indicate that the push-in model is challenging and, in many cases, was not preferred by the ENL teachers in this study. Specifically, case 21 reflected on statement 43 (*Because I push-in, it's hard to develop an identity with the students*) with:

Push-ins make it impossible to deliver true ENL instruction to students. Students are being embarrassed and marginalized by this model. A student doesn't want their ENL teacher hovering over them, whispering directions. As a push-in teacher, I have no access to a SmartBoard or materials that I rely upon to teach English. I cannot implement my own lessons. I have to support the mainstream teacher's lesson plan. I am never consulted or kept abreast on what they are doing. As an experienced ENL teacher who has taught for many years prior to the Part 154 changes, I can attest to the fact that ENL students thrive when they have their own space and an ENL classroom to go to where they receive English language instruction with peers who are also MLLs. They are comfortable in this type of setting, and truly learn English. Push-ins are not what this group of students' needs, especially entering and emerging students.

In this reflection, it was expressed that the push-in model was not conducive to instructing students because the ENL teacher lacked the resources and support necessary to help the ENL students. They even lacked the space, as statement 29 (*I don't have personal space when working in a co-teaching classroom*) states. This is qualitatively supported by case 19 who wrote, "I work in classes where I teach in the back of the room or by the door way" and case 10 who expressed, "I hate the push-in model. My kids cannot hear me, focus, or concentrate. We are squished at a table in the back of the room and there is not enough space." Additionally, students' and teachers' comfort levels are challenged by this model of instruction because the ENL teacher is not always in the classroom with the students. This connects to statements 42 (*I find it challenging to constantly shift among ENL grade levels*) and 28 (*It is hard to accommodate so many different proficiency levels*) in which the ENL teacher is moving from classroom to classroom teaching students of varying proficiency and grade levels. Case 54 explained (in relation to statement 42 (*I find it challenging to constantly shift among ENL grade levels*)):

Working with students across the K-6 grade bands is challenging on several fronts. One of the most difficult aspects of the position is being able to transition the mindset, materials, instructional strategies, discipline, and mainstream classroom support across 7 different grade levels. I often feel as though I am skimming a lot of content/material with my students, but not fully able to dig deeper with them. I also struggle trying to not only teach stand-alone lessons, but also to support during integrated support across K-6.

Trying to keep up with what they are doing in the classroom can be nearly impossible to do well.

This reflection established that ENL teachers in QM2 struggle to work with the students and the teachers because of the inconsistencies in schedules and discrepancies with content. These ENL teachers from the study believed that they lack the support and necessary environment to thrive. This contributes to the discrepancies of the perceptions the mainstream teachers have about the ENL teachers.

Statement 31 (*I have to be an advocate for ENLs when they're misunderstood, Q = 2.74*), which is also a consensus statement, reflects the position that ENL teachers have to play when communicating with mainstream or co-teachers. Case 22 explained, “ELLs are always misunderstood because many people/teachers do not take the time to try and understand them or give them an appropriate platform to express themselves. It's not always on purpose, but rather close mindedness.” In many cases, it is the mainstream teachers in the elementary schools who lack the ability to understand the students. This is happening because there is a lack of time and motivation by the mainstream teacher to learn about his/her students. Case 36 further expressed:

When students cannot communicate, they need someone to help support them. If their parents are not engaged in the school, they need someone to look out for them. Whether it is a reminder for a field trip, or to help listen and be patient when they are trying to explain how they got hurt on the playground, they need someone comfortable to be able to sit with. Many times, I "triage" the student's folders and only send home what is necessary so that the engagement is focused on the needs of the student.

From these perspectives, in relation to QM2, the perceived role of the ENL teacher is to monitor students and support them emotionally when they need help. This devalues the knowledge and education that ENL teachers have to offer to the school and the classroom.

Statement 44 (*We need ENL policies that are clear as those for special ed students, Q = 2.65*), is another consensus statement in relation to QM1 and QM2. In QM2, specifically, statement 33 plays an important role in advocating for clearer expectations for the ENL teacher role and position. Specifically, case 12 rationalized, “There are sometimes where scheduling students can be a hassle, even though it is mandated. Clearer policies regarding ENL students will help other staff members realize the importance of the service of these students.” In this situation, there is a need for policies regarding setting expectations for staff in the school. Additionally, case 42 supports this further with, “Push-In ENL teachers are always seen as a glorified pointer, a teacher’s assistant or a para. Because of this, it almost doesn't seem imperative for classroom teachers to properly allow ENL teachers to service their students.” ENL teachers who relate to QM2 felt that their position was devalued and therefore lacked the policies to really support them and back them when it came to providing services for their students. Lastly, case 28 put into perspective one clear issue, “Special Ed has IEPs. ENL has nothing.” In comparison to Special Education students, ENL students lack the documentation and support that is required when a student has an IEP. The lack of formal documentation clearly establishes a discrepancy in the role of the ENL teacher when providing services.

Statement 37 (*My observations are often done by people who don't understand ENL, Q = 2.03*), though weaker than the others, expresses a concern regarding administration and evaluation. In this situation, an ENL teacher’s skills and knowledge may not be evaluated appropriately especially if the administrator is not aware of the strategies that are being implemented. In QM2 this statement supports the fact that there are inconsistencies concerning the professional standing of an ENL teacher.

Negatively scored statements for QM2 reflect perceptions that were not held or may be disagreed upon by the sorters. Statements 4 (*I lack the classroom materials I need to support ENL students,  $Q = -3.50$* ), statement 15 (*I need a lot more technology to help me in working with ENL students,  $Q = -2.97$* ), and statement 12 (*I struggle to find the financial support needed for ENL programs,  $Q = -2.20$* ) express the view that there is a proper amount of supplies and material for student support. In this  $Q$  model, based on these statements, the teachers felt that the schools were able to support them sufficiently in order to perform their jobs. Case 52 went on to state, "I receive classroom materials whenever I ask."

Statements 14 (*I often feel in physical danger when working with ENL students,  $Q = -3.45$* ) and 10 (*ENLs have a lot more disciplinary problems than other students,  $Q = -2.25$* ) further demonstrate that the schools were safe places based on the perspectives of the participants, yet the relationship seemed to suffer between the ENL teacher and the students when they were not always in the classroom. Case 36 remarked (in reacting to statement 14) that:

Never, I never feel in danger when working with the students. In fact, I have found that working with the students in small groups has helped with our relationship and their behavior. When pushing into the classroom that is when the relationship suffers. It is hard sometimes to walk the fine line of support by the child's side but also helping the child stay engaged in the full class lesson.

In connection to the positively scored statements, this reflection demonstrated the struggle that occurs in the classroom where push-in ENL teachers were not respected by their mainstream counterpart. In concurring with this, case 54 wrote:

I have never felt in danger while working with my students, and I have taught K-12. I find that building relationships with students is key, and I feel as though most would

never even think of hurting me. I have been invited and attended family dinners, graduation parties, birthday parties, and had play dates with my own children at the homes of my students. I have never felt unsafe or worried for my physical well-being.

To me, most ENL families are extremely grateful, appreciative, and respectful. I think it is one of my favorite parts of being an ENL teacher!

In this instance, it is apparent that there was respect on the part of the families and students, but as clearly noted in this QM2, the teachers lacked the respect and support of the mainstream teachers.

This concept is further supported by the negatively scoring of statements 2 (It's much harder to communicate with ENL parents than other parents,  $Q = -3.43$ ) and 6 (I always find it challenging to explain my role to ENL parents,  $Q = -2.68$ ). QM2 perceived parents as accessible and easy to communicate with. There was respect and understanding from their position which differed greatly from the classroom environment.

Statement 1 (*I haven't had enough training in using technology in the classroom*,  $Q = -2.83$ ) and statement 9 (*My professional development should focus much more on ENL teaching*,  $Q = -2.79$ ) explain that in QM2, there is a clear understanding and preparedness regarding resources and supports. These ENL teachers perceived that they have the tools necessary to perform their role, but, as stated earlier by the positively scored statements, lacked the support and respect to utilize them.

In QM2, statement 19 (*I feel the NYSESLAT takes far too much time away from instruction*,  $Q = -2.41$ ) expresses that ENL teachers feel that the NYSESLAT is not a waste of time. In this situation, the statement reflects that elementary ENL teachers in this study perceive the assessment as a necessity and resource to evaluate student growth. Though the NYSESLAT

can take time to administer it, it is a tool that ENL teachers use to understand their student's growth.

Collectively, QM2 represents the views of elementary ENL teachers concerning their position in the classroom and the struggles they encounter when collaborating and working with their co-teachers. In some cases, they cannot assert their position with the co-teachers and often lack the space to provide their services when they push-in. Additionally, collaboration in connection to planning and leading instruction appear to be one-sided and challenging. Yet, even with such challenges, there is a clear emphasis on being prepared and having the knowledge to perform their role. Meanwhile their connection to the community and parents seemed to be understood and regarded with respect.

### ***Q* Model 3: The Challenge of Time**

As shown in Table 4.4, QM3 represents the shared viewpoints of a group of elementary ENL teachers who would agree that a challenge with being an ENL teacher is that there is lack of time to accomplish tasks. Basically, this entails that the elementary ENL teachers lack the ability to complete their tasks, collaborate with teachers, and service their students efficiently because there is not enough time in the day to do it. This *Q* model explains 7.68% of the statements' variance in the *Q* sorts and reveals the views shared uniquely by 10 (18.2%) respondents of the study. This model also reflects at least the partial viewpoints of 13 (23.6%) additional participants, so it provides a window into the views of the challenges ENL teachers face of a total of 23 (41.8%) ENL teachers who participated in this study. Table 4.4 provides a means of visualizing the interpretation of the model, where salient positive statements are highlighted in green and salient negative statements are highlighted in yellow, and non-salient statements are shown in white.



Table 4.4

*Q Model 3: Highly Supported, Combined with Lack of Time*

Item	Z3	Q3	Statement
38	2.05	4.23	There is never enough time in a week to accommodate all ENL students.
36	2.04	4.21	I have a larger caseload of students than I am able to service well.
39	1.61	3.32	I always struggle with meeting the weekly hours required for ENLs.
8	1.22	2.51	I never have enough planning time with co-teachers during the day.
21	1.20	2.48	Grade-level assessments are just not adequate to evaluate ENLs.
26	1.14	2.35	The NYSITELL test often misclassifies some of my students as ENL.
28	1.09	2.26	It is hard to accommodate so many different proficiency levels.
31	0.95	1.95	I have to be an advocate for ENLs when they're misunderstood.
18	0.88	1.82	We need a continuous process to track the progress of ENL students.
3	0.82	1.70	I find it challenging to transition between multiple school subjects.
44	0.77	1.59	We need ENL policies that are clear as those for special ed students.
5	0.75	1.56	I'm almost totally overwhelmed by the work I have to complete.
4	0.70	1.44	I lack the classroom materials I need to support ENL students.
17	0.69	1.42	Differentiating instruction is especially hard with ENL students.
42	0.64	1.32	I find it challenging to constantly shift among ENL grade levels.
9	0.59	1.22	My professional development should focus much more on ENL teaching.
19	0.50	1.03	I feel the NYSESLAT takes far too much time away from instruction.
34	0.41	0.85	It's challenging to connect the curricula to ENL students' cultures.
2	0.38	0.78	It's much harder to communicate with ENL parents than other parents.
48	0.27	0.55	I believe mainstream teachers have unrealistic expectations for ENLs.
37	0.14	0.29	My observations are often done by people who don't understand ENL.
25	0.13	0.27	I feel too much pressure to have my students succeed on state exams.
46	0.10	0.21	Anti-immigration politics makes teaching ENL students harder.
12	0.01	0.03	I struggle to find the financial support needed for ENL programs.
32	-0.04	-0.07	I don't have a dedicated room to provide services all of my students.

11	-0.11	-0.23	I feel that administrators often ignore the needs of ENL teachers.
1	-0.14	-0.28	I haven't had enough training in using technology in the classroom.
45	-0.24	-0.50	It's hard to teach ENL students with so many different languages.
35	-0.29	-0.59	I don't have enough emotional support for myself as an ENL teacher.
15	-0.29	-0.60	I need a lot more technology to help me in working with ENL students.
47	-0.32	-0.66	It's a struggle to collaborate with co-teacher/s not trained in ENL.
30	-0.33	-0.69	Teacher education programs do a bad job in preparing ENL teachers.
40	-0.36	-0.74	I'm always frustrated by the lack of growth that ENL students show.
29	-0.36	-0.75	I don't have personal space when working in a co-teaching classroom.
23	-0.49	-1.01	It's unfair to expect me to teach ENLs English almost immediately.
20	-0.52	-1.08	Emotional support is more important than instruction for ENL students.
22	-0.54	-1.11	It's hard to get to really know students well because I push-in.
43	-0.60	-1.24	Because I push-in, it's hard to develop an identity with the students.
6	-0.74	-1.53	I always find it challenging to explain my role to ENL parents.
27	-0.96	-1.98	As an ENL teacher, I don't have a typical departmental identity.
13	-1.09	-2.24	As an ENL teacher, I am isolated from most other teachers and staff.
10	-1.29	-2.66	ENLs have a lot more disciplinary problems than other students.
7	-1.33	-2.74	My co-teacher/s do not respect my suggestions for our ENL students.
41	-1.47	-3.04	Many co-teachers don't see my role in the classroom the same way I do.
16	-1.54	-3.17	I'm very often treated unprofessionally by non-ENL faculty and staff.
24	-1.91	-3.93	I seldom receive recognition from my co-teacher/s for the work I do.
14	-1.97	-4.07	I often feel in physical danger when working with ENL students.
33	-2.16	-4.46	I often feel unsupported in the classroom by my gen ed co-teacher/s.

*Note.* Eigenvalue = 7.68. % variance explained = 13.96. Unique loaders = 10 (18.2%). Total loaders = 23 (41.8%). Z1 = standardized factor score. Q1 = Q score.

This model reflects the views of elementary ENL teachers who believe that there is insufficient time to complete tasks and accommodate the needs of the students. A preliminary review of the statements shows that there are seven positively scored salient statements with  $Q$  scores  $\geq 2.00$  and eight negatively scored salient statements with  $Q$  scores  $\leq -2.00$ . These statements explain a belief that the co-teacher or mainstream teachers held regarding time as a main factor affecting their performance and success. Likewise, the teachers that relate to QM3 find it challenging to accommodate the needs of their students and fellow teachers because they have large caseloads and varying leveled students. This is discussed below with the analysis of each statement.

Statement 38 (*There is never enough time in a week to accommodate all ENL students, Q = 4.23*), statement 36 (*I have a larger caseload of students than I am able to service well, Q = 4.21*), statement 39 (*I always struggle with meeting the weekly hours required for ENLs, Q = 3.32*), and statement 28 (*It is hard to accommodate so many different proficiency levels, Q = 2.26*) reflect the time issue that is prevalent in this  $Q$  model. In QM3, the mindset is connected to that of ENL teachers who feel overwhelmed by the number of students they have to accommodate, the different grades they are working with, and the interdisciplinary approach they need to be knowledgeable about. Specifically, based on statement 36 (*I have a larger caseload of students than I am able to service well*), case 54 iterated:

This goes along with the first (Statement 42: I find it challenging to constantly shift among ENL grade levels). I find that because my caseload is so large, I am unable to provide the quality time and schedule times that work best for the language needs of my students. There is just not enough time to meet the needs, as the ELLs are often in different classrooms. If there are Expanding/Commanding students in several different

rooms, I have to schedule time with each of those classrooms. Thankfully, most of the teachers in my building are flexible and understand that I am doing what is best for the ELLs, so I am able to be creative with my schedule. But it is almost always never enough time, and I often go without adequate lunch and planning periods to accommodate the ENL minutes.

In this individual situation, case 54 expressed annoyance with the program and scheduling that occurs in that subject's school. Case 54 felt that the school and teacher accommodated the situation, but that there was never enough time to meet all the needs of the students without some form of sacrifice. This issue was echoed by case 46, who wrote, "Students are not being given the minutes they are required so I have to use the consult model with their teachers." Clearly, the challenge of communication is a part of QM3 but regarding not having enough time to engage in it. Similarly, case 7 and case 32, and case 17 found it challenging to service all their students because of large caseloads of students which leads to a shortage of time to service them all (a reflection on statement 38). Additionally, in connection to statement 39 (*I always struggle with meeting the weekly hours required for ENLs*) case 17 expressed, "I service two testing grades and can't meet the weekly required hours." Again, there appears to be a clear connection to an issue of time in order to accommodate the needs of the students.

Statement 8 (*I never have enough planning time with co-teachers during the day, Q = 2.51*) is a consensus statement with QM1, but reflects a different meaning in QM2. In this situation, the statement explains that with a wider range of students to service (grades, proficiency levels, and content), the ENL teachers struggle to collaborate with the mainstream teachers. This was supported by case 16:

I teach multiple grades and prep time is different. Our schedule is done based on when I can see the students and so there is no time to plan with teachers, I also work with 5 different teachers so that makes it very difficult.

This concept is different from QM1 which explained that there was a lack of respect which impacted the collaboration process. In QM2 the real challenge arose with making time to meet with teachers and work with them so that the students could be supported. Case 38 even mentioned, “I plan through email and texting-not face-to-face.” In this situation, the interaction between the ENL teacher and mainstream teachers is an online interaction because there was not enough time for face-to-face interactions.

Statement 21 (*Grade-level assessments are just not adequate to evaluate ENLs, Q = 2.48*) and statement 26 (*The NYSITELL test often misclassifies some of my students as ENL, Q = 2.35*) address an issue with the evaluation system. This ties into QM3 because the students need more time to learn and grow before they can be evaluated effectively. Explicitly, case 40 explained:

In most cases, ENL students do not possess the language skills necessary to take a grade-level assessment. When an ELL is given a grade level math, science, or social studies test, it becomes a language assessment because they don't know the necessary vocabulary to truly show their understanding of the content.

ENL students take time to acquire language. This was explained in Chapter II. This connection in QM3 reflects a clear issue with the expectations that are mandated of them and the actual time it takes to accomplish these goals. Comparably, case 39 explained, “It’s unfair to grade ELLs on grade level assessments and give them 1's on report card especially beginners.” Again, it is perceived that ENL students are misevaluated, a theme that occurred in QM1, but in relation to the time that is required to learn and grow. These students, based on the perceptions in QM3,

require time to adapt to the school curriculum and material and learn how to express themselves using the vocabulary and academic language.

Statements that were negatively ranked in QM3 common express views that were not agreed with. For instance, statement 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s,  $Q = -4.46$* ), statement 24 (*I seldom receive recognition from my co-teacher/s for the work I do,  $Q = -3.93$* ), statement 16 (*I'm very often treated unprofessionally by non-ENL faculty and staff,  $Q = -3.17$* ), statement 41 (*Many co-teachers don't see my role in the classroom the same way I do,  $Q = -3.04$* ), and statement 7 (*My co-teacher/s do not respect my suggestions for our ENL students,  $Q = -2.74$* ) reflect that the teachers felt highly supported in the schools and were respected by the colleagues and staff. In relation to statement 24, case 31 stated:

I am lucky to be in a district and school where I am highly respected. I DO

UNDERSTAND that this is not the case for many of my colleagues in other districts.

I've also experienced the OPPOSITE during my own student teaching experiences many years ago.

Here, it is prevalent that respect was relevant to this participant and QM at the current time of the survey. If previously taken, the views might have changed for this participant and they might have aligned with a different model. Additionally, case 53 agreed:

Teachers are very appreciative of the support given to them. As a district, we hold a graduation ceremony for ENL students who reach the commanding level of the NYSESLAT. Our classroom teachers attend this event and love to celebrate the success of the students as well as the impact I have made on our ELLs.

In this situation, it was apparent that the success of the students is reflected on the teacher, therefore fostering an understanding about the ENL teacher's role in the school. There is

appreciation for the support and service that the ENL teachers do when it comes to QM3.

Reflecting on statement 24 (*I seldom receive recognition from my co-teacher/s for the work I do*) case 7 echoed, “While I am aware that this is often the case as a push-in teacher, I am fortunate to work with teachers who appreciate my work and express it regularly” and case 24 expressed, “My co teachers praise and support my decisions and teaching abilities.” Additionally, statement 41 (*Many co-teachers don't see my role in the classroom the same way I do*) demonstrates that many of the ENL teachers who align with QM3 agree that administration is understanding of their role and supportive of the actions they take. Case 53 even wrote:

I am fortunate to have a leader who uses the ENL position as a leadership role in the building. I act as an instructional coach for classroom teachers and classroom teachers respect the work I do, look for me to support them and continually want to learn more.

From the collective statements, it appeared that those in QM3 felt supported and respected by not only the teachers and staff, but also by the administration and those that observe them.

Statement 14 (*I often feel in physical danger when working with ENL students, Q = -4.07*) and statement 10 (*ENLs have a lot more disciplinary problems than other students, Q = -2.66*) present a clear picture of an environment that is conducive to learning. These two statements represent QM3’s views about discipline and perceived danger which did not seem apparent in the schools. Instead, these participants viewed the students as appreciative and grateful even though at times there may be a few who may cause problems. Overall, the reflections for these statements conveyed a unanimous view that there was no danger in working with ENL students in the elementary schools.

Statement 13 (*As an ENL teacher, I am isolated from most other teachers and staff, Q = -2.24*) is another statement that is highly regarded as untrue by participants who relate to QM3.

In connection to QM3, it is agreed that the elementary ENL teacher have other teachers or staff to talk to. Case 34 stated, “I am not isolated, I always have a teacher to talk to.” Therefore, this establishes that in QM3, the view is the school is a community that the ENL teachers feel a part of and to which they feel connected.

Collectively, these statements regarding QM3 demonstrate that there is high support in the schools for the ENL teachers, but the time is not there to meet with mainstream teachers, accommodate the needs of the students, and prepare material for all the students. Those whose viewpoint is reflected in QM3 believe that the school and staff appreciate all their work, but they feel that they are not able to perform to the best of their abilities due to poorly scheduled students and larger caseloads than is possible to accommodate.

## PART 2

### COMPARISON OF SHARED VIEWPOINTS ACROSS THE *Q* MODELS

The findings in Part 1 focused on individually defining and interpreting the three *Q* models. In this section, I compare the models using the following criteria: (a) highly distinguishing statements; (b) valance statements; (c) consensus statements; and (d) non-salient statements. Valance statements (defined in Chapter III as those with a mean absolute value  $Q \geq 2.50$  across all the models) provide valuable information about the views in each *Q* Model. Consensus statements reflect the views shared across models and non-salient statements indicate viewpoints that are not definitive or relevant to any of the participants in this study. Table 4.5 presents a summary comparison of the three *Q* models.



Table 4.5

*Comparison of Q Models (Sorted by Descending Maximum Difference)*

Item	Q1	Q2	Q3	Valence	Max Diff. $\Delta$	Statement
38	-4.74	0.69	4.23	3.22	8.97	There is never enough time in a week to accommodate all ENL students.
39	-5.56	0.05	3.32	2.98	8.88	I always struggle with meeting the weekly hours required for ENLs.
36	-4.09	-0.18	4.21	2.83	8.31	I have a larger caseload of students than I am able to service well.
41	1.42	4.00	-3.04	2.82	7.03	Many co-teachers don't see my role in the classroom the same way I do.
33	-0.33	1.81	-4.46	2.20	6.28	I often feel unsupported in the classroom by my gen ed co-teacher/s.
2	2.08	-3.43	0.78	2.10	5.51	It's much harder to communicate with ENL parents than other parents.
9	2.40	-2.79	1.22	2.14	5.18	My professional development should focus much more on ENL teaching.
43	-1.47	3.63	-1.24	2.11	5.10	Because I push-in, it's hard to develop an identity with the students.
4	-0.28	-3.50	1.44	1.74	4.94	I lack the classroom materials I need to support ENL students.
42	-1.74	2.67	1.32	1.91	4.41	I find it challenging to constantly shift among ENL grade levels.
24	-0.64	0.46	-3.93	1.68	4.39	I seldom receive recognition from my co-teacher/s for the work I do.
19	1.92	-2.41	1.03	1.78	4.32	I feel the NYSESLAT takes far too much time away from instruction.
15	1.22	-2.97	-0.60	1.59	4.18	I need a lot more technology to help me in working with ENL students.
1	1.26	-2.83	-0.28	1.46	4.08	I haven't had enough training in using technology in the classroom.
18	3.41	-0.62	1.82	1.95	4.03	We need a continuous process to track the progress of ENL students.
37	-1.98	2.03	0.29	1.43	4.00	My observations are often done by people who don't understand ENL.
47	1.15	3.15	-0.66	1.65	3.81	It's a struggle to collaborate with co-teacher/s not trained in ENL.
6	0.90	-2.68	-1.53	1.70	3.58	I always find it challenging to explain my role to ENL parents.
48	0.78	4.05	0.55	1.79	3.50	I believe mainstream teachers have unrealistic expectations for ENLs.
3	0.20	-1.46	1.70	1.12	3.16	I find it challenging to transition between multiple school subjects.
35	-1.92	1.21	-0.59	1.24	3.13	I don't have enough emotional support for myself as an ENL teacher.
13	0.84	-0.20	-2.24	1.10	3.09	As an ENL teacher, I am isolated from most other teachers and staff.
22	0.72	1.90	-1.11	1.24	3.00	It's hard to get to really know students well because I push-in.
17	0.54	-1.58	1.42	1.18	2.99	Differentiating instruction is especially hard with ENL students.

16	-1.22	-0.18	-3.17	1.52	2.99	I'm very often treated unprofessionally by non-ENL faculty and staff.
27	-0.16	1.00	-1.98	1.05	2.98	As an ENL teacher, I don't have a typical departmental identity.
29	1.69	2.21	-0.75	1.55	2.96	I don't have personal space when working in a co-teaching classroom.
5	1.02	-1.27	1.56	1.28	2.83	I'm almost totally overwhelmed by the work I have to complete.
7	0.00	-0.39	-2.74	1.04	2.74	My co-teacher/s do not respect my suggestions for our ENL students.
20	1.63	-0.82	-1.08	1.18	2.71	Emotional support is more important than instruction for ENL students.
26	1.25	-0.28	2.35	1.29	2.63	The NYSITELL test often misclassifies some of my students as ENL.
8	2.76	0.13	2.51	1.80	2.63	I never have enough planning time with co-teachers during the day.
46	-1.95	0.60	0.21	0.92	2.54	Anti-immigration politics makes teaching ENL students harder.
32	-1.60	0.80	-0.07	0.82	2.40	I don't have a dedicated room to provide services all of my students.
21	2.84	0.50	2.48	1.94	2.34	Grade-level assessments are just not adequate to evaluate ENLs.
11	1.07	-1.26	-0.23	0.85	2.33	I feel that administrators often ignore the needs of ENL teachers.
40	-3.04	-1.17	-0.74	1.65	2.29	I'm always frustrated by the lack of growth that ENL students show.
12	-0.40	-2.20	0.03	0.88	2.23	I struggle to find the financial support needed for ENL programs.
28	0.19	2.08	2.26	1.51	2.06	It is hard to accommodate so many different proficiency levels.
23	0.99	0.13	-1.01	0.71	2.00	It's unfair to expect me to teach ENLs English almost immediately.
25	-1.29	0.62	0.27	0.73	1.91	I feel too much pressure to have my students succeed on state exams.
44	3.25	2.65	1.59	2.50	1.66	We need ENL policies that are clear as those for special ed students.
34	-0.68	0.88	0.85	0.80	1.56	It's challenging to connect the curricula to ENL students' cultures.
30	0.76	-0.29	-0.69	0.58	1.44	Teacher education programs do a bad job in preparing ENL teachers.
45	-1.83	-1.77	-0.50	1.37	1.33	It's hard to teach ENL students with so many different languages.
31	3.21	2.74	1.95	2.63	1.26	I have to be an advocate for ENLs when they're misunderstood.
10	-1.47	-2.25	-2.66	2.12	1.19	ENLs have a lot more disciplinary problems than other students.
14	-3.08	-3.45	-4.07	3.53	0.99	I often feel in physical danger when working with ENL students.

*Note.* Max diff. indicates the maximum distance in the scores of an item in the statement between  $Q$  models. The red color demarks those statements deemed as “distinguishing” with Max. Diff. scores  $\geq 5.0$ . Valence is defined as the mean absolute value of  $Q$  scores for a statement across all models.

### Distinguishing Statements Across the Three *Q* Models

In order to identify the distinguishing statements, the difference between *Q* scores was calculated for each statement for each pair of *Q* models and the maximum of those differences was defined as Max Diff. ( $\Delta$ ). Table 4.6 identifies eight distinguishing statements based  $\Delta \geq 5.00$ .

Table 4.6

*Comparison of Q Models, Showing Highly Distinguishing Statements Across All Q Models Sorted by Max Differences*

Item	Q1	Q2	Q3	Max Diff. $\Delta$	Themes	Statement
38	-4.74	0.69	4.23	8.97	SCH	There is never enough time in a week to accommodate all ENL students.
39	-5.56	0.05	3.32	8.88	SCH	I always struggle with meeting the weekly hours required for ENLs.
36	-4.09	-0.18	4.21	8.31	SCH	I have a larger caseload of students than I am able to service well.
41	1.42	4.00	-3.04	7.03	IDT	Many co-teachers don't see my role in the classroom the same way I do.
33	-0.33	1.81	-4.46	6.28	STI	I often feel unsupported in the classroom by my gen ed co-teacher/s.
2	2.08	-3.43	0.78	5.51	STT	It's much harder to communicate with ENL parents than other parents.
9	2.40	-2.79	1.22	5.18	TRA	My professional development should focus much more on ENL teaching.
43	-1.47	3.63	-1.24	5.10	IDT	Because I push-in, it's hard to develop an identity with the students.

Note. MaxDiff ( $\Delta$ ) indicates the maximum distance in the scores of an item in the statement sample between *Q* models. Salient statements with *Q* score  $\geq 2.00$  are highlighted in green. Salient statements with *Q* score  $\leq -2.00$  are highlighted in yellow. Non-salient statements are shown in white. Themes: SCH = Scheduling, IDT = Identity, STI = Staff interactions, STT = stereotype, TRA = training. See Chapter III for details on the themes.

### Distinguishing Statements in *Q* Model 1

*Q* Model 1 (QM1) represents the shared viewpoints of elementary ENL teachers who believe that there are a lack of protocols and guidelines to support and evaluate ENL students, as contrasted to *Q* Model 2 and *Q* Model 3. The distinguishing viewpoints related to *Q* Model 1

exemplify such themes as scheduling, teacher training, and stereotypes. However, QM1 also identifies new themes in relation to classroom interactions related to students and teachers.

Specifically, within QM1, the theme of scheduling was a highlighted issue among several distinguishing statements. QM1 reflects a disagreement with statements 38 (*There is never enough time in a week to accommodate all ENL students,  $\Delta = 8.97$* ), 39 (*I always struggle with meeting the weekly hours required for ENLs,  $\Delta = 8.88$* ), and 36 (*I have a larger caseload of students than I am able to service well*), which contrasts with Q Model 3. These statements demonstrate that, within QM1, the teachers can manage their caseloads because they have the time to meet the mandated hours of service and have a manageable number of students.

QM1 also distinguishes itself because this model expresses concern related to communicating with parents and lacking professional development to perform their jobs. This model demonstrates that though the teachers want better protocols, they require the training to work with parents and students equally. This is exemplified by statements 2 (*It's much harder to communicate with ENL parents than other parents,  $\Delta = 5.51$* ) and 9 (*My professional development should focus much more on ENL teaching,  $\Delta = 5.18$* ).

Additionally, QM1 distinguishes itself with a surprisingly non-definitive view about experience with co-teachers, which contrasts with QM2 and QM3. Teachers who relate to QM1 are not as concerned with who they work with and how their co-teachers view them. This is exemplified by the value of statements 41 (*Many co-teachers don't see my role in the classroom the same way I do,  $\Delta = 7.03$* ) and 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s,  $\Delta = 6.28$* ). This view might reflect QM1's emphasis on protocol and regulation reforms in order to better meet the needs of the ENL students.

QM1 also has a non-definitive view about identity related to building relationships with students, which contrasts with QM2. This is indicated by the views of statement 43 (*Because I push-in, it's hard to develop an identity with the students,  $\Delta = 5.10$* ). Based on this distinguishing statement, those who relate to QM1 feel that their relationship with students is neither hindered nor fostered by the push-in model. Rather their focus is related to building regulations and protocols that will help the ENL students.

### **Distinguishing Statements in Q Model 2**

Q Model 2 (QM2) represents elementary ENL teachers who believe they are well-prepared and knowledgeable, but lack respect from their co-teacher and struggle with collaboration, as contrasted to Q Model 1 and Q Model 3. The distinguishing viewpoints related to QM2 exemplify three themes: (a) identity in relationship to role in the classroom, (b) stereotyping in the schools, and (c) training. However, QM2 also portrays non-definitive views pertaining to staff interactions and scheduling.

Based on the distinguishing statements, teachers who relate to QM2 struggle with their role regarding communication and collaboration with the mainstream teacher in the classroom which contrasts with QM3. QM2 presents that elementary ENL teachers find it challenging to build relationships with students and the co-teacher/s. These teachers feel that they are not given the opportunities nor the respect to perform their job in the classroom. This concept is indicated by statements 41 (*Many co-teachers don't see my role in the classroom the same way I do,  $\Delta = 7.03$* ), 43 (*Because I push-in, it's hard to develop an identity with the students,  $\Delta = 5.10$* ), and 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s,  $\Delta = 6.28$* ). The viewpoint in QM2 is held by teachers who struggle with collaboration and co-teaching because their position in the classroom lacks support and respect from the co-teacher.

QM2 also distinguishes itself from QM1 because within this model the teachers can communicate with parents and do not require professional development to perform their jobs. This model demonstrates that though the teachers struggle with their co-teachers, they do not require the training working with their ENL students. This is represented by statements 2 (*It's much harder to communicate with ENL parents than other parents*,  $\Delta = 5.51$ ) and 9 (*My professional development should focus much more on ENL teaching*,  $\Delta = 5.18$ ). Participants who align with QM2 have the skills and knowledge to complete their jobs, therefore they are able to build strong relationships with those outside of the classroom. As stated above, these teachers struggle with their relationship with the co-teacher because they are unable to advocate for themselves.

Additionally, QM2 is distinguished from QM1 and QM3 because it holds no definitive perspective in relation to the scheduling theme. This is supported by statements 38 (*There is never enough time in a week to accommodate all ENL students*,  $\Delta = 8.97$ ), 39 (*I always struggle with meeting the weekly hours required for ENLs*,  $\Delta = 8.88$ ), and 36 (*I have a larger caseload of students than I am able to service well*,  $\Delta = 8.31$ ); all three of which identify caseloads and meeting the mandated hours as an issue. Those in QM2 are either unable to relate to this theme or find this issue to not be prevalent in their current position.

### **Distinguishing Statements in Q Model 3**

Q Mode 3 (QM3) differs from QM1 and QM2 in its views related to time. In QM3, there is a definitive emphasis on feeling highly supported, yet lacking the time to manage and maintain their schedules. In this model, the distinguishing statements relate to themes associated with scheduling, identity, and staff interaction.

Specifically, within QM3, the theme of scheduling was highlighted as an issue among some of the distinguishing statements. QM3 reflects an agreement with statements 38 (*There is never enough time in a week to accommodate all ENL students,  $\Delta = 8.97$* ), 39 (*I always struggle with meeting the weekly hours required for ENLs,  $\Delta = 8.88$* ), and 36 (*I have a larger caseload of students than I am able to service well*), which contrasts with Q Model 1. These statements demonstrate that, within QM3, the teachers struggle to manage their caseloads because they do not have the time to meet the mandated hours of service and they do not have a manageable number of students.

QM3 also reflects the belief that ENL teachers are supported and respected by their co-teachers, which contradicts QM2. This is reinforced by the negative ranking of statements 41 (*Many co-teachers don't see my role in the classroom the same way I do,  $\Delta = 7.03$* ) and 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s,  $\Delta = 6.28$* ). These teachers in QM3 are able to work with their co-teachers effectively and communicate their role clearly. Therefore, they do not struggle in the classroom with issues related to collaboration and co-teaching which is contrary to QM2.

Additionally, QM3 is distinguished from QM1 and QM2 because it holds no definitive perspective in relation to communication, training, and identity. This is supported by the distinguishing statements 2 (*It's much harder to communicate with ENL parents than other parents,  $\Delta = 5.51$* ), 9 (*My professional development should focus much more on ENL teaching,  $\Delta = 5.18$* ), and 43 (*Because I push-in, it's hard to develop an identity with the students,  $\Delta = 5.10$* ). Among these three statements, there are relevant themes of communication and training. Basically, QM3 represents neutral views about their ability to communicate and relate to parents

and students and perform their job efficiently. These teachers in QM3 are either unable to relate to these themes or find these issues to not be prevalent in their current position.

### High-Valence Statements

As explained in Chapter III, high-valence statements are statements with relatively higher mean absolute value  $Q$  scores across the  $Q$  models. As shown in Table 4.7, seven statements qualify as high Valence ( $V$ ) statements. The themes that emerged from these statements are stereotypes, scheduling, training, identity, and mandates. These high-valence statements are discussed below in relation to each the three  $Q$  Models discovered in this study.

Table 4.7

#### *High-Valence Statements Across All Q Models Sorted by Valence*

Item	Q1	Q2	Q3	Valence	Themes	Statement
14	-3.08	-3.45	-4.07	3.53	STT	I often feel in physical danger when working with ENL students.
38	-4.74	0.69	4.23	3.22	SCH	There is never enough time in a week to accommodate all ENL students.
39	-5.56	0.05	3.32	2.98	SCH	I always struggle with meeting the weekly hours required for ENLs.
36	-4.09	-0.18	4.21	2.83	SCH	I have a larger caseload of students than I am able to service well.
41	1.42	4.00	-3.04	2.82	IDT	Many co-teachers don't see my role in the classroom the same way I do.
31	3.21	2.74	1.95	2.63	STT	I have to be an advocate for ENLs when they're misunderstood.
44	3.25	2.65	1.59	2.50	MDT	We need ENL policies that are clear as those for special ed students.
33	-0.33	1.81	-4.46	2.20	STT	I often feel unsupported in the classroom by my gen ed co-teacher/s.
9	2.40	-2.79	1.22	2.14	TRA	My professional development should focus much more on ENL teaching.
10	-1.47	-2.25	-2.66	2.12	STT	ENLs have a lot more disciplinary problems than other students.
43	-1.47	3.63	-1.24	2.11	IDT	Because I push-in, it's hard to develop an identity with the students.
2	2.08	-3.43	0.78	2.10	STT	It's much harder to communicate with ENL parents than other parents.



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*Note.* Valance is calculated as the mean absolute value of  $Q$  scores for each statement across all three models. Statements are deemed as salient valence ( $V \geq 2.00$ ) are shown and highlighted in light blue. Themes: STT = Stereotypes, SCH = schedule, IDT = Identity, TRA = Training and MDT = Mandate

### **High-Valence Statements in $Q$ Model 1**

Through the evaluation of high-valence statements further insight about QM1 can be provided and related to the highly distinguished statements discussed above. Specifically, QM1 identifies participants who support policy reforms and additional evaluations for ENL students. Themes related to mandates, training, stereotypes, and schedules emphasize QM1.

Within QM1, stereotype is a theme that emerges strongly based on the high valence statements. Specifically, statements 14 (*I often feel in physical danger when working with ENL students,  $V = 3.53$* ) and 10 (*ENLs have a lot more disciplinary problems than other students,  $V = 2.12$* ) identify a clear view about the lack of danger associated with ENL teaching. This means that in this study elementary ENL teachers perceive ENL students as not dangerous and that these participants feel very safe in the schools in which they work. Additionally, within the theme of stereotype, these teachers struggle with their communication with parents. This is supported by the agreement with statement 2 (*It's much harder to communicate with ENL parents than other parents,  $V = 2.10$* ). QM1 reflects different interpretations of stereotypes among the ENL students.

Another prevalent issue that arises within QM1 is a desire to change and reform the ENL programs. These teachers who align with QM1 believe that there is a need for changes and reforms to support ENL instruction. Specifically, the agreement with statements 9 (*My professional development should focus much more on ENL teaching,  $V = 2.14$* ), 31 (*I have to be an advocate for ENLs when they're misunderstood,  $V = 2.63$* ) and 44 (*We need ENL policies that are clear as those for special ed students,  $V = 2.50$* ) reflect that ENL teachers feel that they need

to advocate for their students and encourage policy reforms that will support their students' needs. This concept is also supported by QM2, yet not definitive among QM3.

Yet even with the challenges not addressed by the policies, participants in QM1 feel strongly that they are able to perform their duties and meet the current mandates. This is supported by the disagreement with statements 38 (*There is never enough time in a week to accommodate all ENL students, V = 3.22*), 39 (*I always struggle with meeting the weekly hours required for ENLs, V = 2.98*), and 36 (*I have a larger caseload of students than I am able to service well, V = 2.83*). This concept is also supported by QM3, yet not opposed in QM2.

Lastly, with no definitive standing about co-teaching and classroom interactions with students, QM1 focuses mostly on reforming policies related to ENL instruction. This is supported by the lack of commitment to statements 41 (*Many co-teachers don't see my role in the classroom the same way I do, V = 2.82*), 43 (*Because I push-in, it's hard to develop an identity with the students, V = 2.11*), and 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s, V = 2.20*). QM1 reflects that their role in the schools is mostly impeded by the lack of mandates that exist in the school as opposed to the teachers and staff which contradicts QM2 because those in QM1 do not emphasize the teachers or staff in their model.

### **High-Valence Statements in Q Model 2**

Through the evaluation of high-valence statements further insight about QM2 can be provided and related to the highly distinguished statements discussed above (see Table 4.7). Specifically, QM2 identifies elementary ENL teachers who believe they are well-prepared and knowledgeable, but lack respect from their co-teacher and struggle with collaboration. Themes related to mandates, identity, training, and stereotypes are emphasized in QM2.

A prevalent theme within QM2 is identity. This theme based upon the agreement with statements 41 (*Many co-teachers don't see my role in the classroom the same way I do, V = 2.82*), 43 (*Because I push-in, it's hard to develop an identity with the students, V = 2.11*), and 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s, V = 2.20*) because it emphasizes the teacher's role within the classroom. In QM2 it is apparent that the teachers struggle with their identity within the classroom which relates to the holistic view that the ENL teacher struggle collaboration and co-teaching.

Additionally, this struggle presented in QM2 is supported by statements 31 (*I have to be an advocate for ENLs when they're misunderstood, V = 2.63*) and 44 (*We need ENL policies that are clear as those for special ed students, V = 2.50*) because in QM2 the ENL teachers struggle to defend and support their students. Overall, the ENL teachers who relate to QM2 believe that they struggle to effectively support their students and require additional protocols or mandates that will protect their students.

In contrast to this challenge, ENL teachers who relate to QM2 are able to communicate with the parents and do not feel they require additional training. This is supported by the disagreement with statements 9 (*My professional development should focus much more on ENL teaching, V = 2.14*) and 2 (*It's much harder to communicate with ENL parents than other parents, V = 2.10*). Rather the emphasis in QM2 is on collaboration and inner classroom struggles. These teachers feel that they are not respected, as opposed to untrained, and require the emotional supports to perform their job correctly.

Though QM2 struggles with professional relationships, they do not feel that the students are a challenge. Rather, there is a high emphasis on respect and safety within the classroom among the students. This is emphasized by QM2's disagreement with statements 14 (*I often feel*

*in physical danger when working with ENL students, V = 3.53) and 10 (ENLs have a lot more disciplinary problems than other students, V = 2.12).*

Lastly, QM2 takes a neutral stance on scheduling issues. These teachers neither emphasize nor disagree with statements 38 (*There is never enough time in a week to accommodate all ENL students, V = 3.22*), 39 (*I always struggle with meeting the weekly hours required for ENLs, V = 2.98*), or 36 (*I have a larger caseload of students than I am able to service well, V = 2.83*). This demonstrates that scheduling and time management are not a relevant issue within QM2, in contrast to the viewpoint in QM3.

### **High-Valence Statements in Q Model 3**

Through the evaluation of high-valence statements further insight about QM3 can be provided and related to the highly distinguished statements discussed above (see Table 4.7). Specifically, QM3 identifies elementary ENL teachers who emphasize feelings of being highly supported yet lacking the time to manage and maintain their schedules. Themes related to schedules, identity, and stereotypes are emphasized in QM3.

The greatest emphasis within QM2 is that the teachers struggle to manage their time with their students effectively. The required hours of service and the size of a case load are the biggest challenges within this model. This is emphasized by the agreement with statements 38 (*There is never enough time in a week to accommodate all ENL students, V = 3.22*), 39 (*I always struggle with meeting the weekly hours required for ENLs, V = 2.98*), and 36 (*I have a larger caseload of students than I am able to service well, V = 2.83*). The teachers who relate with this model contradict those who relate to QM1 because they struggle with the hourly requirements and student mandates.

Additionally, teachers in QM3 also disagree with statements 41 (*Many co-teachers don't see my role in the classroom the same way I do,  $V = 2.82$* ) and 33 (*I often feel unsupported in the classroom by my gen ed co-teacher/s,  $V = 2.20$* ). This presents an important theme of collaboration as not a challenge. QM3 focuses more on their individual struggles with the mandated service requirements as opposed to the conditions of collaboration and co-teaching.

However, QM3 agrees with QM1 and QM2 because they support that ENL students are not dangerous. This is one concept that is carried through all models and emphasizes that the stereotype related the ENL students being dangerous is false. This is supported by QM3's disagreement with statements 14 (*I often feel in physical danger when working with ENL students,  $V = 3.53$* ) and 10 (*ENLs have a lot more disciplinary problems than other students,  $V = 2.12$* ).

Lastly, QM3 holds no stance in relation to mandates, instructional practices, and interactions with students. Within statements 31 (*I have to be an advocate for ENLs when they're misunderstood,  $V = 2.63$* ), 44 (*We need ENL policies that are clear as those for special ed students,  $V = 2.50$* ), 43 (*Because I push-in, it's hard to develop an identity with the students,  $V = 2.11$* ), 9 (*My professional development should focus much more on ENL teaching,  $V = 2.14$* ), and 2 (*It's much harder to communicate with ENL parents than other parents,  $V = 2.10$* ) it is prevalent that the focus of QM3 relies sole on time management and caseloads. These teachers feel that their jobs are possible if they were able to meet the required hours and services for their students.

### **Salient Consensus Statements and Non-Salient Statements**

While analyzing the relevance of each statement to the models, seven salient consensus statements were found. These are statements with a  $Q$  score  $\geq 2.0$  or a  $Q$  score  $\leq -2$ . Further,

they represent views of participants who have common agreement across two or more models and for which there is no salient disagreement. This shows that the statement has not only a powerful impact on one  $Q$  model, but possibly two or three. These seven salient consensus statements are present in Table 4.8. These unique views are discussed in turn below for each  $Q$  model.

Table 4.8

*Consensus Statements*

Item	Q1	Q2	Q3	Valence	Max Diff.	Statement
8	2.76	0.13	2.51	1.80	2.63	I never have enough planning time with co-teachers during the day.
21	2.84	0.50	2.48	1.94	2.34	Grade-level assessments are just not adequate to evaluate ENLs.
28	0.19	2.08	2.26	1.51	2.06	It is hard to accommodate so many different proficiency levels.
44	3.25	2.65	1.59	2.50	1.66	We need ENL policies that are clear as those for special ed students.
31	3.21	2.74	1.95	2.63	1.26	I have to be an advocate for ENLs when they're misunderstood.
10	-1.47	-2.25	-2.66	2.12	1.19	ENLs have a lot more disciplinary problems than other students.
14	-3.08	-3.45	-4.07	3.53	0.99	I often feel in physical danger when working with ENL students.

*Note.* The statements highlighted in green represent salient statements with a  $Q$  score  $\geq 2.0$ . Meanwhile those highlighted in yellow represent salient statements with a  $Q$  score  $\leq -2.0$ . The Max diff. indicates the maximum distance in the scores of an item in the statement between  $Q$  models. Valence is the mean absolute value of statements across all models.

**Consensus Statements**

Table 4.8 presents the salient consensus statements indicated in this study. The statements colored green represent the salient statements that the participants agreed with strongly within each model. Specifically, five statements (statements 8, 21, 28, 44, and 31) provide evidence of strong agreement among elementary ENL teachers in New York across two models. Additionally, those  $Q$  scores that are highlighted in yellow represent that the

participants disagreed with strongly in two or more models. Two statements (statements 10 and S14) are strongly disagreed upon among elementary ENL teachers in New York. Each consensus statement supported identify individualistic views that address issues related to planning, assessment/evaluation, accommodating and advocating for ENL students, a push for reforms, or student discipline.

Only one statement reflects complete consensus across all three models. Statement 14 (*I often feel in physical danger when working with ENL students*) emphasizes the dangers of working with ENL students, a stereotype that exists in the field of education. In QM1, need for better protocols or guidelines, this statement is negatively ranked because the ENL teacher feel safe in the schools, but lack clarification in protocols and guidelines to help them service their students appropriately. Secondly, in QM2, collaboration and co-teaching, this statement is negative because with the push-in models, ENL teachers do not feel that the students are a threat, but instead need to focus on their relationship with the co-teacher. Similarly, in QM3, time, the teachers struggle to meet the needs of the students, but not because the students are a harmful or dangerous, but because they lack the time to get to know and see their students. Basically, this stereotype is proven false within all three models, which is an important concept.

In relation to statement 14, statement 10 (*ENLs have a lot more disciplinary problems than other students*) is a salient consensus statement in QM2 and QM3. This implies that the statement is adversely relevant to the challenge present in both those models. For instance, in QM2, collaboration and co-teaching, this statement is applicable because with the push-in models, it is clear that ENL teachers do not feel that they have to act as disciplinarians but instead need to focus on their relationship with the co-teacher. Similarly, in QM3, time, the teachers struggle to meet the needs of the students, but not because the students are a disciplinary

problem who distract other students from their work. Though the  $Q$  score in QM1 is -1.47, this statement has a negative score which emphasizes that this is not an issue within this model.

Rather, the teachers in QM1 feel safe when they go to work.

Between QM1 and QM2 there is agreement that students are not receiving the level of concern and consideration they deserve. These teachers believe that their students lack the support or laws that are meant to ensure that the schools are sufficiently meeting their needs. This theme is related to statements 44 (*We need ENL policies that are clear as those for special ed students*) and 31 (*I have to be an advocate for ENLs when they're misunderstood*), which are consensus statement in QM1 and QM2. This implies that the statement is relevant to the challenge present in both those models. On a more individualized basis, in QM1, need for better protocols or guidelines, these statements are applicable because the laws and rules that exist in the schools are not the same as those who are for Special Education students. Though accommodations and services are provided, they are not clear enough in accordance with QM1's views. Those in QM1 express that they often advocate, or fight, for equal rights for their students and explain the language learning process to non-ENL teachers. Similarly, in QM2, collaboration and co-teacher, the ENL teachers lack the support and understanding from the mainstream teachers who realistically exists in ICT classrooms. ENL teachers feel, in relation to QM2, that there is need to explain why the students are slow to understand the content. Additionally, the teachers who relate to QM2 often are often considered teacher assistances (as many of the participants stated earlier in their reflections), which devalues the ENL teacher's role and education.

Another challenge that aligned with two models within the consensus statements was planning time. Statement 8 (*I never have enough planning time with co-teachers during the day*)



is a consensus statement among QM1 and QM3. For instance, in QM1, need for better protocols or guidelines, this statement is applicable because planning with co-teachers is not always written in the schedule and it becomes challenging for teachers to do, therefore, there is a need for schools to change school structure to help ensure that there are clear times set for collaboration. Similarly, in QM3, time, the teachers struggle to make the time to meet with the co-teachers to plan and organize their material. These meetings, as one survey wrote, are usually informal and through emails.

Statement 21 (*Grade-level assessments are just not adequate to evaluate ENLs*) consensus statement among QM1 and QM3. This statement indicated an agreed upon view about the challenges associated with exams. For instance, in QM1, need for better protocols or guidelines, this statement is applicable because the testing that takes place is used to not only evaluate growth, but also assess understanding. If the assessment is not adequate to evaluate ENL students, new protocols or standards should be established to rectify this challenge to ensure the students have the best opportunity for success. Similarly, in QM3, time, this statement is relevant because students require time to learn the language and understand the material, therefore giving them a grade level assessment is not appropriate and does not truly evaluate their knowledge.

The last consensus statement 28 (*It is hard to accommodate so many different proficiency levels*), among QM2 and QM3, identified that teachers find it challenging to meet the needs of different proficiency levels. This implies that the statement is relevant to the challenge present in both those models. For instance, in QM2, collaboration and co-teaching, this statement is applicable because with the push-in models, it is hard to meet the needs of all proficiency levels there by making it harder on the mainstream teachers, therefore, there is a great discrepancy

presented between the mainstream teachers' expectations and the ENL teachers. Similarly, in QM3, time, the teachers struggle to make the time to meet and service properly the ENL students. The differences in levels in a classroom make it hard for ENL teachers to really help and work with everyone.

### **Non-Salient Statements**

Non-salient statements are defined as those statements with  $-2.0 < Q < +2.0$  and are defined as those statements that are not definitive or not relevant to the viewpoint of a  $Q$  model. Table 4.9 displays the 15 non-salient statements found in the analysis. Based on the themes that emerged within the non-salient statements, it can be concluded that job satisfaction/stress, support, teacher preparation, environment, and identity are not relevant or as important to many of the participants in the study.

Table 4.9

*Non-Salient Statements*

Item	Q1	Q2	Q3	Valence	Max Diff.	Themes	Statement
3	0.20	-1.46	1.70	1.12	3.16	ENV	I find it challenging to transition between multiple school subjects.
35	-1.92	1.21	-0.59	1.24	3.13	STI	I don't have enough emotional support for myself as an ENL teacher.
22	0.72	1.90	-1.11	1.24	3.00	IDT	It's hard to get to really know students well because I push-in.
17	0.54	-1.58	1.42	1.18	2.99	PRS	Differentiating instruction is especially hard with ENL students.
27	-0.16	1.00	-1.98	1.05	2.98	IDT	As an ENL teacher, I don't have a typical departmental identity.
5	1.02	-1.27	1.56	1.28	2.83	SCH	I'm almost totally overwhelmed by the work I have to complete.
20	1.63	-0.82	-1.08	1.18	2.71	PRS	Emotional support is more important than instruction for ENL students.
46	-1.95	0.60	0.21	0.92	2.54	STT	Anti-immigration politics makes teaching ENL students harder.
32	-1.60	0.80	-0.07	0.82	2.40	ENV	I don't have a dedicated room to provide services all of my students.
11	1.07	-1.26	-0.23	0.85	2.33	OTO	I feel that administrators often ignore the needs of ENL teachers.
23	0.99	0.13	-1.01	0.71	2.00	URE	It's unfair to expect me to teach ENLs English almost immediately.
25	-1.29	0.62	0.27	0.73	1.91	MDT	I feel too much pressure to have my students succeed on state exams.
34	-0.68	0.88	0.85	0.80	1.56	PRS	It's challenging to connect the curricula to ENL students' cultures.
30	0.76	-0.29	-0.69	0.58	1.44	TRA	Teacher education programs do a bad job in preparing ENL teachers.
45	-1.83	-1.77	-0.50	1.37	1.33	PRS	It's hard to teach ENL students with so many different languages.

*Note.* Non-salient statements were ranked in the middle of the sorting template and have *Q* scores between -2 and 2 across all three *Q* models. ENV = Environment, STI = Staff Interaction, ITD= Identity, PRS = , SCH= Schedule, TRA = Training, MDT = Mandate, OTO = Outside Observations, URE = Unrealistic Expectations, and STT = Stereotypes. See Chapter III for details on the themes, which were identified from the literature review and interviews.

The first theme that emerged among the non-salient statements is related to high expectations and stress. This concept is relevant to statements 23 (*It's unfair to expect me to teach ENLs English almost immediately*), 5 (*I'm almost totally overwhelmed by the work I have to complete*), and 25 (*I feel too much pressure to have my students succeed on state exams*). Though some of the teachers probably have stress related to co-teaching, collaboration and time (as seen in QM2 and QM3), it is clear, based on the scoring of these statements, that stress related to ENL students learning English and succeeding on state exams are not relevant. Likewise, these teachers are able to complete their jobs, even though at times they may be challenging.

The second theme found among the non-salient statements is support. Teachers in QM1 and QM3 believe they are supported by administration and the schools and teachers in QM2 believe they are not supported by their co-teachers. However, the non-definitive stance related to statements 20 (*Emotional support is more important than instruction for ENL students*), 11 (*I feel that administrators often ignore the needs of ENL teachers*), and 35 (*I don't have enough emotional support for myself as an ENL teacher*) portrays neutral feelings related to personal and emotional support as well as support from administration for ENL students.

Third, teachers in this study did not consider preparation as a definitive factor in their viewpoints. This is supported by the *Q* scores for statements 30 (*Teacher education programs do a bad job in preparing ENL teachers*), 17 (*Differentiating instruction is especially hard with ENL students*), 34 (*It's challenging to connect the curricula to ENL students' cultures*), 3 (*I find it challenging to transition between multiple school subjects*), and 45 (*It's hard to teach ENL students with so many different languages*). QM2 was the only model to express that ENL teachers in this study are prepared to perform their job, however, the neutral placement of these

statements emphasizes that teachers are neither in full agreement or disagreement with being efficiently trained and prepared to teach ENL students.

Lastly, themes related to environment and identity emerged among the non-salient statements. Specifically, statement 32 (*I don't have a dedicated room to provide services all of my students*) relate to environment. Basically, the teachers in this study have no definitive view about having a personal classroom to perform their jobs. Contributing further to the emerging theme, statements 22 (*It's hard to get to really know students well because I push-in*) and 27 (*As an ENL teacher, I don't have a typical departmental identity*) extends this idea by explaining that personal identity and relationships in the school are not a distinguished challenge. In this study, these teachers do not clearly agree or disagree that a challenge for them is finding space to teach or relating to the students and staff within the school. Then there is statement 46 (*Anti-immigration politics makes teaching ENL students harder*) which examines challenges associated with political actions. This statement presents that the political actions that occur outside the school are unrelated to any of the *Q* models views.

### PART 3

#### DEMOGRAPHIC FACTORS RELATED TO THE *Q* MODELS

Part 3 of Chapter IV addresses Research Question 3. In this part of the dissertation I describe how the covariates or specific demographic factors are associated with the identified viewpoints of the participants within each *Q* Model. Specifically, I focus on the following covariates:

- Having had or not having had a child classified as an ELL
- Having had or not having had personal experience as an ENL student; and
- The demographics of school where employed;

- The demographics of the community where employed;
- Being fluent or non-fluent in another language besides English;
- Holding or not holding a certification in special education; and
- Years of experience as an ENL educator.

As discussed in the previous chapter, the relationship of the participants' demographic characteristics to their views as reflected in the *Q* models is offered solely for descriptive purposes and can not be interpreted inferentially. Because the person sample in this study is relatively small ( $n = 55$ ) and non-random, no inferences can be drawn about the relationship of teachers' characteristics to the views they hold about the challenges elementary ENL teachers encounter in the schools. Rather, the discussion in this section is offered to describe how the characteristics of the participants in this p set are associated with the viewpoints reflected in the *Q* models.

#### **Demographic Characteristics of Participants as They Correspond to Each *Q* Model**

In this section, I explain how the demographics relate to each *Q* model based on highest positive loadings and least partial viewpoint. First, I describe the characteristics of participants who are most representative of each model. These cases were based on cases with the highest positive loadings. This group represented the 54 (98.2%) participants who loaded at or above the cut-off criterion of  $\lambda \geq .30$  on one or more factor. Only one (1.8%) did not satisfy the cut-off criterion on any factor and therefore was not be discussed. Table 4.10 shows the frequency of having an ENL child for QM1, QM2, and QM3. Table 4.11 shows the frequency of being an ENL student in school for QM1, QM2, and QM3. Table 4.12 shows the frequency of the number of languages other than English for QM1, QM2, and QM3. Table 4.13 shows the frequency of the percentage of homes with different primary language than English for QM1, QM2, and QM3.

Table 4.14 shows the frequency related to the description of the participants school for QM1, QM2, and QM3. Table 4.15 shows the frequency of having a Special Education license for QM1, QM2, and QM3. Table 4.16 shows the frequency years of experience as an ENL teacher for QM1, QM2, and QM3.

Second, I identified the characteristic of the QM so long as it met the criterion of  $\lambda \geq |.30|$ . These variables represent “at least partial” viewpoints, thereby establishing that the cases relate to the model because it meets the criterion of  $\lambda \geq |+/- .30|$ . Some of the cases may overlap in each QM in this situation. Table 4.18 shows the frequency of having an ENL child for QM1, QM2, and QM3. Table 4.18 shows the frequency of being an ENL student in school for QM1, QM2, and QM3. Table 4.19 shows the frequency of the number of languages other than English for QM1, QM2, and QM3. Table 4.20 shows the frequency of the percentage of homes with different primary language than English for QM1, QM2, and QM3. Table 4.21 shows the frequency related to the description of the participants school for QM1, QM2, and QM3. Table 4.22 shows the frequency of having a Special Education license for QM1, QM2, and QM3. Table 4.23 shows the frequency years of experience as an ENL teacher for QM1, QM2, and QM3. Results and analysis of these findings and their relationship with each identified *Q* model are discussed in turn below.

Table 4.10

*Frequency Having an ENL Child for Q Models 1, 2, 3*

Child was an ENL	<u>Q Model 1</u>			<u>Q Model 2</u>			<u>Q Model 3</u>		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
Yes	1	5.00	5.00	9	56.25	56.25	0	0.00	0.00
No	14	70.00	75.00	0	0.00	56.25	12	66.67	66.67
No Children	5	25.00	100.00	7	43.75	100.00	6	33.33	100.00
Total	20	100.00		16	100.00		18	100.00	

*Note.* Q Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. Q Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. Q Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.

Table 4.11

*Frequency Was an ENL Student in School for Q Models 1, 2, 3*

ENL student	<u>Q Model 1</u>			<u>Q Model 2</u>			<u>Q Model 3</u>		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
Yes	2	10.00	10.00	2	12.50	12.50	2	11.11	11.11
No	18	90.00	100.00	14	87.50	100.00	16	88.89	100.00
Total	20	100.00		16	100.00		18	100.00	

*Note.* Q Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. Q Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. Q Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.



Table 4.12

*Frequency Number of Languages Spoken Other Than English for Q Models 1, 2, 3*

Number of languages	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
0	7	35.00	35.00	6	37.50	37.50	10	55.56	55.56
1	9	45.00	80.00	7	43.75	81.25	6	33.33	88.89
2	4	20.00	100.00	1	20.00	87.50	2	11.11	87.50
3	0	0.00	100.00	1	6.25	93.75	0	0.00	100.00
4	0	0.00	100.00	1	6.25	100.00	0	0.00	100.00
Total	20	100.00		16	100.00		18	100.00	

*Note.* *Q* Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. *Q* Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. *Q* Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.

Table 4.13

*Frequency Percentage of Homes with Different Primary Language Than English for Q Models 1, 2, 3*

% of Homes	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
< 5%	5	25.00	25.00	2	12.50	12.50	2	11.11	11.11
6% - 25%	8	40.00	65.00	7	43.75	56.25	5	27.78	38.89
26%-50%	3	15.00	80.00	2	12.50	68.75	3	16.67	55.56
> 50%	4	20.00	100.00	5	31.25	100.00	8	44.44	100.00
Total	20	100.00		16	100.00		18	100.00	

*Note.* *Q* Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. *Q* Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. *Q* Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.

Table 4.14

*Frequency Description of School for Q Models 1, 2, 3*

School Type	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
High Needs	4	20.00	20.00	2	12.50	12.50	6	33.33	33.33
Average	10	50.00	70.00	10	62.50	75.00	9	50.00	83.33
High Performing	6	30.00	100.00	4	25.00	100.00	3	16.67	100.00
Total	20	100.00		16	100.00		18	100.00	

*Note.* *Q* Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. *Q* Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. *Q* Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.

Table 4.15

*Frequency Certification in Special Education for Q Models 1, 2, 3*

Special Education license	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
Yes	2	10.00	10.00	5	31.25	31.25	7	38.89	38.89
No	18	90.00	100.00	11	68.75	100.00	11	61.11	100.00
Total	20	100.00		16	100.00		18	100.00	

*Note.* Q Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. Q Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. Q Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.

Table 4.16

*Frequency Years of Experience Teaching ENL Students for Q Models 1, 2, 3*

Teaching experience	Q Model 1			Q Model 2			Q Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
1				1	6.25	18.75	1	5.56	16.67
2	3	15.00	15.00				1	5.56	22.22
3	1	5.00	20.00						
5	1	5.00	25.00				1	5.56	27.78
6	1	5.00	30.00	1	6.25	25.00	1	5.56	33.33
7	1	5.00	35.00	1	6.25	31.25	3	16.67	50.00
8				1	6.25	37.50	1	5.56	55.56
9							1	5.56	61.11
10	1	5.00	40.00	1	6.25	43.75			
11	1	5.00	45.00	1	6.25	50.00	2	11.11	72.22
12	1	5.00	50.00				1	5.56	77.78
13	1	5.00	55.00	2	12.50	62.50			
13.5							1	5.56	83.33
14									
15	3	15.00	70.00	1	6.25	68.75	1	5.56	88.89
16				2	12.50	81.25			
18	2	10.00	80.00						

19	2	10.00	90.00						
21	1	5.00	95.00	1	6.25	87.50			
22	1	5.00	100.00				1	5.56	94.44
23				1	6.25	93.75			
27				1	6.25	100.00			
29							1	5.56	100.00
Total	20	100.00		16	100.00		18	100.00	

Note. Q Model 1 (QM1) is the single best reflection for the teachers sharing this viewpoint in the study. Q Model 2 (QM2) is the single-best reflections for the teachers sharing this view point. Q Model 3 (QM3) is the single-best reflection for the teachers sharing this viewpoint in the study.

Table 4.17

Frequency Having an ENL Child for Q Models 1, 2, 3

Child was an ENL	Q Model 1			Q Model 2			Q Model 3		
	f	%	Cumulative %	f	%	Cumulative %	f	%	Cumulative %
Yes	1	3.85	3.85	0	0.00	0.00	0	0.00	0.00
No	16	61.54	65.38	19	73.08	73.08	16	69.57	69.57
No Children	9	34.62	100.00	7	26.92	100.00	7	30.43	100.00
Total	26	100.00		26	100.00		23	100.00	

Note. Q Model 1 (QM1) is the least partial view for the teachers sharing this model. Q Model 2 (QM2) is the least partial view for the teachers sharing this model. Q Model 3 (QM3) is the least partial view for the teachers sharing this model.

Table 4.18

*Frequency Was an ENL Student in School for Q Models 1, 2, 3*

ENL student	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
Yes	2	7.69	7.69	3	11.54	11.54	3	13.04	13.04
No	24	92.31	100.00	23	88.46	100.00	20	86.96	100.00
Total	26	100.00		26	100.00		23	100.00	

*Note.* *Q* Model 1 (QM1) is the least partial view for the teachers sharing this model. *Q* Model 2 (QM2) is the least partial view for the teachers sharing this model. *Q* Model 3 (QM3) is the least partial view for the teachers sharing this model.

Table 4.19

*Frequency Number of Languages Spoken Other Than English for Q Models 1, 2, 3*

Number of languages	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
0	11	42.31	42.31	10	38.46	38.46	12	52.17	52.17
1	11	42.31	84.62	6	42.31	80.77	8	34.78	86.96
2	4	15.38	100.00	2	11.54	92.31	3	13.04	92.31
3	0			1	3.85	96.15	0		
4	0			1	3.85	100.00	0		
Total	26	100.00		26	100.00		23	100.00	

*Note.* *Q* Model 1 (QM1) is the least partial view for the teachers sharing this model. *Q* Model 2 (QM2) is the least partial view for the teachers sharing this model. *Q* Model 3 (QM3) is the least partial view for the teachers sharing this model.

Table 4.20

*Frequency Percentage of Homes with Different Primary Language Than English for Q Models 1, 2, 3*

% of homes	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
< 5%	5	19.23	19.23	2	12.50	12.50	3	13.04	13.04
6% - 25%	12	46.15	65.38	7	43.75	56.25	7	30.43	43.48
26%-50%	4	15.38	80.77	2	12.50	68.75	3	13.04	56.52
> 50%	5	19.23	100.00	6	26.92	100.00	10	43.48	100.00
Total	26	100.00		26	100.00		23	100.00	

Note. *Q* Model 1 (QM1) is the least partial view for the teachers sharing this model. *Q* Model 2 (QM2) is the least partial view for the teachers sharing this model. *Q* Model 3 (QM3) is the least partial view for the teachers sharing this model.

Table 4.21

*Frequency Description of School for Q Models 1, 2, 3*

School Type	<i>Q</i> Model 1			<i>Q</i> Model 2			<i>Q</i> Model 3		
	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
High Needs	5	19.23	19.23	3	11.54	11.54	7	30.43	30.43
Average	12	46.15	65.38	12	46.15	57.69	12	52.17	82.61
High Performing	9	34.62	100.00	4	15.38	73.08	4	17.39	100.00
Total	26	100.00		26	100.00		23	100.00	

Note. *Q* Model 1 (QM1) is the least partial view for the teachers sharing this model. *Q* Model 2 (QM2) is the least partial view for the teachers sharing this model. *Q* Model 3 (QM3) is the least partial view for the teachers sharing this model.

Table 4.22

*Frequency Certification in Special Education for Q Models 1, 2, 3*

	<u>Q Model 1</u>			<u>Q Model 2</u>			<u>Q Model 3</u>		
Special Education license	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
Yes	5	19.23	19.23	7	26.92	26.92	8	34.78	34.78
No	21	80.77	100.00	19	73.08	100.00	15	65.22	100.00
Total	26	100.00		26	100.00		23	100.00	

*Note.* Q Model 1 (QM1) is the least partial view for the teachers sharing this model. Q Model 2 (QM2) is the least partial view for the teachers sharing this model. Q Model 3 (QM3) is the least partial view for the teachers sharing this model.

Table 4.23

*Frequency Years of Experience Teaching ENL Students for Q Models 1, 2, 3*

	<u>Q Model 1</u>			<u>Q Model 2</u>			<u>Q Model 3</u>		
Teaching experience	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %	<i>f</i>	%	Cumulative %
1	1	3.85	3.85	2	7.69	7.69	2	8.70	8.70
2	4	15.38	19.23	2	7.69	15.38	1	4.35	13.04
3	1	3.85	23.08				1	4.35	17.39
5	1	3.85	26.92				1	4.35	21.74
6	2	7.69	34.62	1	3.85	19.23	1	4.35	26.09
7	2	7.69	42.62	2	7.69	26.92	3	3.85	39.13

8	1	3.85	46.15	1	3.85	30.77	1	4.35	43.48
9				1	3.85	34.62	1	4.35	47.83
10	1	3.85	50.00	1	3.85	38.46			
11	1	3.85	53.85	2	7.69	46.15	3	7.69	60.87
12	1	3.85	57.69				1	4.35	65.22
13	1	3.85	61.54	2	7.69	53.85	1	4.35	69.57
13.5				1	3.85	57.69	1	4.35	73.91
14									
15	3	11.54	73.08	3	11.54	69.23	1	4.35	78.26
16				2	7.69	76.92			
18	2	7.69	80.77	1	3.85	80.77			
19	2	7.69	88.46	1	3.85	84.62	1	4.35	82.61
21	1	3.85	92.31	1	3.85	88.46	1	4.35	86.96
22	1	3.85	96.15				1	4.35	91.30
24	1	3.85	100.00						
23				1	3.85	92.31	1	4.35	95.65
27				1	3.85	96.15			
29				1	3.85	100.00	1	4.35	100.00
Total	20	100.00		26	100.00		18	100.00	

*Note.* *Q* Model 1 (QM1) is the least partial view for the teachers sharing this model. *Q* Model 2 (QM2) is the least partial view for the teachers sharing this model. *Q* Model 3 (QM3) is the least partial view for the teachers sharing this model.



**Covariates of *Q Model 1 (Lack of Protocols and Guidelines to Support and Evaluate ENL Students)***

*Q Model 1 (QM1)* is the single-best reflection of the viewpoints of 20 (36.4%) of the elementary ENL teachers who participated in this study. One (5%) participant had a child that was an ENL student. Fourteen (70%) had children, but they were not ENL students. Five (25%) had no children at all. Two (10%) were ENL students when they were in school. On the contrary, 18 (90%) were never ENL students. Seven (35%) spoke fluently no other language but English. Nine (45%) spoke one other language other than English. Four (20%) spoke more than two languages fluently. Communities with greater than 5% represented 25% (5) cases. An additional eight (40%) identified the community as having 6% - 25% homes with a different primary language. Three cases (15%) classified their community as 26%-50% with a different primary language in the home. Lastly, four (15%) of the cases classified their communities as having greater than 50% homes with a different primary language. About 50% (10) of the cases classified their schools as average. High performing schools ranked second with 30% (6). The high needs category was selected by 20% (4) of the participants. About 90% of the cases did not hold a Special Education certification and 10% (2) did hold a Special Education license.

A majority of the participants had teaching experience from 2 years to 19 years (90%). Meanwhile, only 10% represented participants with over 21 years of experience. One of the larger groupings fell in the area of 15 years to 19 years with 35% (7) of the cases. Cases that were closer to the beginning of their career or middle of their career felt most strongly about QM1.

QM1 partially reflects the viewpoints of an additional 10.9% (6) of the participants in this study. Only 3.85% (1) participant had a child who was an ENL student. Almost two-thirds (16,

61.54%) had children who were not ENL students and about a third (9, 34.62%) had no children. Two (7.69%) had been ENL students when they were in school. On the contrary, 24 (92.31%) had never been ENL students. Around 42.31% (11) of the participants spoke fluently no other language but English and 42.31% (11) spoke one other language other than English. Four (15.38%) spoke more than two languages fluently. Around 19.23% (5) identified that they work in communities with greater than 5% who spoke a different primary language. An additional 12 46.15% (12) cases identified the school community as having 6% - 25% homes with a different primary language. Four (15.38%) of the cases classified their community as 26%-50% with a different primary language in the home and five (19.23%) of the cases classified their communities as having greater than 50% homes with a different primary language. Twelve cases (46.15%) classified their schools as average. High performing schools ranked second with 34.62% (9). The high needs category was selected by 19.23% (5) of the cases. More than eight in 10 (21, 80.77%) did not hold a Special Education certification and 19.23% (five) did not hold a Special Education certification.

A majority of the cases had teaching experience of two years (four cases which is 15.38%). QM1 had teaching experience from one to 23 years (88.46%), while 11.54% represented participants with more than 20 years of experience. One of the larger groupings fell within the range of 15 years to 19 years with 35% of the cases (7). Also 15.38% of the cases (4) had two years of work experience. This is one of the largest individual groups in QM1. Cases that are closer to the beginning of their career or middle of their career felt most strongly about QM1, clarifying and creating better protocols and guidelines for ENL instruction.

***Covariates of Q Model 2 (Well-prepared and Knowledgeable, Combined With Lack of Respect From Co-Teacher)***

*Q* Model 2 (QM2) is the single-best reflection of the viewpoints of 29% (16) of the participants in this study. Around 56.25% (9) had children, but they were not ENL students and 43.75% (7) had no children at all. Two (12.50%) were ENL students when they were in school and 14 (87.50%) were not ENL students. The highest grouping spoke no other language (6 cases, 37.50 %) or one language (7 cases, 43.75%) with a cumulative 81.25%. There was only one person in each of the following categories who spoke two or more languages other than English (each representing 6.25%). This is the only QM that had more than three languages identified by the cases. Communities with greater than 5% represented 12.5% (2) cases. Almost half (7, 43.75%) identified the community as having 6% - 25% homes with a different primary language. Two cases (12%) classified their community as 26%-50% with a different primary language in the home and five (31.25%) of the cases classified their communities as having greater than 50% homes with a different primary language. Almost two-thirds (10, 62.50%) classified their schools as average. High performing schools ranked second with 25% (4) of the participants. The high needs category was selected by 12.50% (2) of the participants. More than two-thirds (11, 68.75%) of the cases did not hold Special Education certification, and 31.25% (5) had Special Education certification.

The participants who had teaching experience from six years to 16 years represented 62.5% of the sample. Only three cases had less than five years of experience (18.75%), while 18.75% represented participants with over 21 years of experience. Participants in the mid-years of their career felt most strongly about QM2, co-teaching and collaboration.

QM2 partially reflects the viewpoints of an additional 18.2% (10) of the participants in this study. More than half (9, 56.25%) had children, but they were not ENL students and 43.75% (7) had no children at all. Only 11.54% (3) were ENL students when they were in school, and

88.46% (22) had never been ENL students themselves. The highest grouping was that of teachers who spoke no additional languages (10 cases or 38.46 %). Almost half (11 cases, 42.31%) of the participants in QM2 spoke one language other than English. There were only two participants who spoke two other languages (11.85%), one case that spoke three languages (3.85%) and another that spoke four languages other than English (3.85%). This is the only QM that had more than three languages other than English. Only 11.54% (3) work in communities with less than 5% of homes with a different primary language. An additional 46.15% (12) identified the community as having 6% - 25% homes with a different primary language and 15.38% (4) classified their community as 26%-50% with a different primary language in the home. More than a quarter (6, 26.92%) of the cases classified their communities as having greater than 50% homes with a different primary language. More than two-thirds (18, 69.23%) classified their schools as average. High performing schools ranked second with 19.23% (3). The high needs category was selected by 11.54% (3) of the cases. Almost three-quarters (19, 73.08%) of the cases did not hold a special education certification and 26.92% (7) had certifications. In comparison to the percentages in QM1, QM2 reflected a greater number of special education teachers.

A majority of the participants had teaching experiences that ranged from six years to 16 years (61.6%). Only four cases had less than five years of experience (15.38%), while 23.10% (6) represented participants with more than 21 years of experience. Participants in this study who were in the mid-years of their career feel most strongly about QM2, co-teaching and collaboration.

**Covariates of Q Model 3 (*Highly Supported, Combined with Lack of Time*)**

Q Model 3 (QM3) is the single-best reflection of the viewpoints of 32.7% (18) of the participants in this study. About two-thirds (12, 66.67%) had children, but they were not ENL students and 33.33% (6) had no children at all. Only 11.11% (2) were ENL students when they were in school, and 88.89% (16) had never been ENL students themselves. More than half (10, 55.56%) spoke only English fluently, 33.33% (6) spoke one language other than English, and 11.11% (2) spoke two additional languages fluently. Almost 9 in ten (88.89%) of the participants spoke only one language other than English. About a quarter (5, 27.78%) identified their community as having 6%-25% homes with a different primary language, and 16.67% (3) classified their community as 26%-50% with a different primary language in the home. Almost half (8, 44.44%), classified their communities as having greater than 50% homes with a different primary language. Half (9, 50.00%) classified their schools as average. High needs schools ranked second in this case, with 33.33% (6) which was the highest number of cases across all three models. The high performing category was selected by 16.67% (3) of the participants. Almost two-thirds (11, 61.11%) of the cases did not hold Special Education certification, and 38.89% (7) had a Special Education license. In comparison to the percentages in QM1 and QM2, QM3 represents the greatest number of ENL teachers with Special Education licenses.

Sixteen (88.89%) of the participants had less than 16 years of experience. Only two cases had more than 22 years of experience. Participants in the early years of their career felt most strongly about QM3 (time).

QM2 partially reflects the viewpoints of an additional 9.1% (5) of the participants in this study. More than two-thirds (16, 69.57%) had children, but they were not ENL students and 30.43% (7) had no children. Only 13.04% (3) had been ENL students when they were in school. The other 86.96% (20) had not been ENL students themselves. More than half (12, 52.17%),

spoke only English fluently, and 34.78% (8) spoke one additional language. Only 13.04% (3) spoke two additional languages fluently. As is represented by the data, 86.96% of the participants spoke a max of one other language other than English. Communities with greater than 5% represented 13.04% (3) cases. An additional 30.43% (7) identified the community as having 6%-25% homes with a different primary language and 13.04% (3) classified their community as 26%-50% with a different primary language in the home. A majority of the cases (10, 43.48%) classified their communities as having greater than 50.00% homes with a different primary language. This model depicts that teachers in communities with greater 50.00% homes with a different primary language find that QM3 (time) as a prevalent challenge. More than half (12, 52.17%) classified their schools as average. More important, high needs schools ranked second in this case, with 30.43% (7) which was the highest percentage of cases in any of the three models. The high performing category was selected by 17.39% (4) of the cases. About two-thirds (15, 65.22%) of the cases did not hold Special Education certification, and 34.78% (8) had certification in Special Education. In comparison to the percentages in QM1 and QM2, QM3 represents the greatest number of Special Education teachers.

A majority of the participants had teaching experience that ranged from one to 15 years (78.26%). Only five of the cases had more than 19 years of experience. The cases in the early years of their career felt most strongly about QM3 (time).

#### PART 4

##### QUALITATIVE ANALYSIS OF NARRATIVE INSIGHTS FROM THE SURVEY

At the conclusion of the survey, participants were offered an opportunity to expand on their thinking and discuss topics that they felt may not have been included in the statements. Many of the participants shared their views about their role in the classroom and the schools.

Specifically, many of the participants identified challenges and ideas, some of which related to the *Q* Models discovered in the study.

### **Push-In Model Challenges**

One of the themes that emerged from the narrative insight was the push-in model. This aligns with QM2 (collaboration and co-teaching). The challenge in the model reflected that there are issues within the co-teaching and collaboration model that are utilized to support ENL students. Though the model reflects that there is a greater need for time to collaborate and a desire for respect from the co-teacher/mainstream teacher, it is necessary to understand that parents and administration are not part of the problem.

In association with the narrative, the participants explained how the push-in model was not enjoyed nor do they recommend. In some of the responses they identified a lack of authority in the classroom, meanwhile in other cases, the participants explained that it was a disservice to the children because they were not getting the accommodations they were entitled to. Many of these concepts stem from the co-teacher in the room.

Depending on the role of the mainstream teacher, the ENL teacher may participate in classroom activity as a teacher or a T.A. Specifically, case 4 explained:

Our role has changed so much when CR part 154 changed. We now do mostly push-ins because only a handful of ENL students fell into the Entering or Emerging levels. Now the Transitioning and Expanding kids only get push-in services and it's nowhere close to the intimate interaction that we were able to build when we pulled them out to our classrooms to do true ENL lessons. We feel like glorified T.A.s.

In this situation, it is apparent that the ENL teacher is not respected and lacks that support that a co-teacher would normally be entitled to. It is apparent that the co-teaching model associated with ENL is well structured.

Additionally, though the schools try to support the co-teaching model, it is apparent that there are still greater challenges than the schools can fix. This is reflected upon by case 52 who wrote:

In theory, on paper, co-teaching is supposed to work however the reality is far from the theory. Professional development on co-teaching is great during the training session, however, once we're back in the classroom, classroom teachers revert back to being in front of the class delivering the lesson while ENL teachers are pushed to the side and expected to wait until the lesson has been delivered. Co-teaching works when there are administrators or supervising professors in the room.

In this specific situation, the ENL teacher reflects that the school provided supports and professional development for navigating co-teaching, but when implemented in the classroom it was not followed. Therefore, it is believed that there should be a bigger push for pull-out services because it is a model that the teachers are comfortable with and feel they have greater control with.

### **Need for Pull-Out Services**

As stated above by some of the participants, co-teaching is a challenging model to implement in the schools. Therefore, there has been a greater push for pull-out services, especially for the students who need more individualized attention. Explicitly, case 21 expressed:



I would like to see ENL instruction return to the previous model. I know that I truly made a difference in my student's lives. With the current model, I have extremely limited interaction with my students. I no longer have a classroom home base for the students. I feel like a very highly educated TA.

According to case 21, there are limits and challenges to the push-in model which is why it is not the best model to follow. This concept was echoed by case 54, who wrote:

These services are not the most effective when an ENL teacher is the only one in a building/district, or when they are spread across so many grade-levels. I find that I would spend 30 minutes co-teaching and then breeze out to the next group. This held no validity for my ELLs or the mainstream students, and it also did not provide me the time to work more closely with my students on their specific language needs. NYSESLAT scores for my Expanding students have not been as high as in previous years, because I find that those level students just need that final, specific instruction that puts them into the Commanding level of proficiency. When not provided that small group time, the students are not growing as quickly as before.

This qualitative data presents the challenges that ENL teachers feel about Co-teaching models.

The greatest desire presented is for the pull-out model. In this situation, though it is necessary because there is a decrease in academic growth of ENL students.

Likewise, case 10 supported the view of a decrease in language and academic growth due to the implementation of co-teaching and push-in models with:

My student's ability to learn English has PLUMMETED since adapting the push-in/co-teach model. In the past, they would come to my room and feel comfortable, open up to me, take academic risks, participate, and feel confident. All of that is gone since

switching to the push-in/co-teach model. We are cramped, cannot hear, lack materials, and are wasting everyone's time.

Once again, it is apparent that ENL teachers are upset with the state-imposed push-in model because there is a lack of understanding for what is really necessary for the students to make growth.

Though push-in services are required by state mandated issues, it is apparent the teachers wish for more reforms and changes. ENL teachers are extremely upset and annoyed with these new regulations. This was included in part of the reflection by case 11:

NYS has diminished the importance of our role in the school and with our students by forcing co-teaching and manipulating NYSESLAT scores so that only the very lowest proficiency level students or special education ENL students (who do not test well) are the only ones who qualify for pull-out instruction anymore. Unfortunately, it's a rather frustrating and disappointing time to be an ENL teacher.

As depicted in this, it can be inferred that testing, co-teaching, and frustration are all a part of ENL teaching.

In one regard, ENL students are able to have more individualized attention when they are provided with small group instruction. Secondly, the growth they make in pull-out services is better than with the push-in model. Lastly, there is continual problems occurring between the co-teachers/mainstream teachers and the ENL teachers. This concerns mostly a disrespect and disregard for the ENL teacher in the classroom.

### **Lack of Training in Co-teaching**

Co-teaching is challenging as explained above. It is especially challenging for ENL teachers who may not always be in the classroom, are working among multiple classrooms, and struggle to collaborate effectively. Therefore, case 12 expressed:

I feel that one thing my teacher prep program didn't fully prepare us on was the element of co-teaching. I feel that there was a lot of information that was left out during our program. Being a new teacher, there is such a learning curve. When you enter the classroom, I feel that it was hard for me to adjust to being in another teacher's class while still trying to develop my own style in the classroom. I feel that there is more that could have been taught being that co-teaching is such an important part of ELL instruction in NYS.

In this situation, it is perceived that the teacher programs should be better equipped to help students prepare for co-teaching. Regarding the challenges, it is already hard for young teachers to teacher because they have a lot to learn. Co-teaching is an additional problem that could be incorporated into the teacher training programs. As case 12 explained, if all teachers are taught about co-teaching models and encouraged to learn about how to implement them correctly, it could decrease the challenge that new ENL teacher encounter.

### **Lack of Time for Co-planning**

In addition to co-teaching challenges, ENL teachers struggle wot collaborate with their co-teachers. This is connected to not only time as in QM3 presents, but also relates to QM2 which addresses the challenges with co-teaching and collaboration.

In teaching, there are guaranteed preps and lunches for all teachers. Depending on the grade and the school, these can vary in amount and when they occur. Some teachers have the ability to make their own schedule and work with some teachers during the day. In other cases,

planning occurs over the phone or in different forms. The problem arises when there are too many teaches to meet with which is the situation that Case 5 described:

I do get co-planning periods with two classroom teachers during the school 6-day cycle. However, I have ENL students who are in mainstream classes with ENL-certified classroom teachers. I do not get co-planning periods with those teachers. So, I do not know what they're teaching when I pull out those students for stand-alone ENL time. I use my lunch and preps to chase down those teachers and find out what they're doing.

As described by case 5, ENL teachers struggle to meet with the teachers that have ENL students. Even though the students were serviced in the classroom by teachers who were ENL certified teachers, the out of classroom ENL teachers still preferred to help with instruction. Consequently, they are unable to make the time.

One of the recommendations that was presented came from case 48 who expressed, "In order to do better, we just have to have more ENL teachers. True "co-teaching" can only occur if ENL teachers and classroom teachers were together for a significant part of the day." In this situation, it can be perceived as a problem related to multiple teachers and students enrolled in different classrooms. The co-teaching model requires teachers to be in the classroom with the students more often, but it is not occurring in all the school districts.

Through collaboration, expectations for ENL students can be established. Consequently, there are problems with the collaboration process with effects the expectations for the students. This is why expectations was another issue that was prevalent in the qualitative data.

### **Expectations for ENL Students**

What is taught in the classroom is based on expectations of the teachers. Consequently, it is hard for some mainstream teachers to understand that evaluations and students' backgrounds are necessary to build materials in order to build language. Case 31 wrote:

In my opinion it is vital for all teachers to understand that the first step for ELLs is to ensure that they feel safe. Some teachers want to jump right to the verbs and grammar while ignoring all the baggage most ELLs carry with them. They need to take the time get to know each student, their stories, and their backgrounds. ELLs deserve the same respect as any other student regardless of their language, religion or SES status. What the political climate can't ensure, unfortunately, I strive for with my ELLs.

Time and understanding are key for helping ENL students to make growth.

After all, students make growth at different rates. This is why there are differentiation strategies that teachers are meant to implement in the classroom. However, ENL students struggle with quickly acquiring academic growth due to language barriers. This does not mean that there is a lack of input. ENL students learn, but struggle to express what they are learning. Therefore, goals and expectations need to be realistic. Case 17 supports this with, "ELL students are expected to keep pace with monolingual students as far as curriculum. ELLs do not have the academic language needed to take the ELA exam after one year of entry into the country."

This issue related to having the same expectations as monolingual students is a common one. It also relates to QM1 and QM2 where participants reflected that the assessment criteria are not sufficient in evaluating ENL students and Co-teachers/mainstream teachers do not understand how ENL students make growth. Therefore, it is necessary to understand and appreciate the little growths that ENL students make.

### **ENL Teacher Student Appreciation**

ENL teachers are able to understand and appreciate the little moments and growth that ENL students make. Specifically, case 36 reflected:

Teaching ENL students is such a rewarding job. To see the progress of a student from just entering our country or our schools to speaking and being able to communicate their thoughts and feelings is an amazing sight. I find that sometimes, adults can mar the view of how rewarding it is because of the fact that they expect that children can work "faster" or "learn more" than they actually can. If everyone understood the full language acquisition process, they would be much more understanding. I find that I do a lot of teaching to adults on that subject and trying to explain how normal their progress is. It is important that all teachers take the child's progress into account instead of focusing on what they cannot do.

As presented in this reflection, the need to educate all teachers about language growth in ENL students is important. ENL teachers want mainstream teachers to understand that ENL students are learning and growing and to appreciate the growth that occurs even if it small. It is the celebration of these moments that make teaching important.

### **Administration Support**

Administration plays an important role in the schools. They are the ones who are responsible for the distribution of funds and the organization of teacher roles. They are also the ones who ENL teachers work with to support their students. However, there are challenges that ENL teachers presented in the qualitative data that did not appear in the quantitative data. Case 30 reflected:

Administration appreciates the funding they get for ELLs but does not want to give ENL instruction the priority it deserves (through materials, instruction time, small group

setting). The state should absolutely articulate regulations for ENL to the level they do for special education. Administration manipulates vague terms (like small group instruction) to push the limits of the intent of the regulations.

Because of the lack of guidelines (as explicitly expressed in QM1) administration struggles to understand what is required for ENL students. Therefore, they try to meet the needs of the students, but struggle to really support the students. Case 30 explains that there is funding, but the lack of guidelines on how it should be utilized allows for administration to make executive decisions that may not always benefit the students.

### **Parental Support**

Even if the supports are in the schools, there are academic challenges that ENL students encounter when they go home. Many of the parents do not speak the language and are unable to help their children academically. Case 55 was one of the few to express concern with this issue. Explicitly, case 55 wrote:

I love what I do but it is challenging. There is more and more academic pressure put on young students, and it's hard for our kids to catch up to a moving target, especially when many of their parents are unable to provide support at home.

In this situation the participant reflects that there are challenges with home support; therefore, it is hard for students to make growth. It is something, though, that needs to be considered by schools especially when it comes to assessment scores.

However, due to the stress for demonstrating growth, the ENL teachers feel pressure to meet certain goals. Additionally, ENL teachers feel pressure from the school to show growth in their students. As case 28 wrote:

It is challenging to be an ENL teacher. I feel isolated. A lot of pressure is put on me for my students to perform, yet no one understand what the ENL program should look like and my students are being underserviced because they won't hire another ENL teacher for my building.

This is a cry for support and understanding especially about meeting the needs of the students. Administration needs to be aware of the circumstances and the needs of the school in order to make executive decisions that will support the ENL students.

### **NYSESLAT Challenges**

In New York State, as explain in Chapter I and Chapter II, requires ENL students to take the NYSESLAT exam at the end of the year to evaluate language growth. This exam is not always appreciated, not wanted by ENL teachers. This is reflected by an excerpt from case 30:

The NYSESLAT does not measure student language levels accurately. For example, I have expanding level students who exhibit mostly transitioning characteristics. Also, the kindergarten NYSESLAT puts my first graders at a severe disadvantage because it is not ELA-style like the Grade 1-2 band test. Kindergartners are easily place into the expanding category, but have a much steeper curve in first grade to maintain that level on the first grade NYSESLAT. It is much harder to become commanding.

Though the NYSESLAT is not appreciated by all ENL teachers, but it is a necessary resource to assess language growth. Specifically, QM1 expresses a need for formal and informal assessments to evaluate ENL growth and language acquisition.

### **Chapter Synthesis**

As shown in this chapter, there were three *Q* models that the participants the participants in this study related. The findings show that ENL teachers feel challenged because: (1) there is a



lack of protocols and guidelines to evaluate and support ENL students; (2) Collaboration and co-teaching models are not sufficiently supported or established in the schools; (3) Time to accomplish tasks and meet the needs of the students. These three models were supported by the *Q* statements that were constructed in Chapter III (see Table 3.1). This is clearly supported by both the qualitative and quantitative data obtained in this study. Though some aspects of each model contrast one another, it is clear that there are three distinctive challenges that need to be addressed.

In Chapter V, I offer my conclusions from the findings of this chapter and suggest the implications that I see for school policy and practices as well as offer models that schools can incorporate to help benefit their teachers.

CHAPTER V:  
CONCLUSIONS AND IMPLICATIONS

After analyzing the research and conducting my own *Q* method study about the challenges push-in ENL teachers encounter, I can clearly express that there were three definitive models that depict how ENL teachers subjectively think. These three models include the following concepts: (a) Need for better tracking and evaluation processes for ENL students; (b) clearer expectations and rules for collaboration and co-teaching models; and (c) understanding of time issues related to ENL teachers.

Knowing about these three challenges that ENL teachers face in the schools and understanding the models that they relate to can lead to better development of programs and systems to benefit them. For instance, schools need to do more to help ENL teachers in order to rectify some of these challenges that may be relevant. Even if only three issues are addressed, they can change the structure of the schools to make them aligned with the ESSA standards, therefore meeting the NYS Board of Education requirements.

Additionally, findings from this study were meant to contribute to the ever-growing research about ENL teachers and ENL instruction. By discovering these three models, I am able to expand upon previous research and build upon new research areas. Specifically, both *QM2* and *QM3* were outlined in the literature section of Chapter 2. Below I explain how these two models align with the research and expand upon the concepts. Meanwhile I address how *QM1* created a new additional problem that was believed to have been addressed with the creation of Commissioner's Regulation, New York State §154 (1974) as explained in Chapter 1 (pp. 18-19).

In Chapter IV, I reported the empirical results and analysis of the evidence found using *Q* methodology with Facto Analysis to predict the degree to which each of the models discovered

in the study are associated with selected characteristics of the push-in ENL teachers who participated in the survey. I was careful to avoid my personal judgements to influence the interpretations of the models I discovered in Chapter IV. In this chapter, however, I offer a more personal viewpoint, but I ground this viewpoint in the empirical evidence provided by the *Q* models. The views expressed in this chapter were supported by not only the empirical findings of this study, but also but the research conducted in Chapter II. In addition, I offer my personal interpretations, conclusions, recommended models and implications for schools from the viewpoints of a push-in ENL teacher who works in a New York school.

The format for each part of this chapter is as follows: I discuss how the *Q* model relates to the literature and how my research will add to the current data. Secondly, I explain the implications that this will have on the schools and what needs to occur. Lastly, I present models and ideas that can be utilized by districts to benefit their ENL teachers.

### ***Q* Model 1: Protocols and Guidelines to Evaluate and Track ENL Students**

*QM1* represents ENL teachers who believe there needs to be better protocols or guidelines to monitor ENL student growth in the schools. In this model, as explained in Chapter 4, the participants agreed that there were issues with the way ENL students were evaluated and tracked. Specifically, the agreement with statements 18 (*We need a continuous process to track the progress of ENL students*), 44 (*We need ENL policies that are clear as those for special ed students*), and 21 (*Grade-level assessments are just not adequate to evaluate ENLs*) all express a clear reflection of the challenges that the students encounter with testing and the need for better reforms to help with evaluation and tracking. Often times, the only tracking that occurs in the schools is through the use of state exams, NYSESLAT, and grade level exams. Though the teachers agree that these exams are challenging for ENL students, they believe that some form of

continual assessment and evaluation needs to be created and utilized in the schools to assess ENL students' growth.

Additionally, these ENL teachers express that ENL students are at a disadvantage because they lack a formal document (like the IEP that special education students are entitled) to ensure that they are provided with the right services and given the additional supports necessary to accomplish tasks in the classroom and perform well in exams. This form of documentation would place a more valuable emphasis on the role of the ENL teacher, while also providing the structure and status that comes with an ENL classification. A formal document also establishes an importance in the role of teaching ENL students by placing an emphasis on the need for certified teachers who have the ability to explain the growth that ENL students go through as they learn a language. Meanwhile, it prescribes a way to track student growth through the year ensuring that there is mastery of the language beyond that of content and guaranteeing ENL students' rights to appropriate services is met. This is important because it relates negative ranking of statement 40 (*I'm always frustrated by the lack of growth that ENL students show*) in that teachers acknowledge growth among the students and their need for adequate time to learn. Ultimately, ENL teachers in QM1 want other teachers and staff members to be aware of the growth these students make on a yearly basis.

It is important to understand that the ENL teachers in this model do not believe that their children are special education students. They value their students greatly and have a mutually respectful relationship with parents. The teachers in this model assert the importance of having protocols or guidelines that protect their ENL students, place a value on their education and support their academic growth. These teachers believe that the role they play as ENL teachers is important, but they are tired of being the only advocates for these students. This is supported by

the negative ranking of statement 40 (*I'm always frustrated by the lack of growth that ENL students show*) and the positive ranking of statement 31 (*I have to be an advocate for ENLs when they're misunderstood*). These teachers believe that there is a need for change in the systems that run the schools, because their ENL students are not receiving the services they deserve.

### **Connection to Literature**

According to the Commissioner's Regulation, New York State schools must meet necessary hours of service for students through hiring ENL teachers. This law stipulates specific hours of service, supports for ENLs, and assessments to evaluate ENL students. This policy was instituted to ensure student's academic growth in the classroom was met and accommodated. This regulation altered the structures of the school systems and created a need for professional development. It, therefore, comes as a surprise that ENL teachers from this study feel that the protocols and evaluations stipulated are not enough. However, the participants in this study express high concerns about the students' rights to an equal education because they lack sufficient supports and require additional assessments to continually evaluate their learning which is not as evident in the literature. The findings pertaining to QM1, essentially, call for a reform in this policy and a clarification of expectations for the schools and types of assessments given.

QM1 was the most surprising of all the models because based upon my research in the literature section, this was not a model I was expecting to find as the primary one. It has always been a vague topic that was believed to be fixed in New York by the creation of Commissioner's Regulation, New York State §154 (1974). This law identifies specific hours of service, supports for ENLs, and examination protocols, meanwhile enforcing a push-in and co-teaching model in the schools. It made a powerful stance to encourage student's academic growth in the classroom

by having ENL teachers push-in and co-teacher with mainstream teachers to meet the necessary hours of service. This regulation altered the structures of the school systems and created a need for professional development. Therefore, with the shift in structures of the schools, there will be some problems that will arise from it. Consequently, *QM1* calls for a reform in this policy and a clarification of expectations for the schools and the type of assessments given.

Even though *QM1* expresses a need for a shift in political and authoritative roles, it does have some foundation in the literature. Specifically, in the literature section, Brooks et al. (2010), Senyshyn & Chamberlin-Quinlisk (2009), Delpit (2012), and Percy et al. (2013), explained that creating an inclusive environment requires the following concepts:

- (a) A curriculum that integrates students' language and culture;
- (b) Accurate assessments of ENL students;
- (c) A focus on critical thinking skills; and
- (d) Stronger parent and school relationships.

*Q Model 1* expresses a concern regarding concept b (*accurate assessments of ENL students*).

This occurs because there is a greater need for assessments in the schools that ENL students can take and score well on, while also demonstrating language growth they are making in the classroom. After all, assessments given in the school are based on a one-size-fits-all mentality. These exams are created for general education students who have mastered the language and were exposed to content in the schools from a young age. ENL students are students who may never have been in school, moved around a lot, and rarely spoke English in their household. Having ENL students participate class exams and holding them to the same standards as other students is where the discrepancy lies.

Additionally, in the literature section (p. 57), Barr and Clark (2011) and Peercy et al. (2013) discussed how ENL teachers took on administrator roles because they wanted to make reforms in the school structure to help benefit their ENL students. In the models created, where ENL teachers took on administrator positions, the mainstream teachers were given ENL training and efforts were undertaken to ensure that the school culture embraced multiculturalism, language development, and ENL strategic support for ENLs. This connects to *QM1* because the teachers want a greater emphasis on the importance of their students in the classroom. If assessments and protocols were modified to support ENL instruction and language development of students, then the schools would be able show growth in their students and accommodate their needs. Additionally, the greater emphasis on ENL students establishes a norm in the school which would mean that the whole staff would be advocates for ENL students as opposed to just the ENL teachers.

### **Model Recommended for the Schools to Track and Evaluate ENL Students**

Based on *QM1* and reflections of the participants in this study, there is a need for better protocols and assessments to evaluate ENL students. The belief in this model is that ENL students should have formal documents that can be accessed by the teachers. Within the document there should be provisions for services that address ENL students' needs. It should also outline the challenges and the strengths that the student has in order to provide their teachers with an idea of areas they need further support.

Therefore, based on the data set and the information from the literature, I would recommend creating a more uniformed program for the ENL students in which they are tracked formally and informally by the ENL and general education teachers. This program should have

grade appropriate assessments also well as language assessments that evaluate through speaking, reading, writing, and listening. They should not be long assessments.

Secondly, a document, similar to an IEP should be provided for each student. Within the document, there should be an outline of the growth and progress the student has made, recommendations for the student, goals and expectations for the student, and an emphasis on the services to be rendered. The students should also have testing accommodations listed in this document to provide mainstream or non-ENL teachers a list of supports or tools that the student can access to better benefit them as they are evaluated. Through the creation of a legal document, ENL teachers will gain greater respect and understanding in the school community, therefore helping to bridge their roles and responsibility with the school norms.

Lastly, schools need to evaluate their programs to help ENL teachers to include their methods and materials into the lessons. This will help to establish norms or protocols within the classrooms where the ENL teachers becomes responsible for the students' academic and linguistic growth. This shift to a more inclusive environment for the ENL students and teachers will bridge the gap that exists for instruction for ENL students within the schools.

**Implication for schools.** The agreement in *QM1* is that the schools, towns, and state need to do more to support their ENL students. Instruction, evaluation, and programs need to be restructured to support the ENL population because they require additional support in language development. The expressed concerns in *QM1* align with the already implemented Special Education requirements because New York schools should have greater funding and better laws to protect all of these students. ENL students require these additional supports to bridge their gaps in the district.



*QM1* emphasizes that the schools need to create assessments that will evaluate ENL language and content knowledge effectively. Additionally, time will need to be provided to understand the data and document the needs of the students. This document will likely require the accommodations that ENL students should be entitled to and the classification of the students.

Based on all these recommendations and *QM1*, school structures and exams need to be changed. Meanwhile, new protocols for accommodating ENL students are imperative along with time to monitor and assess students' yearly progress and meet with parents and teachers to see what further needs to be done to benefit each individual child. These are not the only changes that have been recommended by the participants in this study. Two additional models also were discovered that warrant discussion.

### ***Q Model 2: Co-teaching and Collaboration***

*Q Model 2* represents ENL teachers who believe a challenge is co-teaching and collaboration. In this model it was apparent that the ENL teachers struggle with presenting their ideas to their co-teachers, expressing their concerns, providing support for their ENL students, and earning the respect of their colleagues. In many of the cases, the title "Teacher's Assistant" (T.A.) was utilized as a term ENL teachers in *QM2* felt they were considered in the classroom. Additionally, these teachers know they have the knowledge, training, and resources necessary to help support their students in the general education classrooms. Respectively, ENL teachers want to be utilized for their knowledge and work with their co-teachers more closely. These challenges were emphasized by the positively scored statements 48 (*I believe mainstream teachers have unrealistic expectations for ENLs*), 41 (*Many co-teachers don't see my role in the classroom the same way I do*) and 47 (*It's a struggle to collaborate with co-teacher/s not trained*

*in ENL*). In this case, ENL teachers feel they are not as valued in the classroom as they believe themselves to be. At the same time, they are struggling not only to represent themselves, but also to provide the supports they know in the classroom with their mainstream teacher.

Additionally, statements 43 (*Because I push-in, it's hard to develop an identity with the students*), 42 (*I find it challenging to constantly shift among ENL grade levels*), 29 (*I don't have personal space when working in a co-teaching classroom*), and 28 (*It is hard to accommodate so many different proficiency levels*) reinforce the issue of a lack of control in the classroom that they are pushing into. Here it is emphasized that ENL teachers are unable to find the space to accommodate their students; therefore, there is a lack of connection with the students and the needs are not all met.

Lastly, two of the most powerful statements in this model was statement 31 (*I have to be an advocate for ENLs when they're misunderstood*) and statement 37 (*My observations are often done by people who don't understand ENL*). In this situation, these statements are prevalent because they reinforce the concept that ENL teachers have to protect their students and they do not appear to be understood by their supervisors. These were two preconceptions that appeared in the literature and emphasize a need for support from administration in order to advocate for the student's academic rights.

Overall, this model recommends a push for more support for ENL teachers in the co-teaching classroom, an emphasis on creating a cohesive environment, and a stronger relationship among teachers. Upon discovering this model, I realized that this challenge is not a new one either. The literature clearly expresses this as a challenge in the classroom.

### **Connection to Literature**

Within the literature, (see Chapter III, pg. 45) it was discussed that ENL teachers often are treated unprofessionally and lack the support of teachers in the school community. Specifically, Barr and Clark (2011) and Bell and Baecher (2012) expressed the view that ENL teachers with general education teachers struggle with the co-teaching model often as they try to find time to collaborate. They feel that if they had more time to work with their co-teachers, there would be greater understanding and respect in the classroom, meanwhile strategies and students would also be discussed more clearly to enable better instructional practices to support their language and academic growth.

Additionally, this *Q* Model expands upon Ajayi (2008), Barr and Clark (2011), and Brooks et al. (2010) by relating to the co-teaching model between ENL teacher and general education teachers and adding on to the existing research through the clarifications of issues that occur in the classrooms with a push-in model (Chapter II, p. 45). In this relationship, QM2 gives prominent issues that come with the co-teaching and push-in model such as failure to collaborate, disrespect by the mainstream teacher, and inconsistency of the role of the ENL teacher.

Contrary to Trickett et al. (2012), though, these teachers do not feel isolated in the community and are not approached for their resources. Though they are treated unprofessionally by their co-teachers, the teachers in QM2 do not struggle with a departmental identity. They are not in the classrooms long enough or frequently enough to build a strong relationship with their co-teacher/mainstream teacher. Secondly, the struggle that is apparent and builds onto previous research is that ENL teachers feel they have the skills and the knowledge to support their students but lack the support of the mainstream teacher to fulfill their role in the classroom (Trickett et al., 2012).

Regarding this topic and building a further connection to QM2, Santos-Rego and Nieto (2000), as is implied in the research, insist that TESOL teachers are highly knowledgeable about their content and therefore, greater emphasis and financial backing should support their contribution to the schools and classrooms (Chapter II, p.55). In a way, the research conducted by Santos-Rego and Nieto (2000) indicates that the schools are aware that ENL teachers are assets to the schools and have the knowledge to support their ENL students. Contradictory to my findings, though, Santos-Rego and Nieto (2000) express that ENL teachers are valued, which in QM2, it there is a great emphasis of not being valued by the classroom teachers.

Likewise, regarding the need for collaboration, Batt (2008) and Honigsfeld and Dove (2016) emphasize that in co-teaching models there needs to be pre-planning, collaborative planning and co-planning, but those in this *Q* Model do not have the ability to do this, nor are they respected by their teachers to accomplish this task (Chapter II, pp. 47-48). This is important to understand because though there is a need for collaboration and co-planning, it seems that there is a greater challenge regarding respect, understanding, and time when ENL teachers are working with mainstream teachers.

### **Model Recommended for the Schools to Increase Collaboration and Support Co-teaching**

Based on QM2 and reflections of the participants in this study, there is a need for better supports to increase collaboration and co-teaching to support ENL students. The belief in this model is that ENL teachers struggle in terms of collaboration with co-teachers; meanwhile they lack the respect they deserve while working with their co-teachers. Within this model for schools, there is a push for a more collaborative and supportive environment.

The ENL teachers within this model want to have more respect built between them and their co-teacher. This can be done by reducing the number of co-teachers who an ENL teacher

has. Similar to an ICT model in Special Education, schools should arrange for classrooms that are co-taught all day with ENL students. This model would build the relationship between teachers in the classroom, provide them with more time to plan together, and give the ENL teachers a chance to get know their students better. Limiting the number of co-teachers for an ENL teacher, provides support for ENL students who they are not always receiving, meanwhile giving the teacher a chance to work with one or two other teachers.

Additionally, based on QM2, there is a greater need for more planning time and collaboration where mutual respect is consistent. This may require intervention from the administration to build the relationships between the teachers. Essentially, if the ENL teacher is not in the room all the time, then work needs to be done to establish the types of models that should be implemented to work with the students, the expectations of the relationships the teachers should have, and the roles each should play in the classroom. Because many of the schools lack this initiative, there are discrepancies in how classrooms should be when there are two teachers in the room. Therefore, based on the data from this study, I would recommend a push for reforms when it comes to co-teaching in an ENL classroom. If the school does not wish to foster a more inclusive environment and insists upon spreading the ENL teacher across classrooms, training, meetings, and time need to be set aside to help the teachers build relationships and establish a structure within the classroom that is conducive for both teachers. The goal is to remove the feeling of an ENL teacher being a T.A. and instead push for a cohesive environment where there is parallel instruction, monitoring, and mutual understanding instead of mini-subgroups and small pull-out groups obligated to meet in the back of a classroom.

**Implication for schools.** These new models and changes influenced by QM2 will impact the school structure and finances. In this situation, there is a need for more ENL teachers to

support the mainstream teachers. This means that their funding will go toward the following: first, hiring of teachers and additional supports; second, restructuring classes to support the new model; third, collaborating with one another; and fourth, supporting mainstream teachers who struggle with working with entering and emerging students.

First, if schools decide they do not want to follow that model, they will need to provide supports for ENL teachers and mainstream teachers to build upon their relationship and increase their communication. This will have to be done through discussions, actions, and support. The ENL teachers yearn to be accepted in the classroom by their mainstream co-teacher. Therefore, it is important to build this relationship or to hire teachers who are able to work together collaboratively to help the students.

Second, schools will have to restructure and support their ENL students better in the classroom by creating co-teaching models. This will have to be done by creating classrooms that have ENL students and two teachers (similar to ICT) classrooms. They will also have to support these unions by providing professional development and collaboration time.

Third, the schools need to make time to ensure that collaboration can occur between the teachers. This is important because the teachers who relate to QM2 feel that they are not respected during collaboration and co-teaching. The more supports used to fix the problem, the greater chance for success in the school in terms of accommodating the needs of students.

Fourth, Smith (2010) emphasizes in the research that the mainstream teachers struggle with working with entering and emerging students (the newer students who are just starting to acquire the English language). This connects to QM2 because the ENL teachers who push in to the classroom express concern regarding servicing the entering and emerging students; meanwhile, acknowledging that the mainstream teacher struggle to meet the needs of the

entering and emerging students. Regarding the push-in teachers, they are unable to remove or provide services in a different room or in an area that is more centralized and conducive for learning.

Ultimately, QM2 depicts the views of ENL teachers who struggle with collaboration and co-teaching. Therefore, the schools need to make changes to help support these teachers in order to benefit the ENL students. It may not be an easy process, but it needs to be done to help support their teachers. The schools also need to make additional reforms to accommodate those that struggle with QM3.

### ***Q* Model 3: Time**

In QM3, the push-in ENL teachers struggle with issues related to time. They lack the time to accommodate their students, to meet with co-teachers, and to plan. This is evident based on statements 38 (*There is never enough time in a week to accommodate all ENL students*), 36 (*I have a larger caseload of students than I am able to service well*), 39 (*I always struggle with meeting the weekly hours required for ENLs*), and 28 (*It is hard to accommodate so many different proficiency levels*).

These teachers believe that there are issues with the way the schools are run and are challenged on a daily basis to meet the needs of their students. Additionally, these participants struggle to complete state required hours of service. This means that because the teachers are unable to complete their jobs in the schools and accomplish tasks, the students are struggling. Their accommodations are not met, they are not making the progress that should be occurring, and they lack the availability to change this. It is a disservice to the students, as participants claim.

Therefore, in this model the emphasis is upon making time to help these teachers to accomplish their tasks or providing them with additional supports to meet all the requirements to accomplish their jobs. They want reforms and changes associated with the ability to make more time to accomplish the necessary tasks at hand. It is also further supported by the data obtained from the literature.

### **Connection to Literature**

In the literature, topics related to time had been apparent. The teachers complained that they were not able to meet with other teachers because they lacked the time, they expressed concern for meeting the needs of the students because of time, and students struggle to acquire language because of time. Each of these challenges were imperative topics that previous literature discussed.

Primarily the literature discussed that the teachers complained about the lack of time they have to meet with teachers. Although they were not push-in teachers only, Bell and Beacher (2012) discussed that the teachers would meet at random hours and interact in informal ways (such as emails, phone calls, and discussions in the hall). These meetings were very similar to the ones expressed in the reflections from the participants in this study. Therefore, the common issue here was that the teachers lack the formal times to meet and collaborate with co-teachers or teachers they are working with. This leads to issues related to misunderstandings, lack of preparation in the classroom, and lack of cohesiveness in the material.

Secondly, the literature discussed that the teachers complained about the lack of time they have to meet the needs of their students. Krumenaker, Many, and Wang (2008) observed that there is a struggle with meeting the needs of the students due to time. In their study, the concern related to a mainstream teacher who had to make time to alter the material to meet the needs of



the students. The teachers in QM3 add on to this concept by expressing concern in meeting the actual needs of their students because they were not always in the classroom with the students. Additionally, they were unable to pull them out because there was not enough time meet with all the students.

Thirdly, the literature addresses the struggles that students experience in relation to time. Specifically, the students take 3-5 years to become fully fluent in a language. It takes them time to acquire language skills, which is why, as Krumenaker, Many, and Wang (2008) found, mainstream teachers struggle with accepting this. Though the ENL teachers respect the time it takes to learn a language, they find that because mainstream teachers and administration lack this knowledge and skills, they need to consider giving students adequate time. Therefore, there is an emphasis on a need for understanding, compassion, and support when it comes to the time it takes for ENL students to acquire a new language.

### **Model Utilized in the Schools to Adjust Time**

The schools need to acknowledge that there is a need for change to help those teachers who fall into QM3. Specifically, schools need to make reforms to help and accommodate ENL teachers to ensure that they are meeting the needs of their students. This can be done through reorganization of the school, providing additional supports, and giving the ENL teachers the time they require to complete the tasks at hand.

Primarily, the schools need to provide ENL teachers with more instructional time because these teachers feel that they are not able to meet the needs of their students. This can be done by decreasing teachers' caseloads, hiring more ENL teachers, and making additional time for them to meet with their students. If the caseloads are decreased for each ENL teacher, it will provide them with a chance to build relationships with their students and better support those they are

responsible for. If more ENL teachers are hired, there is a greater chance that the supports the students need will be reached. It will provide support for the mainstream teachers also, by giving them additional teachers to work with their students.

Schedules can also be modified to give ENL teachers opportunities to work with their students on a more individualized basis. This will help ENL teachers to make sure that they have an opportunity to work with all levels of students for the required number of hours. If time is not provided, the ENL teachers are squeezing in the hours as a group. Thus, the more flexibility in the schedule, the greater chance the teachers can work with their students in smaller, individualized groups that can be differentiated to meet the needs for the students.

Additional time can be added to the day to support the students and the teachers. This can be done by providing afterschool funding to support the students. By offering afterschool help, ENL students can get support on their homework that their parents may not be able to support them with. This allows for them to also ask questions in a more intimate setting which relieves the pressure that many of the ENL teachers in this model reported existed.

Moreover, the schools will need to alter the structure of their school to support their ENL teachers. Space and areas need to be established to help them meet with the students and allow them to make arrangements conducive to their schedule. ENL teachers should feel that they are part of the community they are working with. If they feel supported and are given the area that they need they will have the necessary resources to meet the needs of their students.

**Implication for schools.** In all of these recommendations, it is imperative to understand the school's need to decide what is best for their school to support their teachers. Funding is limited and time is essentially hard to promise, but it is important to understand that those

participants who agree with QM3 feel that time is a huge issue in their lives. They are struggling to accommodate different needs, meet the required service hours, and work with their students.

The teachers in this model believe that even though they are in the classroom with the mainstream teachers the number of hours that are required to service them are not being met. They believe it is connected to time and, therefore, extremely important to fix this situation. Therefore, the schools may need to apply for additional support to run after school programs to support their ENL students, to hire more ENL teachers, and to include more services for the ENL students. This will be a challenge for the school, but supporting the ENL population is important to the teachers who relate to QM3.

### **Cross-loaded Salient Statements**

Within the study, there were statements that cross-loaded under two or more factors. These statements are presented above in Table 4.7. These statements helped me to better understand areas that ENL teachers felt needed change or may not require any change. Though a few already were addressed by the factors expressed above, there are two that still need to be discussed. They are statements that altered the pre-conceived notions that existed in the school systems. These statements include areas such as schools with ENL students are not dangerous and ENL teachers have to advocate for their students.

### **Non-Dangerous Schools**

In this study, statement 14 (*I often feel in physical danger when working with ENL students*) cross-loaded among all three factors. Meanwhile, statement 10 (*ENLs have a lot more disciplinary problems than other students*) was cross-loaded under two factors. This implies that participants who aligned with the factors do not feel threatened or work in dangerous situations.

This was reflected in the qualitative data that were presented at the duration of the study. Most of the comments stated that this was not relevant.

In the literature, this was a topic that was brought up in regards to schools that had ENL students. Specifically, this related to schools with higher drop-out rates and lower academic students. ENL students are, as Zentella (1997) and Nieto (2013) discuss in their articles, always at risk of not being able to move forward in their education and struggle to meet the expectations of their parents.

In the elementary schools, this statement was proven false by all three models of participants. Therefore, this demonstrated that the ENL students are not dangerous and do not have disciplinary problems.

### **Advocating for ENL Students**

Two models agree that there are issues with advocacy when ENL students are considered. This is addressed by statement 31 (*I have to be an advocate for ENLs when they're misunderstood*) which expresses that there is a greater need for supports for ENL students because the ENL teachers end up being the advocates instead. Case 49 from the study even mentioned in his/her reflection of statement 31 (*I have to be an advocate for ENLs when they're misunderstood*):

I had students that didn't eat lunch because the cafeteria didn't have what they needed to eat or the children couldn't speak up for themselves. I could tell they were hungry so I would take the entire class down and speak with the manager and my students got fed!

As is presented in this reflection, there is a greater need for advocacy that is not apparent in the schools. The ENL teacher, in this situation feels that the students are not getting the support, nor compassion from the staff in the school.

The literature highly supports this topic, too. Specifically, Trickett et al. (2012) expresses that the ENL teachers have to act as translators and interpreters when they explain rules and expectations. Trickett et al. (2012) even goes on to explain that parents and students require the support of the ENL teachers because the mainstream teachers lack the understanding and skills to communicate with parents and students.

Since this is a prominent issue, the schools need to make an effort to change their perspectives about the students. After all, ENL students deserve the rights and equalities that all other students receive. Trainings and additional supports should be established in the schools to help make sure that there is a lack of confusion and misunderstandings.

### **General Recommendations for Elementary Public Schools**

As an ENL teacher myself, I realize the importance of policies and reforms in affecting the structures of the school. Commissioner's Regulation, New York State §154 (1974) highly impacted the structure of the schools, but they only started to make the reforms that ENL teachers feel are necessary to help support their students. Overall, based on this study and the research that supported it, there are multiple recommendations that elementary schools should consider in regard to ENL students. Drawing upon these different findings and supports, I present the following general recommendations for schools and teachers to provide a better environment to support their ENL teachers in the schools.

- a. Schools need to create assessments that are better at evaluating ENL students' language growth through speaking, reading, writing, and listening;
- b. Schools need to build protocols and expectations to support their ENL students in the classrooms;

- c. Schools need to create a better tracking system for ENL student's language growth in the classroom by creating a formal document that can be added on an altered to understand how a student has made growth (similarly to an IEP);
- d. Schools need to support co-teaching models better by providing time for collaboration, discussion, and pre-planning;
- e. Schools need to implement training to support co-teaching models and also establish an expectation of the co-teaching model that should be met by the classroom teachers;
- f. Schools need to provide supports to help with communication between the mainstream teachers and ENL teachers;
- g. Schools need to provide time for teachers to plan with their co-teachers and mainstream teachers in order to meet the needs of their students;
- h. Schools should decrease case-loads of ENL teachers so that they are working with less mainstream teachers and have more time to meet the needs of the ENL students;  
and
- i. Schools should provide training to staff members and teachers in order to create school wide advocates for students.

### **Conclusion and Future Research**

When it comes to ENL, research should continue to be conducted to evaluate the problems and changes within the schools. My study considered the perspectives of the ENL teachers in the schools and, therefore, provides insight into the challenges that they believe exist in schools. It is important to realize that the research conducted completed its purpose of discovering *Q* models that reflect the point-of-views of the push-in ENL teachers.

Realistically, the teachers in this study related to three models. They are as follows: (a) Need for better tracking and evaluation processes for ENL students; (b) clearer expectations and rules for collaboration and co-teaching models; and (c) understanding of time issues related to ENL teachers. Within these three models there was a clear understanding that the teachers require help to support their ENL students because Commissioner's Regulation, New York State §154 (1974) is not supportive enough.

Therefore, schools need to take action to better support their teachers. They need to think about what is in the best interest of their students' language growth. Considering this, they need to implement evaluations systems, protocols, and training that will affect the whole school community. In a way, the call for school reform is highly necessary in order to benefit the ENL students and teachers in the school.

Although my research contributes to the current literature, it also creates additional need for future research. There is a greater need for training programs that can support mainstream teachers and co-teaching models. Teaching about language supports and ENL students who are new and struggle to communicate, schools can reform their staff's thinking in regard to reaching the needs of the students. Therefore, research in these areas would benefit the schools and support further understanding of the school systems. Additionally, research should look into how high school teachers factor into these models. Looking at this study from a different grade level may contribute differently to the research. Lastly, based on the findings of this study, future research may want to address the type of assessments that could be created to evaluate ENLs students. Specifically, the focus should be on the creation of exams for students to ensure that they are effective in accomplishing a specific purpose.

Ultimately, all students are entitled to a fair and equitable education within the schools. ENL teachers are part of that system and they require support from the schools to accomplish their jobs in the school. Though I am optimistic that there are some reforms being made in the schools across New York, there is still a need for further evaluation and change in the schools. Based on this view, I will continue to move forward with my research and teachings about the importance of the ENL teacher in the school and their primary function in contributing to the school community.



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## APPENDIX A

## INVITATION LETTER



**Long Island University/LIU Post**  
College of Education, Information, & Technology  
720 Northern Blvd, Brookville, NY 11548

**Introduction to the Survey and  
Informed Consent Form for Human Research Subjects**

You are being invited to volunteer in a research study called *Shared Viewpoints of ENL Teachers About the Challenges They Face: A Q-Methodological Study* conducted by Janine M. Curiale, a doctoral candidate in the School of Education. The purpose of this research is to identify, examine, and analyze the viewpoints of push-in elementary ENL teachers on the challenges they face when working in their schools.

As a participant, you will be asked to read and sort 48 statements into a template. The survey will take about 20 minutes. You will also be asked to answer some questions about your professional background, which are not personally identifying, and which will only be used to understand the responses from ENL teachers with similar backgrounds. You, as the participant, will not experience any discomfort. In addition, there are no potential risks involved in participating in this study. While there is no direct benefit for your participation, it is reasonable to expect the results may provide information of value for the field of Education.

If you agree to participate in this study, your participation will be on an anonymous basis, and you will not be asked for information that could identify you or your school individually. Your participation in this research is voluntary. Refusal to participate (or discontinue participation) will involve no penalty or loss of benefits to which you would otherwise be entitled.

If you have any questions about the research, you may contact the investigator Janine Curiale at [janine.curiale@my.liu.edu](mailto:janine.curiale@my.liu.edu) or the dissertation chair, Dr. Eflada Tolentino, at [efleda.tolentino@liu.edu](mailto:efleda.tolentino@liu.edu). If you have questions concerning your rights as a subject, you may contact the Institutional Review Board Administrator, Dr. Lacey Sischo at (516) 299-3591.

By clicking the "Agree to Participate" button below, you can indicate that you have fully read the above text and have had the opportunity to ask questions about the purposes and procedures of this study. If you choose not to participate, please click the "Decline to Participate" box below or simply close your browser.

Thank you for your consideration.

Janine Curiale, M.A., A.B.D.  
Doctoral Candidate and Study Director  
Long Island University

**Agree to Participate**

**Decline to Participate**

APPENDIX B

COMPLETE SURVEY

Welcome to the  
Elementary School ENL Teachers Survey

Please begin by clicking on the "Continue" button.

Continue

## Introduction

Please maximize your browser window and click on the "Continue" button to start the survey.

Continue

## Step 1 of 5

The following 48 statements may or may not reflect your views about your teaching experience and views as an elementary school ENL teacher in New York.

Please read each statement and place it into one of the three categories based on whether you agree with it MORE than the other statements, LESS than the other statements, or have NO OPINION about it.

You can simply click, drag, drop, or press 1, 2, or 3 on your keyboard to move the statements into one of the three piles.




You can move the cards at any time to make changes.

*THIS IS A LOT EASIER THAN IT SOUNDS, SO PLEASE GIVE IT A TRY.*

Continue

(1) I haven't had enough training in using technology in the classroom.

1/48

LEAST AGREE (#1)	NO OPINION OR NEUTRAL (#2)	MOST AGREE (#3)
		

## Step 2 of 5

Please sort these statements into the template in the way that best describes your views and experiences about ENL teaching in elementary school.

Only part of the statement text will be visible after you move a statement into the template, but you can see the full text statements by hovering the mouse over them.

*(The order of boxes in any of the columns does not matter. You can move cards into any of the columns regardless of their original pile or color.)*

Continue



LEAST AGREE									MOST AGREE	
-4	-3	-2	-1	0	+1	+2	+3	+4		

LEAST AGREE	NO OPINION OR NEUTRAL	MOST AGREE
<p><b>(38)</b> There is never enough time in a week to accommodate all ENL students.</p>	<p><b>(48)</b> I believe mainstream teachers have unrealistic expectations for ENLs.</p>	<p><b>(47)</b> It's a struggle to collaborate with co-teacher/s not trained in ENL.</p>
<p><b>(37)</b> My observations are often done by people who don't understand ENL.</p>	<p><b>(17)</b> Differentiating instruction is especially hard with ENL students.</p>	<p><b>(46)</b> Anti-immigration politics make teaching ENL students harder.</p>

44%



LEAST AGREE									MOST AGREE	
-4	-3	-2	-1	0	+1	+2	+3	+4		
(17)	(1) I haven't	(11) I feel that	(20)	(19) I feel the	(14) I often	(13) As an	(31) I have to	(32) I don't		
(16) I'm very	(37) My	(10) ENLS	(21) Grade-	(22) It's hard	(23) It's unfair	(12) I struggle	(30) Teacher	(29) I don't		
	(36) I have a	(9) My	(25) I feel too	(26) The	(24) I seldom	(8) I never	(28) It is hard			
	(18) We need	(7) My co-	(42) I find it	(41) Many co-	(27) As an	(4) I lack the	(6) I always			
		(2) It's much	(44) We need	(43) Because	(40) I'm	(3) I find it				
		(15) I need a	(48) I believe	(45) It's hard	(33) I often	(5) I'm almost				
			(47) It's a	(46) Anti-	(35) I don't					
			(38) There is	(39) I always	(34) It's					

Continue

89%

Help me!

## Step 3 of 5

*Congratulations!* Thank you for sorting all statements into the template. You can now review your decisions and move any statements you wish.

*If you like, you can move statements out of their boxes and place them temporarily in any blank area outside the template while you're making final changes.*

Continue

## Step 4 of 5

To give me more insight about the decisions you made about the statements, please briefly explain why you placed the following statements in the *MOST AGREE* and *LEAST AGREE* boxes.

Continue

**MOST AGREE (+4)**

(2) It's much harder to communicate with ENL parents than other parents.

(1) I haven't had enough training in using technology in the classroom.

**LEAST AGREE (-4)**

(33) I often feel unsupported in the classroom by my gen ed co-teacher/s.

(30) Teacher education programs do a bad job in preparing ENL teachers.

Continue

## Step 5 of 5

You're almost done, but I would like to ask you just a few more simple questions, so I can look for views that are shared by ENL teachers with similar backgrounds.

Please keep in mind that this is an anonymous survey and that neither you nor your school can or will be identified.

[Continue](#)



#### Your Full-Time ENL Teaching Experience

How many years of full-time ENL teaching experience will you have had by the end of this school year?

#### Your Teaching Certifications

Do you hold an additional teaching certificate in special education?

- Yes
- No

#### Your Current School's Academic Status

In your opinion, which of the following best describes your current school's academic status?

- High Needs
- About Average
- High Performing

## Your School Community

In your view, about what proportion of your school's students come from homes where English is not the primary language?

- Less than 5%
- 6%-25
- 26%-50%
- More than 50%

## Your Languages

How many languages other than English do you speak fluently enough to use in your teaching?

## Your School Experience as a Student

Were you ever an ENL/ESL student?

- Yes
- No

## Childrens' School Experience

Have any of your children, if any, ever been an ENL/ESL student?

- Yes, at least one of my children has been or is an ENL/ESL student
- I am a parent but none of my children have been an ENL/ESL student
- I do not have children

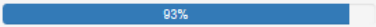


Your Other Insights About ENL Teaching (optional)

In the space below, please add any other comments or insights you would like to share with me about ENL teaching and the challenges ENL teachers face. Your views are important, and I want to make sure you have had the opportunity to express them in your own words.

THANK YOU! PLEASE PRESS CONTINUE AND THEN SUBMIT YOUR SURVEY.

Continue



93%

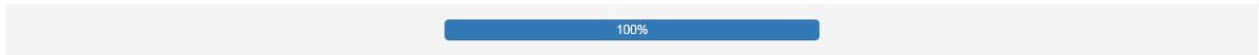
Help me!



## Submit Data

You've finished the survey. Please submit your data now.

[Submit data](#)



## APPENDIX C:

## INTERNATIONAL REVIEW BOARD APPROVAL

LONG ISLAND UNIVERSITY  
UNIVERSITY OFFICE OF SPONSORED RESEARCH  
BUSH-BROWN HALL, UNIVERSITY CENTER

**NOTICE TO ALL RESEARCHERS:**

*Please be aware that a protocol violation (e.g., failure to submit a modification for any change) of an IRB approved protocol may result in mandatory remedial education, additional audits, re-consenting subjects, researcher probation, suspension of any research protocol at issue, suspension of additional existing research protocols, invalidation of all research conducted under the research protocol at issue, and further appropriate consequences as determined by the IRB and the Institutional Officer.*

**TO:** Dr. Eleda Tolentino  
Janine Curiale (Student Investigator)

**FROM:** Dr. Lacey Sischo, IRB Administrator  
LIU Institutional Review Board

**DATE:** November 12, 2018

**PROTOCOL TITLE:** Shared viewpoints of ENL teachers about the challenges they face: A Q-methodological study

**PROTOCOL ID NO:** P 18/11-174

**REVIEW TYPE:** Exempt-Level

**ACTION:** IRB Exempt Determination/Approval

Your application has been reviewed using the University's Institutional Review Board's (IRB) administrative review process and can be considered to be an EXEMPT methodology/approach as defined in 45 CFR 46.101.b.2:

**Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior unless:**

- The information obtained is recorded in such a manner that human subjects can be identified, either directly (e.g. name) or through identifiers linked to the subject (i.e., through ANY code used with the intent of being traced back to the subject.)
- AND**
- Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation

Please note: Revisions and amendments to the research activity must be promptly reported to the IRB for review and approval prior to the commencement of the revised protocol. **If the project is amended so that it is no longer considered to be exempt research as per the federal definitions, it will be necessary for the investigators to submit an application for full committee review.**



**Verification of Institutional Review Board (IRB) Exempt Determination/Approval**

**LIU IRB ID:** P 18/11-174

**Project Title:** Shared viewpoints of ENL teachers about the challenges they face: A Q-methodological study

**Signature:** \_\_\_\_\_  
*Lacey Sischo*

**Name/Title:** Lacey Sischo, PhD, IRB Administrator

## APPENDIX D:

## AMMENDMENT FOR INTERNATIONAL REVIEW BOARD

LONG ISLAND UNIVERSITY  
UNIVERSITY OFFICE OF SPONSORED RESEARCH  
BUSH-BROWN HALL, UNIVERSITY CENTER

**NOTICE TO ALL RESEARCHERS:**

*Please be aware that a protocol violation (e.g., failure to submit a modification for any change) of an IRB approved protocol may result in mandatory remedial education, additional audits, re-consenting subjects, researcher probation, suspension of any research protocol at issue, suspension of additional existing research protocols, invalidation of all research conducted under the research protocol at issue, and further appropriate consequences as determined by the IRB and the Institutional Officer.*

**TO:** Dr. Eleda Tolentino  
Janine Curiale (Student Investigator)

**FROM:** Dr. Lacey Sischo, IRB Administrator  
LIU Institutional Review Board

**DATE:** November 14, 2018

**PROTOCOL TITLE:** Shared viewpoints of ENL teachers about the challenges they face: A Q-methodological study

**PROTOCOL ID NO:** P 18/11-174.A1 (Amendment 1)

**REVIEW TYPE:** Administrative

**ACTION:** Amendment Approved

Your request made on November 13, 2018 to make an amendment to your project was reviewed and **approved**. According to your formal request, you will:

- Remove the following question from your survey: "Which of the following best describes your current school type and location?" This change will ensure that participants will not be identified by their district, specifically those working the NYC DOE or city schools.
- Change the informed consent form and email and online recruitment script to include New York elementary ENL teacher who provide push-in services in order to ensure that participants are protected under the IRB approval.

The amended application now includes the suffix ".A1", and is on file in the Office of Sponsored Research as Project ID No. P 18/11-174.A1 (first amendment).

Please note the following:

1. Approval for sites other than Long Island University is given only for those indicated in the original application and from which appropriate letters of approval have been received by the IRB.

2. Revisions and amendments to the research activity must be promptly reported to the IRB for review and approval prior to the commencement of the revised protocol (the only exception is in those situations where changes in the protocol are required to eliminate apparent, immediate hazards to the subject).
3. The IRB must be notified immediately of any unanticipated problems or adverse events affecting risk to subjects.
4. Where consent form(s) have been approved for the research activity, only IRB approved, stamped consent forms may be used in the consent process. Make sure to retain a copy of the approved, stamped consent document, as it must be submitted to the IRB at the time of submission of your annual renewal. One signed copy of the stamped form must be given to the subject, one must be placed in subject's file/chart (if appropriate), and the principal investigator must keep one. You are responsible for maintaining signed consent forms for a period of at least three years after study completion.

If consent is on-line, the on-line form should include language/indication of the IRB approval and expiration date as would be found on a hard-copy/paper form.

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**Verification of Institutional Review Board (IRB) Amended Approval**

**Protocol ID:** P 18/11-174.A1 (*Amendment #1*)

**Protocol Title:** Shared viewpoints of ENL teachers about the challenges they face: A Q-methodological study

**Signature:** \_\_\_\_\_  
*Lacey Sischo*

**Name/Title:** Lacey Sischo, PhD, IRB Administrator