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Educating English Language Learners in the Elementary Classroom

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Educating English Language Learners in the Elementary Classroom

By

Elizabeth Wallace

May 1, 2014

A culminating project submitted to the Department of Education and Human Development of
The College at Brockport, State University of New York
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Master of Science in Education.

Educating English Language Learners in the Elementary Classroom

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Abstract

According to the National Clearinghouse for English Language Acquisition [NCELA] (2013), English Language Learners (ELL) are the fastest-growing student population in schools across the United States. Between the years of 1989-2006, the ELL population more than doubled from just over 2,000,000 to over 5,000,000 (NCELA, 2008). The NCELA as cited by Oliveira (2011), reports that “more than 10% of the K-12 student population across the United States is comprised of ELLs, which accounts for over five million students in our schools (p. 59). This rapid increase in ELL students in the nation’s schools has greatly affected classroom teachers. While districts have English as a Second Language (ESL) teachers who are trained and certified in teaching ELLs, many classroom teachers have very limited coursework and/or professional development to equip them to effectively teach their grade-level content to limited English proficient students. It is clear that there is a drastic discrepancy between ELLs’ achievement and proficiency in English language arts (ELA) and math as compared to the total student population throughout the state of New York. This researcher focused specifically on two school districts surrounding Syracuse, New York: Liverpool and Oswego school districts. In order to identify the amount of coursework and/or professional development of elementary classroom teachers regarding ELLs and the potential gaps, eighteen elementary classroom teachers and two English as a second language (ESL) teachers answered a 12-question survey. The survey was sent only to elementary school teachers in buildings within those two districts, Oswego City School District and Liverpool Central School District, as identified by the New York State Education Department as schools with “limited English proficient” students (<http://www.nysed.gov/>, 2013). Through the current research and this thesis project, the researcher will create a professional development workshop where elementary school teachers will learn the necessary background

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knowledge on second language acquisition and effective teaching strategies for ELLs, as supported by the teacher responses from the survey.

Chapter 1

Introduction

According to the National Clearinghouse for English Language Acquisition [NCELA] (2013), English Language Learners (ELL) are the fastest-growing student population in schools across the United States. Between the years of 1989-2006, the ELL population more than doubled from just over 2,000,000 to over 5,000,000 (NCELA, 2008). At this time, it is estimated that one in five children live in homes where a language other than English is spoken (Almaguer & Esquierdo, 2013). The NCELA as cited by Oliveira (2011), reports that “more than 10% of the K-12 student population across the United States is comprised of ELLs, which accounts for over five million students in our schools (p. 59).

Identification of the Problem

This rapid increase in ELL students in the nation’s schools has greatly affected classroom teachers. While districts have English as a Second Language (ESL) teachers who are trained and certified in teaching ELLs, many classroom teachers have very limited coursework and/or professional development to equip them to effectively teach their grade-level content to limited English proficient students.

Teacher preparation and effectiveness in teaching all students with a wide variety of abilities is not only necessary, but challenging. The United States has seen many sea changes in the educational system in the last three years, which have had huge impacts on districts, teachers, students, and parents. Among these changes is the Common Core State Standards (CCSS), which were adopted by forty-five states. The Common Core State Standards include clear expectations of specific skills and concepts that are to be taught at each grade-level and are rigorous and challenging in order to better prepare students to be college and career ready

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(National Governors Association Center for Best Practices, Council of Chief State School

Officers, 2010). The increased expectations of students are not the only change in our schools.

Many states and districts have revamped the ways in which teachers are evaluated as well.

The No Child Left Behind Act of 2001 recognizes the importance of teachers to student success and calls on states to develop and implement teacher evaluation systems that recognize, encourage, and reward teaching excellence and that inform professional development and guidance for teachers and principals to improve student learning (U.S. Department of Education as cited by Apthorp et. Al., 2012, p. 1).

These new teacher evaluation systems and standards need to be aligned with the specific knowledge and strategies required to teach ELLs successfully within the new standards and curricula. Apthorp et. Al. (2012) examined current teaching standards referenced in the Central Region for K-8 general education teachers in regards to the knowledge and practices they are expected to have and implement. The states included as part of the Central Region are Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. Teacher standards and certification requirements are important because they identify expectations of teachers; therefore, serving as guidelines for teacher quality in the areas defined within them. Those researchers categorized the standards for the Central Region into six specific topics related to teaching English language learners: Recognizing and supporting diverse language backgrounds, differentiating instruction, selecting materials or curricula, knowing theories of second language acquisition and related strategies of support, communicating with students and families, and assessing students' language status and development (p. 5).

As states across the nation work to find effective curricula to meet the new CCSS for students and create new standards for teachers, teacher preparation and development for teaching ELLs is more important than ever. With the increase of teacher accountability and evaluations

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based on student performance on standardized tests, "...it is equally critical to consider how best to prepare mainstream, or general education, teachers to work with English language learners since they are increasingly likely to have such students in their class" (Samson & Collins, 2012, p. 2).

Significance of the Problem

According to Education Department's data express website, Limited English Proficient students scored at drastically lower proficiency levels on the math and ELA tests on both the Grades 4 and 8 New York State tests for the 2011-2012 school year. On the Grade 4 tests, LEP students scored at 44% proficiency compared to the total student population which scored at 70% proficiency in math. In ELA, the LEP students scored at 20% while the total student population scored at 60% proficiency. On the Grade 8 math test for 2011-2012, LEP students performed at 35% proficiency, whereas the total student population was at 62%. In ELA, LEP students were at a very low 6% compared to the total Grade 8 population at 51% proficiency (EDdataexpress.ed.gov). These most recent state test results clearly support the problem of English language learners performing below academic expectations in both math and ELA in part due to the lack of teacher preparation for teaching this specific student population in mainstream elementary classrooms.

It is clear that there is a drastic discrepancy between ELLs' achievement and proficiency in ELA and math as compared to the total student population throughout the State of New York. This researcher focused specifically on two school districts surrounding Syracuse, New York: Liverpool and Oswego school districts. Liverpool Central School District is a suburban district northwest of Syracuse with a student population of 7,329. According to the New York State report card, there were thirty-nine elementary and/or middle school students enrolled in the

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district during the test administration period, who were identified as limited English proficient (LEP) for the 2011-2012 school year (<https://reportcards.nysed.gov/files/2011-12/ACC-2012-421501060000.pdf>). It has nine elementary schools, three middle schools, a Grade 9 annex, and one high school. The Liverpool community "...has population of approximately 50,000 and is a cross-section of income groups, professions and education levels. Most of the school district is suburban-residential and commercial in nature, with some light industry" (<http://www.liverpool.k12.ny.us/district.cfm?subpage=142>).

The Oswego City School District is located about 35 miles north of Syracuse on the southeastern shore of Lake Ontario with a student population of 4,514, per 2012 data. According to the New York State report card, there were twenty-three elementary and/or middle school students enrolled in the district during the test administration period, who were identified as limited English proficient (LEP) for the 2011-2012 school year (<https://reportcards.nysed.gov/files/2011-12/ACC-2012-461300010000.pdf>). It has five elementary schools, one middle school, and one high school. The Oswego community has a population of approximately 34,198 with income demographics falling roughly \$10,000 below the New York State average for income per capita and per household according to 2012 data (N. Squairs, Personal Communication, January 15, 2014).

The following test data for 2011-2012 for Grades 3-6 in the Liverpool School District as shown in the tables below demonstrate that students with limited English proficiency performed at lower proficiency levels on both the ELA and math state tests. Students are scored based on a 1-4 grading system. A score of 1 shows that the student is not meeting grade level standards, a 2 shows the student is working towards grade level standards, a 3 shows the student is meeting grade level standards, and a 4 shows meeting and exceeding grade level standards. This data was

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collected from the New York State Education Department report card for the Liverpool Central School District (<https://reportcards.nysed.gov/files/2011-12/RC-2012-421501060000.pdf>).

Grade 3 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	525	90%	59%	5%
Limited English	10	90%	40%	0%

Grade 3 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	526	95%	64%	11%
Limited English	11	82%	64%	0%

Grade 4 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	558	93%	61%	2%
Limited English	9	78%	22%	0%

Grade 4 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	558	95%	71%	30%
Limited English	9	89%	56%	22%

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Grade 5 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	519	92%	63%	3%
Limited English	8	75%	25%	0%

Grade 5 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	521	95%	79%	35%
Limited English	9	100%	44%	11%

Grade 6 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	554	-	-	-
Limited English	3	-	-	--

Grade 6 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	552	-	-	-
Limited English	4	-	-	-

- Data was suppressed because of fewer than 5 students in a subgroup to protect student privacy/identity.

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The test data for 2011-2012 for Grades 3-6 in the Oswego City School District as shown in the tables below demonstrate that students with limited English proficiency performed at lower proficiency levels on both the ELA and math state tests, with the exception of the Grade 4 math test. Students are scored based on a 1-4 grading system. This data was collected from the New York State Education Department report card for the Oswego City School District

(<https://reportcards.nysed.gov/files/2011-12/RC-2012-461300010000.pdf>).

Grade 3 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	289	-	-	-
Limited English	3	-	-	-

Grade 3 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	289	87%	49%	6%
Limited English	5	60%	0%	0%

Grade 4 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	262	83%	44%	1%
Limited English	5	60%	40%	0%

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Grade 4 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	262	90%	53%	18%
Limited English	5	80%	60%	40%

Grade 5 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	281	-	-	-
Limited English	1	-	-	-

Grade 5 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	279	-	-	-
Limited English	1	-	-	-

Grade 6 ELA

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	292	-	-	-
Limited English	4	-	-	-

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Grade 6 Math

2011-12	Total Tested	% scoring 2-4 levels	% scoring 3-4	% scoring 4 level
English proficient	292	91%	61%	25%
Limited English	5	100%	40%	0%

- Data was suppressed because of fewer than 5 students in a subgroup to protect student privacy/identity

Liverpool and Oswego's state test data show that English language learners are performing below their English-proficient peers and these test data are consistent with the state test data from across New York State. This evidence further supports the problem that elementary classroom teachers and ELL students face in today's educational system and the need for further professional development for teachers specifically regarding instructing ELLs.

In order to identify the amount of coursework and/or professional development of elementary classroom teachers regarding ELLs and the potential gaps, eighteen elementary classroom teachers and two ESL teachers answered a 12-question survey. Sixteen of the teachers that responded work for the Liverpool Central School District and four of the participating teachers work in the Oswego City School District. The survey was sent only to elementary teachers in buildings within those two districts, Oswego City School District and Liverpool Central School District, as identified by the New York State Education Department as schools with "limited English proficient" students (<http://www.nysed.gov/>, 2013).

Based on the results of the teacher surveys, 100% of the teachers responded "yes" to having taught English language learners in their elementary classroom, while 70% responded "no" to having taken courses or professional development on teaching ELLs. Seventy-nine percent of the teachers surveyed responded "yes" to wanting or needing professional

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development related to teaching ELLs, and 81% responded that learning strategies for teaching ELLs would be most valuable with 31% responding that more resources for ELLs, and background on second language acquisition would be a priority for their further development.

Purpose

The purpose of this thesis/project is to focus locally on two districts surrounding Syracuse, New York and to compare the preparation or lack thereof of elementary classroom teachers in those districts to what the current literature indicates as important for teachers to know. Through the current research and this thesis project, the researcher will create a professional development workshop where elementary school teachers will learn the necessary background knowledge on second language acquisition and effective teaching strategies for ELLs, as identified as necessary to have by the teacher responses from the survey.

Rationale

English language learners are not meeting grade level expectations according to the state standards as assessed by state standardized tests. With educational funding decreasing every year, and expectations becoming increasingly more challenging for teachers and students, it is imperative that ELLs are not simply lumped in to the general student population. Teachers need to be armed with specific training on second language acquisition, resources, and strategies for teaching ELLs the specific content necessary for their elementary grade level, while also including language-rich activities to improve their English proficiency. This issue must be resolved because all students are expected to achieve at a high level in order to be well-prepared for college and careers, per the Common Core State Standards.

Schools across New York State and the nation are being awarded specific amounts of funding based on the achievement of their student population, including their LEP students. As

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districts are working to implement the CCSS, curricula that support them, and new teacher evaluation systems, there has never been a more opportune time to redefine teacher standards for teaching ELLs and providing them with the training and support they need to successfully instruct these students with age and grade-level appropriate activities and skills. Colleges need to include coursework specific to teaching ELLs in mainstream elementary classrooms in their teacher preparation and districts need to provide training and professional development for their active teachers who are working everyday to meet the diverse needs of their students, both LEP and English proficient. Without these necessary changes, schools will receive less and less government funding, and ELLs will leave their primary and secondary academic careers unprepared for higher education and a career.

Definition of Terms

- English language learners (ELLs) is used to specifically describe students who are not yet proficient in English. The terms ELL and limited English proficient are used interchangeably. as both are defined as students with limited English proficiency, “by reason of foreign birth or ancestry, speak a language other than English, and (1) either understand and speak little or no English; or (2) score below a state designated level of proficiency, on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT)” (<http://www.nysed.gov/>, 2013). The New York State education department definition was chosen because both districts surveyed in this thesis are located in New York State.
- The term, standards, will be used to discuss two separate facets of education. When using “standards” in regards to the skills and concepts students are expected to learn, the standards are specifically referring to the Common Core State Standards. When

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discussing the knowledge and expectations of teachers, those “standards” refer to the specific requirements of the individual districts’ guidelines for teacher evaluation.

- The Common Core State Standards (CCSS) are the specific skills and knowledge that students are expected to learn at each grade level. The CCSS were created by teachers, parents, and community leaders to consistently define expectations for teachers and students across the majority of the United States. The Common Core State Standards increased the rigor and clarity of the previous standards used by states that adopted the CCSS. State standardized tests are based on the CCSS for what students are expected to master at each grade level tested (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010).
- The phrase, “sea change” is defined as a major transformation, which in this paper is specific to education policy.

Summary

This is a critical time in education. Expectations are increasing for both students and teachers. The rapidly increasing ELL population in elementary school classrooms poses a challenge to general education teachers. As expectations and the ELL population increase, the preparation, professional development, and support for teaching ELLs needs to increase as well. Not only do the student standards need to change (CCSS), but so do the teacher, district, and college standards as well. With all the current literature and research on second language acquisition and successful strategies for teaching ELLs, teachers need to be provided with opportunities to take these courses, trainings, and professional developments to better inform their everyday instructional decisions regarding their ELL population. Elementary classroom teachers are well aware of their areas of deficit regarding ELLs, and they are requesting further

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support with valuable resources, strategies, and knowledge in second language acquisition, as reported by the survey responses. The literature provides specific information for best practices and successful instructional strategies for teaching ELLs within a general education setting, and with it, the researcher will create a professional development workshop for active teachers of ELLs.

Chapter 2: Literature Review

According to the National Center for Education Statistics [NCES], there were an estimated 4.7 million students considered as ELLs in the 2010-2011 school year. English language learners are the fastest-growing student population in the United States and more and more teachers are finding themselves with ELLs in their classrooms. These students enter schools with unique backgrounds, abilities, and needs which greatly impact teachers. Despite these growing numbers of ELLs, classroom teachers are ill-prepared in basic principles and strategies to support their academic and linguistic achievement (Samson & Collins, 2012).

Today's schools are not only facing changes in student demographics; "federal and state demands for improving student performance with limited funding and inadequately prepared teachers" (Samson & Collins, 2012, p.5) is another challenge with which schools have to grapple. The majority of states are in the process of adopting the Common Core State Standards which increase the rigor and expectations of what students are able to do at each grade level (<http://www.corestandards.org/the-standards>, 2013). The increased expectations of the CCSS are a daunting task even for native English-speaking students. For English language learners, they are expected to achieve at the same level as their English-speaking peers while simultaneously working to learn the English language both conversationally and academically. Without

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background knowledge in second language acquisition and preparation in using effective teaching strategies for ELLs, classroom teachers are at a severe disadvantage.

According to research completed by The Council of the Great City Schools (2013) , 52% of ELL teachers and 48% of general education teachers of urban schools they surveyed reported that they felt “somewhat or not prepared” to implement the instructional shifts at the heart of the CCSS. When asked about specific strategies to teach the CCSS to ELLs, 51% of respondents reported feeling “prepared or very prepared” while the remaining 49% felt only “somewhat or not prepared” to meet those new demands. Teachers are clearly split in their confidence and preparedness to meet the high expectations of the Common Core. Despite teachers’ lack of confidence, every student in Grades 3-8 will be assessed on statewide standardized tests in reading and math. The National Assessment of Educational Progress (NAEP) report on achievement levels of ELLs and non-ELLs in reading. In five states with large ELL populations, the percentage of ELLs scoring at or above basic reading levels was at a minimum, 32% below and at the maximum, 43% below their non-ELL peers on the 2009 Grade 4 NAEP assessment (Samson & Collins, 2012, p. 6).

In order for ELL students to achieve at the expected level, teachers surveyed by The Council of the Great City Schools (2012) reported that general education teachers need more professional development focused on teaching ELLs along with more instructional materials specifically created for those students. It is clear that elementary classroom teachers are lacking in preparation and knowledge of quality instructional practices for teaching ELLs. This issue is two-fold: colleges and universities need to require credit hours and coursework that specifically relate to teaching ELLs, and school districts need to provide professional development to current teachers regarding ELLs.

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Apthorp et. Al. (2012) researched current state teaching standards in the Central Region states to identify what is expected of teachers regarding ELLs. The researchers found that the teaching standards relating to ELLs could be categorized into six topics: (1)recognizing and supporting diverse language backgrounds, (2)differentiating instruction, (3)selecting materials or curricula, (4)knowing theories of second language acquisition and related strategies of support, (5)communicating with students and families, and (6)assessing students' language status and development. These six ELL related topics are examples of what active teachers are expected to know or practice, and are the set of standards they are evaluated against. These standards drive the definition of teacher quality; therefore, professional development in these areas needs to be provided in order to ensure a quality education for all students, including ELLs. While the standards address important issues related to teaching ELLs, the level of detail and specificity provided to guide educators is limited. For example, all seven states included in this study referenced differentiated instruction, yet “the level of detail provided in the standards for general education teachers...on the effectiveness of strategies for differentiating instruction – was not provided in the teaching standards for the Central Region” (Apthorp et. Al, 2012, p. 5). Only one of the seven states, Kansas, referenced assessing students' language status and development in their standards; however, it did not specifically refer to ELLs.

The research for successfully educating ELLs shows that teachers need to be explicitly prepared for teaching this population. It is not enough to solely touch upon the general topics, knowledge, and practices listed above. Teachers need purposeful and specific preparation, development, and certification focused on the ELL population. Samson & Collins (2012) report that teachers require knowledge of oral development, strategies that support academic language, and understanding of the importance of cultural sensitivity as it relates to their diverse students.

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Carrejo & Reinhartz (2012) researched and evaluated a teacher professional development program designed for elementary classroom teachers and focused on the relationship between science literacy and language literacy with ELLs. Their results showed that ELLs can learn science or any content area while simultaneously improving their English literacy through “reading, analyzing the text, interpreting, discussing, and writing” (p. 37). These practices are important and realistic because elementary school teachers are expected to teach their core content to ELLs with little time for separate second language support. Teachers trained with strategies for incorporating literacy activities within the core subjects, such as math, science, and social studies are better able to improve their students’ language abilities.

De Oliveira (2011) focused on improving math instruction for ELLs through a teacher simulation in Brazilian Portuguese. This simulation purposefully took place in a math lesson because math is viewed as a universal language; therefore, giving it the perception of being an easier subject to learn in a second language. Pre-service and in-service classroom teachers participated in this simulation where the teacher taught a lesson on fractions without employing ESL strategies. For example, the teacher read the lessons aloud explaining in multiple ways and slowing down her speed, all in Brazilian Portuguese, and gave minimal wait time. The participating teachers admittedly had a very difficult time understanding their task despite their understanding of fractions. One teacher wrote,

I tried to understand what you wanted me/us to do but didn’t know. I wanted to talk with my neighbor and ask her if she understood. That is more difficult than I thought. I can see how easily students can find themselves being “disruptive.” This is what they experience when I am teaching especially when it is just me talking (de Oliveira, 2011, p. 61).

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The second time the teacher taught that same lesson to the same group of students, she utilized research-proven ESL strategies which include “(a)clearly enunciating words, (b)enhancing the intonation of words, (c)using simple sentence structure and familiar words, (d)using gestures, visuals, manipulatives, and other graphics, (e)physically demonstrating certain words, (f)using dramatic gestures, and (g)reviewing after the lesson” (de Oliveira, 2011, p. 60). After sitting through both simulations, the participants were able to empathize with their own ELLs and realized that, “exposure to language ONLY doesn’t work and repeating alone doesn’t work” (de Oliveira, 2011, p. 60).

Almaguer & Esquierdo (2013) researched and developed an effective framework for teaching content literacy for bilingual learners. Their framework requires teachers to identify the stage of language development that their students are currently in and to provide them with reading and writing strategies to develop and gain knowledge in any content area. This framework is successful when students are in control of their own learning. Almaguer & Esquierdo’s findings are comparable to Carrejo & Reinhartz (2012) as they both stress the importance of utilizing all four areas of language development (speaking, listening, reading, and writing) activities within the context of the content area.

As teachers prepare to teach ELLs, it is crucial to have the knowledge of second language acquisition along with effective strategies, but it is equally important for teachers to have empathy for the obstacles these students face every day at school. According to NAEP as cited by Samson & Collins (2012), there was a major discrepancy between ELLs and their non-ELL peers on the 2009 Grade 4 NAEP assessment in five states with high ELL populations. Florida had the smallest discrepancy with 74% of the non-ELLs reading at or above the basic level of reading compared to 52% of ELLs. Comparatively, New York had 73% of the non-ELLs

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reading at or above the basic level of reading compared to 29% of ELLs. Clearly, although there remains a discrepancy in both states, Florida's ELLs are achieving at higher levels than in New York.

Although this data is telling, it is important to look at the differences in teacher preparation, development, practices, and standards regarding the teaching of ELLs in elementary classrooms. Samson & Collins (2012) reported that Florida teachers are required to complete at least three semester hours of teaching English as a Second Language; however, if teachers are responsible for primary literacy instruction, they are required to take fifteen credit hours of ESL. Comparatively, New York teachers are required to complete six credit hours in language acquisition and literacy. These six credit hours are not specific to teaching ELLs and the content is aimed to prepare teachers for both native English speakers and English language learners.

Clearly, there is quite a discrepancy between teacher requirements for ELLs from state to state. Florida's NAEP results along with their teacher preparation requirements make Florida a leader in ELL education for mainstream elementary teachers. Furthermore, de Jong, Harper & Coady (2013) found in their research partnership with the University of Florida, that there are three dimensions to improving general education teachers' expertise for instructing ELLs: (1) understanding ELLs from a bilingual and bicultural perspective, (2) understanding how language and culture shape school experiences and inform pedagogy for bilingual learners, and (3) ability to mediate a range of contextual factors in schools and classrooms where they teach.

The first dimension requires teachers to understand background information on their ELL students. Teachers are more effective in persuading their students to become actively engaged in their second language learning and participate in classroom learning activities, when they are able to draw on the students' home lives, prior life experiences, and connect the skills and

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English language to words, events, relationships, and so forth that are familiar to the ELL.

According to de Jong, Harper, & Coady (2013), their work with mainstream teachers led them to find that teachers are unaware of ...”how to acquire assessment results or diagnostic information about their ELLs’ language proficiency” (p. 91). This component is crucial information for teachers to have at their disposal because it allows them to strategically and purposefully align their teaching to the linguistic needs of their students. Without specific information regarding their students’ second language acquisition, they are unable to meaningfully target their strengths and areas in need of improvement in all four areas of language development: listening, speaking, reading, and writing. At best, classroom teachers had very general literacy goals; at worst, there was very little development of the ELLs’ literacy skills.

De Jong, Harper, & Coady (2013) describe the second dimension as the importance of language and culture in an instructional context within the school. This is where knowledge of second language acquisition is crucial for elementary classroom teachers to be effective in instructing their ELLs. Samson & Collins (2012) agree that

teachers must have a working knowledge and understanding of language as a system and of the role of the components of language and speech, specifically sounds, grammar, meaning, coherence, communicative strategies, and social conventions. Teachers must be able to draw explicit attention to the type of language and its use in classroom settings, which is essential to first and second language learning. The recognition of language variation and dialectical differences and how these relate to learning is also necessary” (p. 9).

Samson & Collins (2012) go on to state that understanding language in and of itself is not enough to successfully teach the native English and ELL students in the general education classroom. Teachers must also be aware of how first and second language acquisition is similar and how they differ, particularly in regards to the developmental steps and processes that language learners take throughout their linguistic journey. De Jong, Harper, & Coady (2013)

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suggest that teachers provide multiple forms of questioning and answering for their ELLs, including non-verbal, one-word, or extended responses. The important take away for elementary teachers is to allow students to demonstrate their knowledge of the content without “dumbing it down” by knowing at which developmental stage they are currently performing in English. While it is necessary to know exactly at which point students are with their English proficiency, teachers need to challenge their ELLs by providing cooperative learning activities and peer-interaction where ELLs get equal participation in working with academic contexts. Elementary school teachers must scaffold and support their ELLs by using research proven ESL strategies, while providing challenging learning activities where they are provided the opportunities to use academic English in all four literacy areas.

Finally, de Jong, Harper, & Coady (2013) discuss the third dimension of navigating educational policies from the school to the national level, and being able to appropriately associate them in their instruction of ELLs. This is a definite challenge to classroom teachers as stated by the Council of the Great City Schools (2012), with their survey data of teachers’ feeling of preparedness or lack thereof regarding the relatively new CCSS as they relate to their ELL population. Not only do the CCSS not specifically address ELLs’ educational needs, many educational reforms and programs are tailored for native English students and just assume that ELLs will benefit as well. This is a gross misunderstanding of second language acquisition and puts higher expectations on elementary school teachers with fewer, less effective materials to use in their instruction of ELLs (de Jong, Harper, & Coady, 2013). While top down reforms and changes are continually made in education, teachers must be armed with knowledge and understanding of ELLs to make the best instructional decisions they can within those constraints.

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As NAEP test results show, Florida's Grade 4 ELLs are outperforming their ELL peers in other states. It is absolutely necessary to look at the practices in place for Florida teachers and to use them as a model as New York, in particular, looks to improve the education of ELLs. For example, "In Florida, teacher candidates must demonstrate an ability to 'identify and apply professional guidelines for selecting multicultural literature' on the Elementary Education K-6 Language Arts and Reading subtest of the Florida Teacher Certification Examinations" (Samson & Collins, 2012, p. 13). This expectation and knowledge-base directly relates to the first dimension as specified by de Jong, Harper, & Coady (2013).

Samson & Collins (2012) not only looked at NAEP results for students in Grade 4, but also at state certification exams and evaluation rubrics for teachers. The New York State Teacher Certification Exam specifically mentioned oral language, while only some mention of academic languages, and generic mention of culture/diversity. The Florida Teacher Certification Examination made only generic mentions of oral language and culture/diversity, with no mentions of academic language (p. 14). Although there was limited mention of the key components to effectively teaching ELLs, Florida's school districts have clearer expectations in their teacher-observation rubrics. In Miami-Dade, Florida, there was some mention of oral language and academic language, while there was specific mention regarding cultural diversity. New York, New York's teacher-observation rubric showed generic mention of oral language and cultural diversity, with no mention of academic language (p. 15). It is clear that while Florida seems to be making strides ahead of other states with high populations of ELLs, the state still has room for improvement. It is also clear in both Florida and New York that there is lack of consistency between teacher certification exams and teacher-observation rubrics in what teachers are expected to learn, be knowledgeable in, and demonstrate through instruction regarding ELLs.

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Research conducted by Samson & Collins (2012), de Jong, Harper, & Coady (2013), and Council of the Great City Schools (2012) clearly concur that there are inconsistencies within local, state, and federal education policies in regards to teacher preparation for instructing ELLs. With increased expectations and high-stakes put on elementary classroom teachers, more knowledge, understanding, skills, and strategies are necessary for teachers to be successful at teaching their ELL students.

According to current literature, there have been numerous professional development programs that have targeted instruction for ELLs. Of these professional development programs, many have focused on connecting science content with language literacy for ELLs, such as the work completed by Carrejo & Reinhartz (2012). These researchers integrated their “5E Pedagogy” into their curriculum for elementary classroom science teachers. The 5E approach taught teachers about five phases of ELL student behavior for effectively learning science and language literacy. The phases include: (1) Engage, (2) Explore, (3) Explain, (4) Elaborate, and (5) Evaluate. As elementary classroom teachers followed this pedagogy, students first interacted with a particular science experience and were given the opportunity to explore the materials or resources through observation, data collection, and collaborative conversation with their peers. Once students had completed the first two phases, they were expected to explain their scientific findings, stretch their understanding to identifying relationships and make connections between their own ideas and current studies. Finally, students were assessed in a variety of ways including spoken and written formats, both individual and with peers. Through this learning structure, students were engaged in learning science content while required to participate in all four areas of language: listening, speaking, reading, and writing. Through meaningful

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experiences, elementary ELL students were able to learn the expected science curriculum while also improving their English language literacy.

Current literature also includes professional development for elementary classroom teachers within the mathematics curriculum. de Oliveira (2011) provided a math simulation for elementary classroom teachers of ELLs. This researcher taught a common elementary math lesson on fractions twice: the first time in Brazilian Portuguese without using ESL strategies and the second time in Brazilian Portuguese while implementing ESL strategies. The elementary classroom teacher participants' understanding and success with the lesson was drastically improved the second time the lesson was taught, as monitored by participant reflection and observation. The ESL strategies employed and recommended for teaching ELLs included:

(a) clearly enunciating words; (b) enhancing the intonation of words; (c) using simple sentences structure and familiar words; (d) using gestures, visuals, manipulatives, and other graphics; (e) physically demonstrating certain words; (f) using dramatic gestures; and (g) reviewing after the lesson" (p. 60).

The researcher also wrote key vocabulary on the board to help "...make connections between the spoken and written language" (p. 60). These are strategies that ESL teachers are taught to use, but many elementary classroom teachers have not received this same preparation. Simply being aware of these strategies and experiencing them first hand enhances the knowledge and skill that elementary classroom teachers have for instructing their own ELLs within any content area.

Samson & Collins (2012) outlined three crucial areas of knowledge that elementary classroom teachers need to know in order to effectively teach their ELL students: (1) how to support oral language development, (2) how to explicitly teach academic English, and (3) how to value cultural diversity. There are a few key components to supporting oral language development. First and foremost, teachers must know each student's language proficiency in

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order to specifically target their instruction and include students appropriately in academic discussions. Students with further developed first language skills will be more proficient in their second language skills. Vocabulary is incredibly important for oral language proficiency as cited by Samson & Collins (2012) as well as Anthony (2008). According to Samson & Collins (2012), ELLs require direct instruction of new vocabulary within multiple contexts. Anthony (2008) states that ELLs need opportunities to use the new vocabulary in output situations. For example, using the vocabulary in spoken sentences as related to personal experiences that connect to that word or by using it within their own writing pieces. If teachers incorporate vocabulary instruction for input and output activities, ELLs will be more successful in their oral language development. Strategies for oral language development also include "...nonverbal cues, visual aids, gestures, and multisensory hands-on methods... establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing" (Samson & Collins, 2012, p. 11). Finally, elementary classroom teachers need to incorporate explicit instruction related to academic vocabulary and grammatical features for their ELLs. These strategies should be utilized within any and every content area and students should be prepared for their language experiences in speaking, writing, listening, and reading.

Samson & Collins (2012) also note that elementary classroom teachers need to have knowledge of explicitly teaching academic English. ELLs learn and become proficient in social English before academic English, which can mislead teachers without preparation for teaching the ELL population. Academic language is even difficult for native English speakers because it is "...decontextualized, abstract, technical, and literary" (p. 11). Academic language has many domains and exists within every content area with diverse vocabulary, syntax, grammar, and

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phonology, all of which ELLs need to navigate and become proficient enough to eventually use independently. Because of these challenges, ELLs need to be exposed to explicit opportunities to witness, practice, and use rigorous academic vocabulary and language structures within a multitude of contexts and curricula. Finally, teaching academic English is not an isolated lesson or class. Elementary school teachers need to come together across grade levels and curriculum to have consistency and build on prior knowledge to benefit ELLs and all students.

The third area of knowledge required by elementary classroom teachers, as cited by Samson & Collins (2012), is valuing cultural diversity. Teachers need to be aware of the challenges their ELL students face in every aspect of their life because these challenges will affect their learning within the classroom walls. Elementary classroom teachers need to “reaffirm the social, cultural, and historical experiences of all students” (p. 11). Together, teachers and students must work through diverse perspectives through acceptance and exploration to understand each other. This collaboration will prepare all students for today’s global society and twenty-first century skills required of them to succeed. ELLs need to feel like their culture and traditions are represented within academic and social contexts, including texts read, multimedia shown, assembly programs, and cafeteria food. Finally, elementary classroom teachers need to bridge the gap between home and school for students and their parents.

Families need to feel welcomed and important in the schooling process.

It is clear that there are specific strategies that have proven successful for teaching ELLs within all content areas in the elementary classroom. Research has also shown specific professional development programs, such as the 5E Pedagogy and second language simulation experiences to be effective. These structures and strategies can be utilized within current curriculum standards and expectations. Guccione (2011) researched the practice of integrating

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literacy and inquiry for instructing ELLs. This researcher worked on a yearlong study where a first grade classroom teacher engaged students, including ELLs, in inquiry-based activities throughout the literacy instruction. Important aspects for the success of this type of instruction include introducing, modeling, and providing guided practice with each skill and activity before students were expected to complete them independently. This inquiry-based classroom required students to ask questions and interact with peers through book clubs and sharing realizations, opinions, and research from various literacy activities both in spoken and written formats. Individual literacy practices were rarely completed in isolation, rather many were embedded within one task or activity. Students learned to use statements such as “I learned, I wonder, I think” to make connections and create their own schema. All students interacted with each other and the literacy activities, thus making them feel valuable to their elementary classroom community. Guccione (2011) suggested three ways to include inquiry-based learning through many content areas. Writing instruction can easily become an inquiry-based learning experience, where students are expected to document their own thinking throughout a research process based on their own interests. ELLs are able to reflect on what is important to them and how it relates to the academic task at hand. As shown by the 5E Pedagogy for science and literacy instruction by Carrejo & Reinhartz (2012), Guccione (2011) also recommends using inquiry-based learning for ELLs in science instruction. As elementary students are introduced to new and exciting scientific concepts, knowledge, and materials, elementary classroom teachers can turn that genuine interest and engagement into structured inquiry-based learning through asking questions and using texts to answer their own questions. When ELLs are given the opportunity to share their findings, all four areas of literacy have been used to complete this task while also making students feel powerful and in control of their own learning and English acquisition. Finally,

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social studies instruction is also an area for elementary classroom teachers to engage their ELLs in inquiry-based learning by tapping into their diverse background experiences and knowledge related to the topic. This type of learning allows students to delve deeper into their own unique family histories and cultures while using their second language as the tool to get information, thus integrating all four areas of language acquisition.

ESL strategies, inquiry-based learning, and professional development programs are necessary for helping elementary classroom teachers become more effective instructors of their ELL students; however, without the knowledge of second language acquisition and how it is similar and different than first language acquisition, those instructional practices are not enough. Anthony (2008), Almaguer & Esquierdo (2013), and Samson & Collins (2012) agree that knowledge of second language acquisition is absolutely essential for helping ELLs meet the high expectations set forth by federal and state policies and standards. Almaguer & Esquierdo (2013) researched several existing language acquisition theories to identify the Contextual Interaction Theory, which gets its basis from "...five empirically grounded principles: linguistic threshold, dimensions of language proficiency, common underlying proficiency, second language acquisition, and student status" (p. 9). The Contextual Interaction Theory combines theories by Cummins (1996, 1976, 1984, 1981), Collier & Thomas (2004), and Krashen (1982) as cited in Almaguer & Esquierdo (2013) to provide a very thorough explanation of first and second language acquisition as it relates to ELLs.

It is important that elementary classroom teachers are taught these principles to better understand their ELL students. The first principle is linguistic threshold as defined by Cummins (1976) as cited in Almaguer & Esquierdo (2013), and identifies the importance that second language learners need to maintain their first language as well as their second language to

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provide positive academic and cognitive effects. Almaguer & Esquierdo (2013) cite Collier & Thomas (2004) stating, “for bilingual learners the degree to which proficiencies in both L1 and L2 are developed is positively associated with academic achievement” (p. 9). The second principle discusses the importance of language for multiple tasks, including academic, communicative, and social contexts. Basic interpersonal communicative skills (BICS) take about 2-3 years for ELLs to master where as cognitive academic language proficiency (CALP) requires 5-7 years, based on Cummins (1981) research as cited in Almaguer & Esquierdo (2013). This is very important for elementary classroom teachers to know because their ELL students’ ability to socialize and communicate is very different than their ability to meet academic expectations. These two differing areas of language can be misleading for teachers without this knowledge. The third principle outlined in the Contextual Interaction Theory relies on Cummins’ work in 1981 as well. It is known as the Common Underlying Proficiency (CUP) model. The important takeaway for elementary classroom teachers is that the brain processes language in specific area, regardless of whether it is the first or second language. Linguistic skills learned in the first language will be transferred to the second language. This theory supports the use of the ELLs’ first language during instruction. The fourth principle is taken from the work of Krashen (1982) of second language acquisition. His work “...consists of five hypotheses: Acquisition-Learning Hypothesis, Natural Order Hypothesis, Comprehensible Input Hypothesis, Monitor Hypothesis, and the Affective Filter Hypothesis” (Almaguer & Esquierdo, 2013, p. 9). The key finding for elementary classroom teachers is that the amount of second language or English exposure is not nearly as important as the quality of the second language instruction. “The focus goes from a more L2 coverage approach to a more appropriate L2 experience” (Almaguer & Esquierdo, 2013, p. 9).

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Anthony (2008) takes Krashen's (1982) comprehensive input hypothesis and takes it one step farther, by adding the importance of quality output opportunities within the classroom as well. The second language output does not have to be a product (speech or writing piece), but can also be the learning process that occurs when involved in output of the language. ELLs need to access the language storage in their brain for the correct vocabulary word in English and upon using it, reflects on the accuracy of it as well, thus furthering their second language proficiency.

The final principle identified by Almaguer & Esquierdo (2013) centers on student status and ELLs' need for high expectations and support equivalent to their native-English peers. If teachers and administrators set a school culture where every student can and is expected to perform highly and are equipped with the proper preparation, knowledge, strategies, and professional development to support ELLs, the students themselves will take ownership of their own learning and feel confident in their second language.

Obviously, instructing ELLs within the elementary classroom is not a one-size-fits-all situation. Each student is unique and requires differentiated instruction; however, the knowledge of second language acquisition and oral language development, ESL strategies, specific structures like the 5E Pedagogy, and inquiry-based learning are all tools that will facilitate content and language learning for all students within the elementary classroom. These tools are a solid foundation for meeting the high expectations set forth by the Common Core State Standards and teacher standards for all elementary students, but specifically ELLs.

There has been an abundance of research completed in regards to improving instruction for ELLs within the elementary classroom; however, according to this researcher's survey, current elementary classroom teachers are not prepared for teaching their ELL students. It is necessary for elementary classroom teachers to be aware of the effective strategies, materials,

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and knowledge required for teaching ELLs. Teachers are not only expected to meet the rigorous CCSS in the various content areas, but also to improve their ELLs proficiency in English simultaneously. This researcher will compile the proven strategies, materials, and knowledge to develop a professional development workshop to specifically target elementary classroom teachers and the gaps in their own teacher preparation for instructing ELLs.

Chapter 3

As the student population of ELLs increases in America's schools, a lot of educational research has been dedicated to effective strategies, techniques, and knowledge required for successfully instructing these students in elementary classrooms. Researchers such as Almaguer & Esquierdo (2013) and Anthony (2008) have focused and built upon previous findings on second language acquisition researched by Krashen (1982) and Cummins (1976, 1981). These researchers have outlined the important knowledge of first and second language acquisition necessary for elementary classroom teachers to know in order to effectively teach ELL students in today's rigorous Common Core State Standards and high-stakes testing environment. Other researchers such as Samson & Collins (2012), Carrejo & Reinhartz (2012), and Guccione (2011) have reported on specific strategies and pedagogies for integrating linguistic and literacy skills within specific content areas across the elementary curricula. de Oliveira (2011) shared a language immersion simulation designed to demonstrate to elementary classroom teachers what learning content in a second language is like for ELLs. This experience provides a sense of empathy and awareness to the challenges that ELLs face every day when confronted with learning in a second language.

All of that previous research provides a focused direction for elementary classroom teachers in their endeavor to effectively instruct their ELLs to academic achievement comparable

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to their native English-speaking peers; however, each article has a specific, narrow focus on educating ELLs. Through the survey responses of 20 elementary classroom teachers in the Liverpool and Oswego school districts and supported by current research, it is clear that professional development and teacher preparation programs are limited if not non-existent in regards to instructing ELLs in elementary classrooms throughout New York State. As a result, this researcher compiled the current literature on educating ELLs in the elementary classroom and created a professional development workshop designed to educate current and future elementary teachers in specific knowledge of second language acquisition and effective strategies for improving not only ELLs' English literacy, but also academic achievement throughout the various subject areas of math, science, social studies, reading, and writing.

When creating a professional development workshop that would integrate the various current literature into a streamlined, holistic approach to educating elementary classroom teachers, this researcher relied on the teacher survey responses to drive the direction of the workshop. Based on the results of the teacher surveys, 100% of the teachers responded "yes" to having taught English language learners in their elementary classroom, while 70% responded "no" to having taken courses or professional development on teaching ELLs. Seventy-nine percent of the teachers surveyed responded "yes" to wanting or needing professional development related to teaching ELLs, and 81% responded that learning strategies for teaching ELLs would be most valuable with 31% responding that more resources for ELLs, and background on second language acquisition would be a priority for their further development.

This researcher created a two-sided flyer as an easily accessible resource for elementary classroom teachers to refer to for critical second language acquisition knowledge and specific strategies to implement in their every day teaching practices. It is incredibly important for

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elementary classroom teachers to have a thorough and convenient reference for helping them to utilize research-based strategies and knowledge for educating ELLs in their classroom. Eighty-one percent of the teachers who responded to needing learning strategies designed for ELLs will be able to refer to the flyer for strategies to implement throughout the day for linguistic development as well as during specific writing, social studies, science, and literacy instruction.

The flyer serves as a reference for elementary classroom teachers to utilize when planning and implementing their daily instruction. The flyer includes specific second language acquisition theories and strategies that require further explanation in order for it to be useful for elementary classroom teachers. As a result, the flyer is only one resource that accompanies a 3-hour long workshop. The information provided in the flyer is explained and exemplified throughout the workshop, including a power point presentation.

This researcher's goal when creating the professional development workshop is to meet the needs of the individual elementary classroom teachers attending. For this reason, the first half hour of the workshop is dedicated to introductions and asking the attendees to identify their own goals for this workshop. Based on the survey results gathered from a collection of twenty elementary classroom teachers from the Liverpool and Oswego school districts, this researcher is confident that the content of the workshop will coincide with what the attendees identify as information and skills they are lacking in regards to instructing ELLs. There is the possibility that there will be diverse questions or needs that are not included in this workshop; therefore, by asking attendees to include their own goals, this researcher will be able to align the workshop to the priorities of the elementary classroom teachers in attendance.

According to the survey, 81% responded that learning strategies for teaching ELLs would be most valuable with 31% responding that more resources for ELLs, and background on second

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language acquisition are necessary for their further development. Although the highest percentage of responders indicated the need for learning strategies for teaching ELLs, this researcher chose to begin the workshop with background knowledge on second language acquisition which correlates to the 31% of responders' goals. Without specific understanding of how ELLs learn and acquire a second language, the learning strategies effective in teaching these students are incomplete.

This researcher focused on the Contextual Interaction Theory (Almaguer & Esquierdo, 2013) which includes five important components of previous researchers Cummins (1976, 1981), Krashen (1982), and Thomas & Collier (2004). The five components include the concepts of linguistic threshold, dimension of language proficiency, common underlying proficiency model, second language acquisition, and student status. These theories are explained throughout the power point because elementary classroom teachers require a basic understanding of how ELLs' first and second languages interact and how language is processed in the brain. By understanding how students learn and acquire a second language, the learning strategies, requested by 81% of survey responders, are more meaningful for elementary classroom teachers because they are better equipped to identify which strategy is most appropriate for different learning goals in their instruction, and for specific ELLs in the elementary classroom based on each students' L2 proficiency.

Once the elementary classroom teachers have a working knowledge of the linguistic process for their ELLs, this researcher will move on in the presentation to effective learning strategies to implement within their instruction. The first strategies presented focus on developing the students' oral language in English through explicit teaching of new vocabulary, the use of visual and hands-on aids in addition to oral language, and the explicit teaching of

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academic language (Samson & Collins, 2012). These learning strategies are so effective because they directly support Krashen's (1982) comprehensible input theory as well as Cummins (1981) dimensions of language proficiency. This researcher would be remiss in not discussing the importance of Almaguer & Esquierdo's (2013) concept of student status as it relates to Samson & Collins' (2012) research on valuing cultural diversity through the use of materials, home-school communication, and modeling and presenting diverse perspectives within the elementary classroom and throughout the school community.

At this point in the presentation, attendees have a brief break and then this researcher will simulate a second language learning experience for the elementary classroom teachers as modeled by the math simulation described by de Oliveira (2011) and has been used in "K-12 ESL methods courses and in professional development programs in Indiana" (p. 59). This researcher will introduce a presenter to teach a math lesson on fractions in German because the probability of elementary classroom teachers in attendance being fluent in German is lower than in Spanish or French. A math lesson on fractions was specifically chosen because math inherently includes more visuals and according to de Oliveira (2011) is known "as a universal language (as cited by Hansen-Thomas, 2009) that does not involve much use of language" (p. 60) as cited by Schleppegrell (2007). The presenter will teach a 10-minute lesson on fractions two times; the first, without using any of the previously presented ESL learning strategies, and the second with the use of the learning strategies. The purpose of this simulation is to put the elementary classroom teachers in a situation comparable to that of their ELLs, so that they are better able to empathize and gain a perspective similar to what their ELLs face daily in their classroom. It is important to teach the same lesson with and without learning strategies because it allows the elementary classroom teachers to experience the importance that the implementation

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of specific and effective learning strategies makes in the learning process in a second language. Once both 10-minute lessons have been taught, there will be time dedicated to sharing not only how the attendees felt during the lessons, but also which strategies were the most beneficial in aiding their understanding and learning of the lesson.

After the simulation, this researcher will return to the power point presentation and focus on specific, research-based pedagogies and practices for integrating literacy and linguistic skills throughout the various content areas. The 5-E Pedagogy as researched by Carrejo & Reinhartz (2012) is specific to elementary science instruction and is based on sparking student interest through hands-on experiences and then integrates explicit instruction of academic English vocabulary and science concepts in a variety of linguistic ways: orally through discussion, written language with reading and writing tasks, as well as based on visual and hands-on aids. The work of Guccione (2011) is also presented as she stresses the importance of inquiry learning similar to Carrejo & Reinhartz (2012) work through writing, science, and social studies instruction. The main premise of both researchers is to engage ELLs and all students by sparking their curiosity and allowing them to lead their own learning on topics important to their lives. This engagement and learning is expected to be shared with classmates through oral presentations, which develops oral language skills as well as through written assignments that require the use of academic English.

This researcher will complete the professional development workshop by asking the elementary classroom teachers to answer three questions: (1) What has got you thinking? (2) What have you taken to heart? and (3) What will you walk away with? These specific questions provide feedback to this researcher on which information was most valuable to the attendees and aid in improving this workshop after each presentation.

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It is important to note that 31% of the elementary classroom teachers who responded to the survey identified the need for more resources for ELLs as a priority for further professional development. This researcher chose not to include resources specific for ELLs because the research completed by Arens et Al. (2012) on specific curriculum resources designed for ELLs accompanied by professional development for elementary classroom teachers did not have a statistically significant impact on the students' English language acquisition. This research specifically focused on Harcourt Achieve's On Our Way to English (OWE) 2004 curriculum, "designed to be used in a variety of ELL instructional settings, including bilingual and dual-language classrooms, mainstream classrooms, self-contained ELL classrooms, and pull-out or push-in programs delivered by an English-as-a-second language specialist" (Arens et. Al, 2012, p. 32).

As a result, this researcher made the decision to focus on the background knowledge of second language acquisition and research-proven learning strategies to help elementary classroom teachers to more effectively instruct their ELLs in their English language proficiency and academic achievement. Resources specifically designed for ELLs was omitted because the research did not prove that a specific ELL curriculum made a statistically significant improvement in English language acquisition. It is also a financially challenging time for school districts and finding funds to purchase materials for ELLs may not be an option at this time. In addition, many school districts are in a period where they are transitioning to new curricula that align to the Common Core State Standards. Therefore, the knowledge of how ELLs are learning and acquiring English as their second language as well as learning strategies to utilize, no matter the curriculum in use, are the effective components included in this professional development workshop.

Chapter 4

For the purpose of this thesis/project, this researcher created a 12-question survey for elementary classroom teachers in the Oswego and Liverpool school districts regarding their background in teaching ELLs. Teacher responses provided overwhelming data that supported current literature regarding the instruction of ELLs at the elementary school level. It became clear that elementary classroom teachers have had very little preparation for instructing ELLs in their classroom and are interested and in need of receiving professional development. Previous research recommended successful strategies and information on a variety of aspects, such as second language acquisition (Almaguer & Esquierdo, 2013), output strategies (Anthony, 2008), pedagogy for integrating science and language literacy (Carrejo & Reinhartz, 2012), integrating literacy and inquiry-based learning (Guccione, 2011), as well as standards for teacher effectiveness (Samson & Collins, 2012). This researcher compiled the current literature and created a 3-hour professional development workshop along with a reference flier for elementary classroom teachers. By including the areas of need as identified by the teachers' survey responses in alignment with current research, this workshop is designed to enhance elementary classroom teachers' ability to improve the academic achievement and English language proficiency for their ELLs.

The focus for this thesis/project was solely on teaching ELLs in the elementary classroom, and the workshop was intended to improve knowledge of elementary classroom teachers in both second language acquisition and effective strategies for teaching ELLs. This research is limited in a few ways. This researcher received survey responses from 18 elementary classroom teachers and 2 English as Second Language teachers from 2 school districts located in Central New York. Because survey responses were shared by elementary classroom teachers in

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only two districts, the survey data were limited to a small sample of elementary classroom teachers of ELLs. The Liverpool Central School District and Oswego City School District are suburban districts surrounding Syracuse, New York. The survey responses lack input from urban and rural elementary classroom teachers of ELLs. Another limitation of this research is the narrow focus on the elementary grade levels. Finally, the workshop purposefully did not include information and recommendations on effective materials for teaching ELLs.

Further research will need to focus on the professional development and preparation needs of middle and high school classroom teachers of ELLs. Further research should also compare the preparation needs of elementary classroom teachers in various settings: urban, suburban, and rural. Finally, there will be a need in the future to provide recommendations and opportunities for elementary classroom teachers to familiarize themselves with materials available specifically for instructing ELLs.

This researcher's goal when preparing this thesis/project was to provide necessary professional development for elementary classroom teachers in the instruction of ELLs. Through compiling current literature to align with the survey responses of elementary classroom teachers, this researcher hopes that elementary classroom teachers will benefit from the workshop and reference flier for understanding how ELLs learn and acquire a second language, while also providing them with effective strategies for improving their instruction in all subject areas. It is also the hope of this researcher that this workshop should serve as a foundation for teacher preparation programs in universities as well as professional development workshops for elementary classroom teachers.

In conclusion, with the increasing number of ELLs in elementary classrooms, all teachers, not solely ESL teachers, need to be prepared to effectively instruct these students in

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accordance with the rigorous standards and expectations in today's school environment.

Elementary classroom teachers require knowledge in second language acquisition, as well as research-proven strategies to successfully instruct ELLs and improve their academic achievement simultaneously with their English proficiency. Finally, teacher preparation programs need to require teacher candidates to learn how to effectively teach ELLs in elementary classrooms because all teachers, regardless of their location, will inevitably be faced with the challenge and pleasure of being responsible for the education of ELLs.

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Appendix A

Workshop Handout 1

Essential knowledge for teachers of ELLs

Support oral language development

- Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.
 - Students with more developed first language skills are able better able to develop their second language skills.
 - Vocabulary knowledge plays an important role in oral language proficiency. ELLs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.
 - Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include: establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing supports oral communication.
 - Students should receive explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic settings.
- Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and avoid slang and idioms.
 - Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all English language learners.
 - Schoolwide efforts and coordination of curriculum across content area teachers helps build on a foundation of prior knowledge.

Explicitly teach academic English

- Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELLs.
 - Academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.
- ### Value cultural diversity
- ELLs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical experiences of all students.
 - Teachers and students should be expected to accept, explore, and understand different perspectives and be prepared as citizens of a multicultural and global society.
 - Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds.
 - Involving parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity.

Appendix B

Workshop Handout 2

Take ACTION!

Here are some ideas for integrating inquiry and literacy practices across the curriculum.

1. Writing instruction—Many teachers allot 30 to 60 minutes each day for writing. This is a perfect opportunity to incorporate inquiry. Students can use writing to document their thinking and understanding throughout the research process as they discuss, research, and report. The inquiry process is similar to writers' workshop because students move at their own pace through activities that are meaningful and useful to them. If you are already using writers' workshop, this will be an easy transition! If you are not using writers' workshop, inquiry could be a new way for you to infuse content and authentic contexts for student writing and sharing.

2. Science instruction—Many people immediately think of science when they hear inquiry instruction. "Discovery learning" is typical in

science class and has been shown to enhance students' scientific content knowledge. Students are naturally curious about the world around them and often have background knowledge about scientific concepts, so inquiry can be used to pique their interest and extend their thinking.

Go to the library and collect expository texts related to scientific concepts. Model questions and curiosities you have about a specific topic (natural disasters are often a fascinating topic for young learners). Model using the literacy practices described in the article as students assist you in getting your research and poster started. Allow students to browse texts and ask questions about scientific concepts that interest them, and encourage them to use the literacy practices as they begin their own independent inquiry. Use the workshop model to provide guidance and feedback as they move through the inquiry process.

3. Social studies instruction—Social studies content provides a wonderful opportunity for inquiry. Students bring background knowledge and innate curiosities about the social world. For ELs, this can be a particularly beneficial opportunity, since they can explore topics related to their backgrounds. For example, one of my Mexican-born second graders was fascinated with stories his grandfather told him of *caballeros* and *vaqueros*, so he completed an extensive inquiry project titled "Mexican Cowboys."

Similar to using inquiry during science instruction, go to the library and collect expository text related to social studies concepts. This could include historical events, cultural traditions, religion, geography, anthropology, and so on. Model your use of literacy practices during the inquiry process with student assistance, and allow students to begin their own inquiry as you use the workshop model to help facilitate.

Appendix C

Workshop Handout 3

Table 1*The 5E pedagogy delivery system with student behaviors for each phase used during PD*


<i>The 5E Pedagogy</i>	
<i>Phases</i>	<i>Student Behavior</i>
Engage	Students encounter or identify the phenomenon to spark their interest. They make connections between past and present learning experiences providing opportunities for contextualizing science learning. They ask higher order questions to identify a situation or offer a solution to a problem.
Explore	Students interact with materials and resources and rely on these experience(s) to guide their exploration to satisfy their curiosity. They observe situations, collect data, dialogue with peers to confirm hypotheses, and begin to analyze results.
Explain	Based on student experiences during the 'explore,' the teacher introduces the appropriate science content language associated with the experience(s). The teacher guides the students through the discourse to build science understanding over time, encourage them to use their language skills to make connections between inscriptions, representations, and hands-on experiences, and provide a learning environment for understanding the difference between facts and the big ideas (concepts).
Elaborate	Students build relationships between variables identified during an experiment that relate to the topic being studied. Students use models (scientific and mathematical) to make connections between ideas and theories. Students also become aware of connections between their ideas and other ideas or concepts (sometimes involving correlation and/or causality).
Evaluate	Students are assessed in a variety of ways to identify level of learning of fundamental skills, academic language, science big ideas, and interpretations of visual representations and graphics through writing, oral and written exercises such as a vocabulary loop, and interactions with peers/their teacher.

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Appendix D

Individual Teacher Survey Results

Teaching English Language Learners (ELLs)

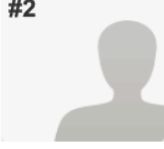
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PAGE 1

Q1: What grade do you teach?	6
Q2: How many years have you been teaching?	0-5
Q3: In what school district have you taught ELLs?	Liverpool and Oyster River (NH)
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	5-10
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	NA
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Graduate or Post-Graduate coursework
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Resources for teaching ELLs, Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

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Teaching English Language Learners (ELLs)


#2	COMPLETE
	Collector: New Link (Web Link) Started: Monday, September 09, 2013 6:07:57 PM Last Modified: Monday, September 09, 2013 6:09:38 PM Time Spent: 00:01:40 IP Address: 72.90.71.235

PAGE 1

Q1: What grade do you teach?	2
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	Liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	10-20
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	None
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism w ithin the curriculum related to students' culture , Using key vocabulary in students' native language, Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Own research on internet, Other (please specify) ELL teacher
Q10: Do you feel you need or want PD related to teaching ELLs?	No
Q11: If yes, what would be most valuable to you?	<i>Respondent skipped this question</i>
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

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Teaching English Language Learners (ELLs)


#3	 <p>COMPLETE Collector: New Link (Web Link) Started: Monday, September 09, 2013 6:06:36 PM Last Modified: Monday, September 09, 2013 6:11:48 PM Time Spent: 00:05:11 IP Address: 72.230.106.34</p>
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PAGE 1

Q1: What grade do you teach?	1
Q2: How many years have you been teaching?	0-5
Q3: In what school district have you taught ELLs?	Liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	5-10
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	.
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	<p>Incorporating multiculturalism within the curriculum related to students' culture</p> <p>,</p> <p>Flexible, heterogeneous grouping,</p> <p>Fostering home-school communication & partnership,</p> <p>Talk to ESL teacher,</p> <p>Other (please specify) visuals, clear/unambiguous language, emphasis on understanding vocabulary</p>
Q9: What resources have been helpful to you in teaching ELLs?	<p>Graduate or Post-Graduate coursework,</p> <p>Other (please specify) ESL Teacher</p>
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	<p>Strategies for teaching ELLs,</p> <p>How to foster home-school communication,</p> <p>Background on second language acquisition</p>
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<p>Our ESL teacher is really incredible when it comes to reaching out to our ELLs. She makes home visits to families, during the school year as well as over summer vacation. She's also been wonderful about providing home handouts or supplemental materials in students' native languages (or the languages that the parents can read best). She also periodically sends out information about second language acquisition (different stages) to our staff members. I feel that we are very fortunate to have her!</p>

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#4	 <p>COMPLETE Collector: New Link (Web Link) Started: Monday, September 09, 2013 6:08:09 PM Last Modified: Monday, September 09, 2013 6:13:23 PM Time Spent: 00:05:13 IP Address: 72.230.121.182</p>
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PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	0-5
Q3: In what school district have you taught ELLs?	I am an ELL teacher in the Liverpool Central School District.
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	Yes
Q7: If yes, what was it?	My masters is in Teaching English to Speakers of Other Languages K-12.
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Using key vocabulary in students' native language, Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Other (please specify) Building background know ledge, know ledge of second language acquisition making connections to life experiences/vocabulary, use of visuals/graphic organizers, translation materials, expose to the language in all forms
Q9: What resources have been helpful to you in teaching ELLs?	Professional Development provided by district, Graduate or Post-Graduate coursew ork, Scholarly Journals/Articles, Ow n research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes, No
Q11: If yes, what would be most valuable to you?	Resources for teaching ELLs, Strategies for teaching ELLs, How to foster home-school communication, Background on second language acquisition
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#5	COMPLETE
	Collector: New Link (Web Link) Started: Monday, September 09, 2013 6:17:18 PM Last Modified: Monday, September 09, 2013 6:19:45 PM Time Spent: 00:02:27 IP Address: 74.106.203.188

PAGE 1

Q1: What grade do you teach?	<i>Respondent skipped this question</i>
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	I have not taken any courses.
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism w within the curriculum related to students' culture , Flexible, heterogeneous grouping, Talk to ESL teacher, Other (please specify) modifications of tests and homework
Q9: What resources have been helpful to you in teaching ELLs?	Other (please specify) ESL teacher
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#6		COMPLETE Collector: New Link (Web Link) Started: Monday, September 09, 2013 6:48:20 PM Last Modified: Monday, September 09, 2013 6:50:47 PM Time Spent: 00:02:27 IP Address: 74.111.30.30
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PAGE 1

Q1: What grade do you teach?	2
Q2: How many years have you been teaching?	10-15
Q3: In what school district have you taught ELLs?	Liverpool central schools
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	no i haven't taken a course
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Other (please specify) talking to esl teacher
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	Respondent skipped this question

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#7	 <p>COMPLETE Collector: New Link (Web Link) Started: Monday, September 09, 2013 6:51:22 PM Last Modified: Monday, September 09, 2013 6:54:40 PM Time Spent: 00:03:18 IP Address: 74.79.14.87</p>
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PAGE 1

Q1: What grade do you teach?	K
Q2: How many years have you been teaching?	0-5
Q3: In what school district have you taught ELLs?	Liverpool Central School District
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	5-10
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	-
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Other (please specify) experiences working with a wide variety of students; understanding that every child is an individual
Q10: Do you feel you need or want PD related to teaching ELLs?	No
Q11: If yes, what would be most valuable to you?	<i>Respondent skipped this question</i>
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

#8		COMPLETE Collector: New Link (Web Link) Started: Monday, September 09, 2013 7:17:18 PM Last Modified: Monday, September 09, 2013 7:20:34 PM Time Spent: 00:03:15 IP Address: 74.71.127.122
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PAGE 1

Q1: What grade do you teach?	4
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	LCSD
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	10-20
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	I have not taken any.
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Using key vocabulary in students' native language, Flexible, heterogeneous grouping, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Own research on internet, Other (please specify) Talking/planning with our ESL teacher has been very helpful.
Q10: Do you feel you need or want PD related to teaching ELLs?	No
Q11: If yes, what would be most valuable to you?	Background on second language acquisition
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	As ALWAYS, time to collaborate with the ESL teacher is invaluable.

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

#9

**COMPLETE**

Collector: New Link (Web Link)

Started: Tuesday, September 10, 2013 4:25:44 AM

Last Modified: Tuesday, September 10, 2013 4:26:59 AM

Time Spent: 00:01:15


IP Address: 170.158.137.121

PAGE 1

Q1: What grade do you teach?	2
Q2: How many years have you been teaching?	5-10
Q3: In what school district have you taught ELLs?	Liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	0-5
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	No
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Own research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	Respondent skipped this question

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

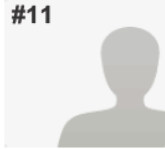
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	Collector: New Link (Web Link) Started: Tuesday, September 10, 2013 4:27:26 AM Last Modified: Tuesday, September 10, 2013 4:30:18 AM Time Spent: 00:02:51 IP Address: 170.158.137.121

PAGE 1

Q1: What grade do you teach?	5
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	Liverpool Central Schools
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	none
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Own research on internet, Other (please specify) Our in-school ELL teacher
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Background on second language acquisition
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	I have found most of the children to be cooperative and eager to learn. They teach us as well.

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Teaching English Language Learners (ELLs)


#11	COMPLETE
	Collector: New Link (Web Link) Started: Tuesday, September 10, 2013 7:52:08 AM Last Modified: Tuesday, September 10, 2013 7:53:20 AM Time Spent: 00:01:11 IP Address: 170.158.137.121

PAGE 1

Q1: What grade do you teach?	4
Q2: How many years have you been teaching?	0-5
Q3: In what school district have you taught ELLs?	Liverpool CSD
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	10-20
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	no
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Using key vocabulary in students' native language, Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Scholarly Journals/Articles, Own research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Resources for teaching ELLs, Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

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Teaching English Language Learners (ELLs)


#12	 <p>COMPLETE Collector: New Link (Web Link) Started: Tuesday, September 10, 2013 10:20:12 AM Last Modified: Tuesday, September 10, 2013 10:24:25 AM Time Spent: 00:04:13 IP Address: 170.158.137.123</p>
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PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	5-10
Q3: In what school district have you taught ELLs?	Syracuse City School District Liverpool Central School District
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	Yes
Q7: If yes, what was it?	I have my undergraduate degree in TESOL. I have also attended several great workshops through RBERN at OCM BOCES.
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Flexible, heterogeneous grouping, Fostering home-school communication & partnership
Q9: What resources have been helpful to you in teaching ELLs?	Professional Development provided by district
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Resources for teaching ELLs, Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

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#13	COMPLETE
	Collector: New Link (Web Link) Started: Tuesday, September 10, 2013 1:00:02 PM Last Modified: Tuesday, September 10, 2013 1:04:05 PM Time Spent: 00:04:03 IP Address: 170.158.137.105

PAGE 1

Q1: What grade do you teach?	5
Q2: How many years have you been teaching?	15-20
Q3: In what school district have you taught ELLs?	Liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	5-10
Q6: Have you taken any courses or professional development on teaching ELLs?	Yes
Q7: If yes, what was it?	the ELL teacher gave us some tips and tricks to help ELL students in the classroom.
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Flexible, heterogeneous grouping, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Professional Development provided by district
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Strategies for teaching ELLs, How to foster home-school communication
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	LOVE having them in the classroom because they are so eager to learn something new .

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Teaching English Language Learners (ELLs)


#14	COMPLETE
	Collector: New Link (Web Link) Started: Tuesday, September 10, 2013 5:18:15 PM Last Modified: Tuesday, September 10, 2013 5:22:54 PM Time Spent: 00:04:39 IP Address: 24.58.247.61

PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	Liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	Yes
Q7: If yes, what was it?	TESOL certification
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	<i>Respondent skipped this question</i>
Q9: What resources have been helpful to you in teaching ELLs?	<i>Respondent skipped this question</i>
Q10: Do you feel you need or want PD related to teaching ELLs?	<i>Respondent skipped this question</i>
Q11: If yes, what would be most valuable to you?	<i>Respondent skipped this question</i>
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	I am the ESL teacher and I have been at Nate Perry for 22 years. I stopped filling out the survey because the questions don't apply to me :)

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#15	COMPLETE
	Collector: New Link (Web Link) Started: Tuesday, September 10, 2013 5:58:02 PM Last Modified: Tuesday, September 10, 2013 5:59:35 PM Time Spent: 00:01:33 IP Address: 24.58.58.28

PAGE 1

Q1: What grade do you teach?	1
Q2: How many years have you been teaching?	5-10
Q3: In what school district have you taught ELLs?	Liverpool Central Schools
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	0-5
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	I didnt
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Flexible, heterogeneous grouping, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Ow n research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Strategies for teaching ELLs, How to foster home-school communication
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#16 	COMPLETE Collector: New Link (Web Link) Started: Tuesday, September 17, 2013 9:29:19 AM Last Modified: Tuesday, September 17, 2013 9:32:24 AM Time Spent: 00:03:04 IP Address: 170.158.96.99
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PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	5-10
Q3: In what school district have you taught ELLs?	Oswego
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	Yes
Q7: If yes, what was it?	B.S. Degree in Teaching English to Speakers of Other Languages
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Using key vocabulary in students' native language, Flexible, heterogeneous grouping, Fostering home-school communication & partnership, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Professional Development provided by district, Graduate or Post-Graduate coursework, Scholarly Journals/Articles, Own research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Resources for teaching ELLs, Strategies for teaching ELLs, Background on second language acquisition
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	I am the ESL teacher in my building. I wish more teachers were aware of how second language acquisition works. Also, I wish they knew that ESL encompasses all aspects of English (speaking, listening, reading, and writing) and that the ESL teacher needs to be involved in all of these domains, not just to "help them speak English."

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#17	COMPLETE
	Collector: New Link (Web Link) Started: Tuesday, September 17, 2013 9:33:15 AM Last Modified: Tuesday, September 17, 2013 9:35:23 AM Time Spent: 00:02:08 IP Address: 170.158.96.99

PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	10-15
Q3: In what school district have you taught ELLs?	Oswego
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	none
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Flexible, heterogeneous grouping, Talk to ESL teacher, Other (please specify) use of student translators
Q9: What resources have been helpful to you in teaching ELLs?	Own research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Background on second language acquisition
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	<i>Respondent skipped this question</i>

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#18	COMPLETE
	Collector: New Link (Web Link) Started: Tuesday, September 17, 2013 12:57:44 PM Last Modified: Tuesday, September 17, 2013 12:59:47 PM Time Spent: 00:02:02 IP Address: 170.158.96.99

PAGE 1

Q1: What grade do you teach?	3
Q2: How many years have you been teaching?	0-5
Q3: In what school district have you taught ELLs?	Oswego
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	0-5
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	n/a
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Flexible, heterogeneous grouping, Talk to ESL teacher, Other (please specify) visual supports
Q9: What resources have been helpful to you in teaching ELLs?	Scholarly Journals/Articles, Other (please specify) ELL teacher
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Strategies for teaching ELLs, Other (please specify) specific strategies for scaffolding w riting instruction
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	no

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)


#19	 <p>COMPLETE Collector: New Link (Web Link) Started: Wednesday, September 18, 2013 5:24:04 AM Last Modified: Wednesday, September 18, 2013 5:30:10 AM Time Spent: 00:06:06 IP Address: 170.158.96.99</p>
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PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	Oswego City School District; also through the Migrant Tutorial Outreach Program back in 1980-83.
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	20+
Q6: Have you taken any courses or professional development on teaching ELLs?	Yes
Q7: If yes, what was it?	In graduate school I took 6 hours of course work for ELLs (we called it ESL then).
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Using key vocabulary in students' native language, Flexible, heterogeneous grouping, Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Graduate or Post-Graduate coursework, Scholarly Journals/Articles, Own research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	No
Q11: If yes, what would be most valuable to you?	<i>Respondent skipped this question</i>
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	I now teach so few ELLs that I don't feel the need for professional development at this time. I teach reading, and have my students in small groups to begin with, so it's easy to differentiate for them. Also, my ELL students speak a good amount of English, so I do not have difficulty communicating with them.

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

#20 	COMPLETE Collector: New Link (Web Link) Started: Wednesday, September 18, 2013 3:35:41 PM Last Modified: Wednesday, September 18, 2013 3:39:30 PM Time Spent: 00:03:49 IP Address: 74.106.13.240
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PAGE 1

Q1: What grade do you teach?	K, 1, 2, 3, 4, 5, 6
Q2: How many years have you been teaching?	20+
Q3: In what school district have you taught ELLs?	Liverpool
Q4: Have you ever taught English Language Learners in your elementary classroom?	Yes
Q5: How many ELLs have you taught over your career?	5-10
Q6: Have you taken any courses or professional development on teaching ELLs?	No
Q7: If yes, what was it?	no courses taken yet
Q8: What strategies or techniques have you used to meet the needs of ELLs in your classroom?	Incorporating multiculturalism within the curriculum related to students' culture , Talk to ESL teacher
Q9: What resources have been helpful to you in teaching ELLs?	Own research on internet
Q10: Do you feel you need or want PD related to teaching ELLs?	Yes
Q11: If yes, what would be most valuable to you?	Resources for teaching ELLs, Strategies for teaching ELLs
Q12: Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?	Respondent skipped this question

Educating English Language Learners in the Elementary Classroom

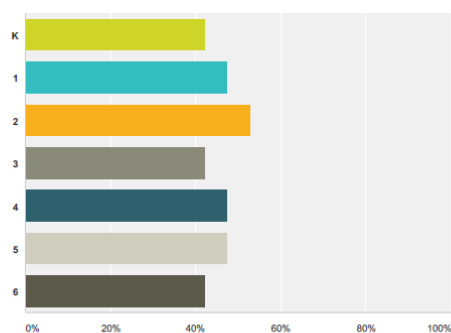
Appendix E

Teacher Survey Responses by Question

Teaching English Language Learners (ELLs)

Q1 What grade do you teach?

Answered: 19 Skipped: 1

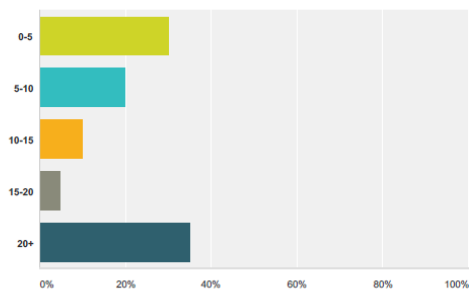


Answer Choices	Responses
K	42.11% 8
1	47.37% 9
2	52.63% 10
3	42.11% 8
4	47.37% 9
5	47.37% 9
6	42.11% 8
Total Respondents: 19	

Teaching English Language Learners (ELLs)

Q2 How many years have you been teaching?

Answered: 20 Skipped: 0



Answer Choices	Responses
0-5	30% 6
5-10	20% 4
10-15	10% 2
15-20	5% 1
20+	35% 7
Total Respondents: 20	

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

Q3 In what school district have you taught ELLs?

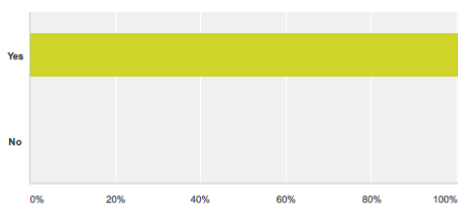
Answered: 20 Skipped: 0

#	Responses	Date
1	Liverpool	9/18/2013 6:40 PM
2	Oswego City School District; also through the Migrant Tutorial Outreach Program back in 1980-83.	9/18/2013 8:30 AM
3	Oswego	9/17/2013 4:00 PM
4	Oswego	9/17/2013 12:35 PM
5	Oswego	9/17/2013 12:32 PM
6	Liverpool Central Schools	9/10/2013 9:00 PM
7	Liverpool	9/10/2013 8:23 PM
8	Liverpool	9/10/2013 4:04 PM
9	Syracuse City School District Liverpool Central School District	9/10/2013 1:24 PM
10	Liverpool CSD	9/10/2013 10:53 AM
11	Liverpool Central Schools	9/10/2013 7:30 AM
12	Liverpool	9/10/2013 7:27 AM
13	LCSD	9/9/2013 10:21 PM
14	Liverpool Central School District	9/9/2013 9:55 PM
15	Liverpool central schools	9/9/2013 9:51 PM
16	liverpool	9/9/2013 9:20 PM
17	I am an ELL teacher in the Liverpool Central School District.	9/9/2013 9:13 PM
18	Liverpool	9/9/2013 9:12 PM
19	Liverpool	9/9/2013 9:10 PM
20	Liverpool and Oyster River (NH)	9/9/2013 9:08 PM

Teaching English Language Learners (ELLs)

Q4 Have you ever taught English Language Learners in your elementary classroom?

Answered: 20 Skipped: 0



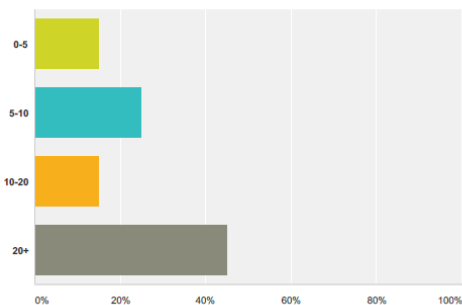
Answer Choices	Responses
Yes	100% 20
No	0% 0
Total Respondents: 20	

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

Q5 How many ELLs have you taught over your career?

Answered: 20 Skipped: 0

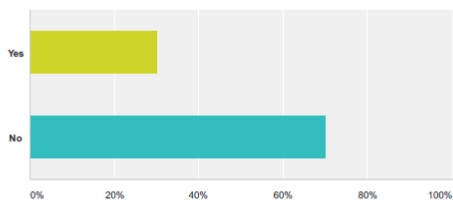


Answer Choices	Responses
0-5	15% 3
5-10	25% 5
10-20	15% 3
20+	45% 9
Total Respondents: 20	

Teaching English Language Learners (ELLs)

Q6 Have you taken any courses or professional development on teaching ELLs?

Answered: 20 Skipped: 0



Answer Choices	Responses
Yes	30% 6
No	70% 14
Total Respondents: 20	

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

Q7 If yes, what was it?

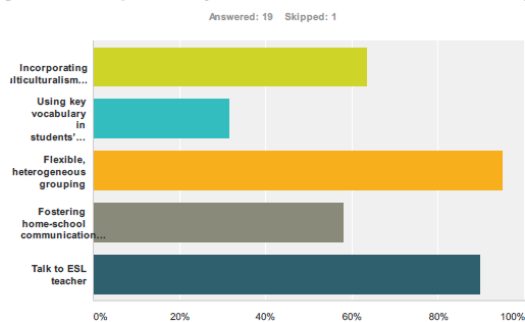
Answered: 20 Skipped: 0

#	Responses	Date
1	no courses taken yet	9/18/2013 6:40 PM
2	In graduate school I took 6 hours of course work for ELLs (we called it ESL then).	9/18/2013 8:30 AM
3	n/a	9/17/2013 4:00 PM
4	none	9/17/2013 12:35 PM
5	B.S. Degree in Teaching English to Speakers of Other Languages	9/17/2013 12:32 PM
6	I didnt	9/10/2013 9:00 PM
7	TESOL certification	9/10/2013 8:23 PM
8	the ELL teacher gave us some tips and tricks to help ELL students in the classroom.	9/10/2013 4:04 PM
9	I have my undergraduate degree in TESOL. I have also attended several great workshops through RBERN at OCM BOCES.	9/10/2013 1:24 PM
10	no	9/10/2013 10:53 AM
11	none	9/10/2013 7:30 AM
12	No	9/10/2013 7:27 AM
13	I have not taken any.	9/9/2013 10:21 PM
14	.	9/9/2013 9:55 PM
15	no i haven't taken a course	9/9/2013 9:51 PM
16	I have not taken any courses.	9/9/2013 9:20 PM
17	My masters is in Teaching English to Speakers of Other Languages K-12.	9/9/2013 9:13 PM
18	.	9/9/2013 9:12 PM
19	None	9/9/2013 9:10 PM
20	NA	9/9/2013 9:08 PM

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

Q8 What strategies or techniques have you used to meet the needs of ELLs in your classroom?



Answer Choices	Responses
Incorporating multiculturalism within the curriculum related to students' culture	63.16% 12
Using key vocabulary in students' native language	31.58% 6
Flexible, heterogeneous grouping	94.74% 18
Fostering home-school communication & partnership	57.89% 11
Talk to ESL teacher	89.47% 17
Total Respondents: 19	

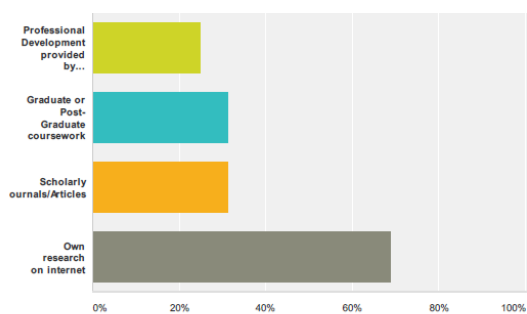
#	Other (please specify)	Date
1	visual supports	9/17/2013 4:00 PM
2	use of student translators	9/17/2013 12:35 PM
3	modifications of tests and homework	9/9/2013 9:20 PM
4	Building background knowledge, knowledge of second language acquisition making connections to life experiences/vocabulary, use of visuals/graphic organizers, translation materials, expose to the language in all forms	9/9/2013 9:13 PM
5	visuals, clear/unambiguous language, emphasis on understanding vocabulary	9/9/2013 9:12 PM

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

Q9 What resources have been helpful to you in teaching ELLs?

Answered: 16 Skipped: 4



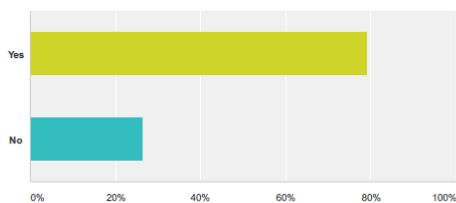
Answer Choices	Responses
Professional Development provided by district	25% 4
Graduate or Post-Graduate coursework	31.25% 5
Scholarly Journals/Articles	31.25% 5
Own research on internet	68.75% 11
Total Respondents: 16	

#	Other (please specify)	Date
1	ELL teacher	9/17/2013 4:00 PM
2	Our In-school ELL teacher	9/10/2013 7:30 AM
3	Talking/planning with our ESL teacher has been very helpful.	9/9/2013 10:21 PM
4	experiences working with a wide variety of students; understanding that every child is an individual	9/9/2013 9:55 PM
5	talking to esl teacher	9/9/2013 9:51 PM
6	ESL teacher	9/9/2013 9:20 PM
7	ESL Teacher	9/9/2013 9:12 PM
8	ELL teacher	9/9/2013 9:10 PM

Teaching English Language Learners (ELLs)

Q10 Do you feel you need or want PD related to teaching ELLs?

Answered: 19 Skipped: 1



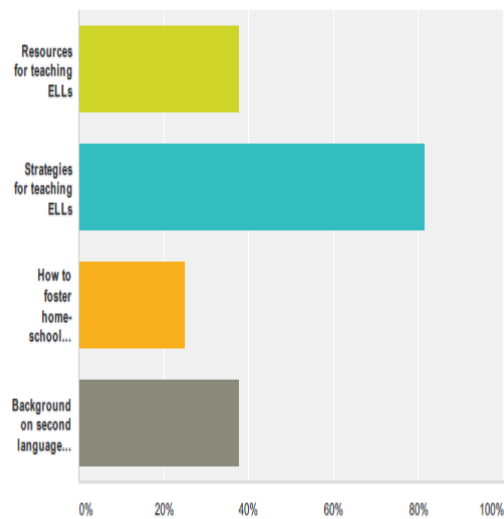
Answer Choices	Responses
Yes	78.95% 15
No	26.32% 5
Total Respondents: 19	

Educating English Language Learners in the Elementary Classroom

Teaching English Language Learners (ELLs)

Q11 If yes, what would be most valuable to you?

Answered: 16 Skipped: 4



Answer Choices	Responses
Resources for teaching ELLs	37.50% 6
Strategies for teaching ELLs	81.25% 13
How to foster home-school communication	25% 4
Background on second language acquisition	37.50% 6
Total Respondents: 16	

#	Other (please specify)	Date
1	specific strategies for scaffolding writing instruction	9/17/2013 4:00 PM

Teaching English Language Learners (ELLs)

Q12 Do you have any other comments or concerns related to teaching ELLs in your elementary classroom?

Answered: 8 Skipped: 12

#	Responses	Date
1	I now teach so few ELLs that I don't feel the need for professional development at this time. I teach reading, and have my students in small groups to begin with, so it's easy to differentiate for them. Also, my ELL students speak a good amount of English, so I do not have difficulty communicating with them.	9/18/2013 8:30 AM
2	no	9/17/2013 4:00 PM
3	I am the ESL teacher in my building. I wish more teachers were aware of how second language acquisition works. Also, I wish they knew that ESL encompasses all aspects of English (speaking, listening, reading, and writing) and that the ESL teacher needs to be involved in all of these domains, not just to "help them speak English."	9/17/2013 12:32 PM
4	I am the ESL teacher and I have been at Nate Perry for 22 years. I stopped filling out the survey because the questions don't apply to me :)	9/10/2013 8:23 PM
5	LOVE having them in the classroom because they are so eager to learn something new.	9/10/2013 4:04 PM
6	I have found most of the children to be cooperative and eager to learn. They teach us as well.	9/10/2013 7:30 AM
7	As ALWAYS, time to collaborate with the ESL teacher is invaluable.	9/9/2013 10:21 PM
8	Our ESL teacher is really incredible when it comes to reaching out to our ELLs. She makes home visits to families, during the school year as well as over summer vacation. She's also been wonderful about providing home handouts or supplemental materials in students' native languages (or the languages that the parents can read best). She also periodically sends out information about second language acquisition (different stages) to our staff members. I feel that we are very fortunate to have her!	9/9/2013 9:12 PM