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The Role of ESL Teacher Support in Facilitating School Adjustment in English Language Learners

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Philadelphia College of Osteopathic Medicine

School Psychology

Department of Psychology

THE ROLE OF ESL TEACHER SUPPORT IN FACILITATING SCHOOL
ADJUSTMENT IN ENGLISH LANGUAGE LEARNERS

By Mary L. Sharp-Ross

Submitted in Partial Fulfillment of the Requirements for the Degree of

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DEPARTMENT OF PSYCHOLOGY**

Dissertation Approval

This is to certify that the thesis presented to us by **Mary Sharp Ross** on the **24th** day of **May, 2011**, in partial fulfillment of the requirements for the degree of Doctor of Psychology, has been examined and is acceptable in both scholarship and literary quality.

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Abstract

Immigrant students are the fastest growing sector of the US school population. These students are English Language Learners (ELLs) who enter our schools with a constellation of social-emotional risk factors that predispose them to psychological disorders, as well as undermine their learning and educational outcomes. English to Speakers of Other Languages (ESL) teacher support is indicated to be a primary protective factor for ELLs facing the pervasive task of acculturation to a new society and school culture. This study surveyed 200 ESL teachers in Pennsylvania in order to gather information regarding their beliefs about the social-emotional and acculturation needs of their students, and the supports they provide to address those needs. Responses were analyzed to determine if descriptions of teacher supports and student behaviors were consistent with the motivational constructs of teacher involvement, relatedness, and engagement found in the general school adjustment literature. Survey results indicated that ESL teachers perceive that academic stress and inadequate instructional adaptations in the mainstream curriculum undermine self-efficacy in ELLs. The findings suggest that ESL teachers attempt to instill perceived academic self-competence in their students through targeted involvement supports, including acculturation strategies that perpetrate a sense of classroom and school belonging.

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Chapter 1

Introduction

Children of immigrants compose the fastest growing segment of the US population (Pumariiega, et al., 2005; Suarez-Orozco, 2005), with their numbers growing at a rate 7-times faster than those of children of American-born parents (Park-Taylor, Walsh, & Ventura, 2007). The population of first- and second-generation children of immigrants in the United States grew 29.5 percent between 2000 and 2008, to over 17.5 million, or nearly one in four of all U.S. children (Child Trends, 2010). This demographic transformation has resulted in the reality that over 20% of the total population of K-12 students enrolled in school in the US today are “immigrant children”, meaning that they are new immigrants born outside of the United States or second generation American-born children of at least one foreign-born immigrant parent (Child Trends, 2010; Ruiz-de-Velasco & Fix, 2000). The term "generation 1.5" is commonly encountered in the educational literature to refer to immigrant children born outside of the US who have completed most of their schooling here (Roberge, 2009).

The accelerated growth of the immigrant population means that US schools nationwide are attended, with increased numbers, by children who have a primary home language other than English. The federal government refers to these students as *Limited English Proficient* (LEP), but researchers and practitioners prefer the term *English Language Learners* (ELLs) to refer to these students who are acquiring English as their

second language (Ballantyne, Sanderman, & Levy, 2008). ELLs will be the term employed in this study.

A striking trend in the current waves of immigration to the US compared with prior patterns is that the overwhelming majority of the new immigrants come from non-European cultural regions, most notably Latin America, the Caribbean and Central America, Asia, and Africa (Pumariiega, Rothe, Pumariiega, 2005; Suárez-Orozco, 2001; Suh & Satcher, 2005). The diversity of the immigrant population is compounded, given the fact that numerous ethnic subgroups migrate from these geographic immigrant source regions; a notable example is the heterogeneity of the Asian immigrant group, which represents more than 29 distinct ethnic groups (Yeh, 2003). The majority of immigrants settle in major urban areas, with particularly high concentrations found in cities in the states of California, Florida, Illinois, Massachusetts, New Jersey, New Mexico, New York, Nevada, Pennsylvania, and Texas (Williams & Butler, 2003).

US public schools have felt the impact of the new immigration more strongly than any of our institutions (Ruiz de Velazco & Fix, 2000). The cultural complexity of the immigrant student population is notably reflected in the highly diverse demographic composition of the major US metropolitan school districts (Park-Taylor, et al., 2007; Suárez-Orozco & Sattin, 2007); for example, children attending New York City schools represent more than 190 countries of origin (Smith-Davis, 2004).

Based on data gathered for the 2007-2008 school year from individual states, it is estimated that nationwide ELL's represent 10.7% of total public school student enrollment (Aud, et al., 2010), with 75% of the ELL population disproportionately

concentrated in the aforementioned states and cities with the highest immigrant populations (Capps et al., 2005). ELLs are likely to be immigrant children; about 35 percent of ELLs are first-generation immigrants, and 46 percent are second-generation US-born children of immigrants (Clewell, Cosentino de Cohen, and Murray, 2007).

The overwhelming majority of ELLs are Spanish-speakers, with children of Mexican origin accounting for over one-third of the total population of immigrant children (Child Trends, 2010). Despite the fact that Puerto Rican students compose approximately 15% of the total ELL population in US schools, (Clewell et al., 2007), they are excluded from immigrant ELL statistics as a result of being born in US territory, regardless of how recent their arrival on the mainland US. (Capps et al., 2005).

The disaggregation of the Puerto Rican group from immigrant children statistics underscores the dilemma inherent in defining the ELL population from an immigration standpoint. Numerous studies recognize that there exist subgroups of ELLs based on recency of arrival in US schools, years of schooling in the US, or government definitions of one who qualifies as an immigrant (see Gershberg, Danenberg, Sánchez, 2004). Ruiz-de-Velasco and Fix (2000) established the often cited dichotomy between “recent arrival ELLs” and “long-term ELLs” to distinguish between ELLs who are undergoing an intense period of cultural as well as linguistic adjustment to US schools as opposed to those who continue to struggle with academic language acquisition as a basis of school achievement. Use of the term “generation 1.5” is also applied to this group of struggling learners (Roberge, 2009). Although recognizing that the terms are not perfectly interchangeable, given the demographic consistencies between the immigrant student and

ELL populations, Clewell et al. (2007) have used “ELL status as a proxy for immigrant status” (p. 12). Their precedent for synonymous application of the terms “ELLs” and “immigrant children” or “immigrant students” will be applied in this study.

“Newcomers” is the term most commonly used to describe recently arrived ELLs, (Friedlander, 1991; Short & Boyson, 2004; Suárez-Orozco, Pimentel, & Martin, 2009), including those of Puerto Rican origin and illegal immigrant students who do not qualify as “immigrants” according to federal definitions (Capps et al., 2005). Although concise definitions of the newcomer student population do not exist (Friedlander, 1991), the term is an accepted construct applied in the immigrant and educational literature to describe those students who are at the early stages of linguistic and cultural adjustment to US society and schools (Suárez-Orozco et al., 2009). Additionally, there is precedent in the literature to delineate the definition of newcomers as those ELLs who are in their initial two-year period of adjustment to school in the US (Short & Boyson, 2004).

Statement of the Problem

The general consensus in the extant literature is that ELL students are an at-risk population who struggle to achieve positive school adjustment outcomes (Finn, 1993; Ruiz de Velasco & Fix, 2000). When they enter US schools, the majority of ELLs have limited resources, including limited English skills that they will need to be successful educationally and to be productive in the global economy (Olsen, 2000; Suárez-Orozco & Suárez-Orozco, 2001; Suárez-Orozco et al., 2009). These children predominantly come from underdeveloped parts of the world, and many arrive in the US with minimal

academic skills, often attributable to limited formal schooling (DeCapua & Marshall, 2009; Esquivel & Keitel, 1990; Suárez-Orozco, 2005).

Academic success for ELLs may be further compromised due to the prolonged effects of the significant stress that children commonly endure during the migration process from their homelands (Drachman, 1992). Migration stressors are then amplified as a result of the fact that once they arrive in the US, most immigrant families live in poverty and face a difficult process of adjustment to a new life on all levels (Guarnaccia & Lopez, 1998).

The pervasive task of acculturation is superimposed on all issues related to school adjustment in ELLs. School is the primary source of contact with the majority culture for immigrant children, and specifically, it is the place where immigrant children learn the culture, norms, and values of the US society (Suárez-Orozco & Suárez-Orozco, 2001). Current studies of risk factors and resiliency among immigrant students focus on the process of acculturation, specifically in the school setting, as the main indicator of successful transition to the broader society (Cárdenas, Taylor, Adelman, 1993; Guarnaccia & Lopez, 1998; Opedal, Roysamb, & Heyerdahl, 2005). Schools, however, also comprise a separate, unique cultural context that must be successfully negotiated in order to acculturate to the broader culture (Crosnoe & Lopez-Gonzalez, 2005; Ortiz & Flanagan, 2002).

There is increasing recognition of the resiliency of immigrant children and youth who are faced with the task of school adjustment while enduring the pervasive psychosocial stress of acculturation (Guarnaccia & Lopez, 1998; Opedal, Roysamb, & Sam, 2004; Opedal et al., 2005; Portes & MacLeod, 1996). Nevertheless, the cumulative

effect of the stressors facing immigrant children puts them at high risk for psychological distress and disorders, including anxiety, depression, and posttraumatic stress issues (Pumariega, et al., 2005).

Spurred by overall poor ELL academic outcomes (LeClair, Doll, Osborn, and Jones 2009), the educational research has focused almost exclusively on instructional methods and academic interventions aimed at increasing ELL performance on standardized assessments associated with NCLB legislation (Clewel et al., 2007; Fix & Capps, 2005). The focus on academic outcomes of ELLs has overshadowed attention to the overwhelming social-emotional needs of the ELL population (Gershberg et al., 2004), despite recognition that overlooking the affective needs of ELLs may preclude their academic progress (Capps et al., 2005; Suárez-Orozco et al., 2009).

It is increasingly well recognized that successful adjustment to school for ELLs requires that the school *context* support the integration and adaptation of its immigrant students (Liebkind, Jasinskaja-Lahti, Soleim, 2004). Studies that explore both the mental health status of immigrant students (e.g., Portes & MacLeod, 1996) and successful school transition of ELLs (e.g., Suarez-Orozco et al., 2009) underscore the critical role that teacher support, as part of the social context of the school setting, (Wentzel, 2003) plays in the healthy emotional adjustment of ELLs. Ethnographic studies that provide qualitative information regarding the pivotal role of ESL teachers in ELL adjustment (e.g., Bascia & Jacka, 2001) suggest that ESL teachers may provide especially critical supports to facilitate the healthy school adjustment of ELLs; however, there currently exists minimal empirical research to substantiate that role.

Review of the general school adjustment literature underscores that ELLs are an overlooked population in school adjustment studies (Wentzel, 2003). Nevertheless, there is recognition in the research base that teacher support, especially inasmuch as it promotes a sense of relatedness or belonging in the school environment, may be fundamental to the academic success of ELLs and non-ELLs (LeClair et al., 2009). Furthermore, it has been established that a sense of belonging in the school setting may underlie the school engagement that is associated with positive school achievement (Fredericks, Blumenfeld, & Paris, 2004). The extent to which these constructs affect school adjustment among ELLs deserves further consideration (Suarez-Orozco et al., 2009).

Purpose of the Study

This primary purpose of this study was to survey ESL teachers in order to gather information regarding: (a) their perceptions and beliefs about the social-emotional and acculturation needs of ELLs and (b) the nature of the formal and informal strategies and supports that ESL teachers implement that may promote the school adjustment of ELLs in the face of those needs. It is also hoped that the data collected will contribute to the research base regarding the extent to which ESL teacher support contributes to the emotional and behavioral school engagement of ELLs that may lead to positive school outcomes.

Research questions. 1. What are the beliefs/perceptions of ESL teachers regarding the social-emotional and acculturation needs of ELL students?

2. What is the nature of the strategies/supports that ESL teachers provide to address the social-emotional and acculturation needs of ELL students?
3. Are descriptions of ESL teacher strategies/supports consistent with the construct of supports that fulfill the need for relatedness or belonging?
4. Are descriptions of ESL teacher strategies/supports consistent with the construct of teacher involvement supports?
5. Is there an association between ESL teacher strategies/supports and the observed engagement of ELL students?

Definitions

English Language Learner (ELL): English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English.

Immigrant Children and Youth (ICY): Children born outside of the mainland US (including Puerto Rico) or whose parents were born outside of the mainland US.

Language Minority Student (LM): a child who hears and/or speaks a language other than English at home.

Limited English Proficient (LEP): Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) is used in place of LEP.

Newcomers: Recently arrived immigrant students who are at the early stages of linguistic and cultural adjustment to US society and schools, typically in their initial two-year period of adjustment to school in the US.

Students with Limited or Interrupted Formal Education (SLIFE): ELL students who have experienced disrupted education due to a number of factors, including war, migration, lack of education facilities, cultural dictates, and economic circumstances.

Chapter 2

Literature Review

In their study of ethnic identity and acculturation among several immigrant groups, Phinney et al. (2001) noted that “school adjustment is generally regarded as the primary sociocultural and developmental task for children and adolescents” (p. 503). The enormous task of adjusting to school is even more profound for ELL children and youth, given the fact that they are confronted with the larger undertaking of acculturation to the broader society’s culture and language while adapting to an unfamiliar school culture (Spencer, 1999; Liebkind et al., 2004; Perry & Weinstein, 1998; Ruiz de Velasco & Fix, 2000; Spomer & Cowen, 2001; Suarez-Orozco, et al., 2009). The high stakes associated with successful school adjustment in ELLs cannot be underestimated: according to Liebkind et al. (2004), general adjustment to school among immigrants may be the most important indicator of psychological and sociocultural adaptation to society overall.

Risk Factors Associated with School Adjustment among ELLs

The critical importance of acculturation to successful school adjustment among immigrants is reflected in the dominance of that theme in the literature. School adjustment among immigrants has been defined as “school acculturation” (Spencer, 1999), and contemporary studies identify school acculturative stress as the single most critical obstacle to successful school adjustment among ELL students (Cárdenas, et al., 1993; Guarnaccia & Lopez, 1998; Opedal, Roysamb, & Sam, 2004; Williams & Butler, 2003; Zhou et al., 2003).

Acculturation and biculturalism. Cross-cultural psychologists first elaborated a number of theories of acculturation based on the anthropological definition of acculturation as a process of change that occurs when individuals of differing cultures maintain continuous contact (Berry, 1997; Ward, 2001). With regard to immigrants, this definition of acculturation incorporates the assumption that the host culture is dominant, but the immigrant culture is perceived to have less value (Berry, 2001; Yeh, 2003). More recent views consider acculturation to be the process by which individuals negotiate two cultures (Yeh, 2003), with the ultimate goal being balanced “biculturalism” (Harwood, 1994; Pumeriega, et al., 2005; Pumariega, Rogers, Rothe, 2005; Sue, 1981; Ward, 2001).

Successful achievement of biculturalism infers that the individual has successfully integrated their two or more cultural selves. This bicultural view of acculturation has been expanded to consider acculturation among immigrant children as a developmental process aimed at gaining competence in two or more cultural domains (Oppedal, et al., 2005; Oppedal, et al., 2004), or as a separate process that can negatively or positively affect the trajectory of typical development (Park-Taylor, et al., 2007). Harwood (1994) supported “biculturalism” as a more appropriate term for focus of discussion of acculturation, based on the notion that as a result of globalization, new immigrants to the US typically have had some exposure to American cultural values, and so the cultures are no longer as separate and distinct as once perceived. This perspective suggests that among today’s immigrant students, biculturalism would be a goal worth achieving, perhaps more so than in the pre-globalization era.

Canino and Spurlock (2000) described the process of achieving biculturalism among adolescents as a struggle to adhere to contrasting sets of cultural standards. On the one hand, biculturalism requires ongoing *enculturation*, or the acquisition of the social norms of one's own group, yet simultaneously adopting cultural norms of the new culture (Berry, 1997). How successful immigrant children are with negotiating this process of formulating a dual cultural identity varies among ethnic groups and individuals, but cultural identity issues are recognized to be the fundamental source of acculturative stress among immigrant children overall (Suárez-Orozco & Suárez-Orozco, 2001; Sue, 1981), and those who demonstrate difficulty with cultural identity issues around acculturation have been found to demonstrate symptoms of depression and suicide ideation (Canino & Spurlock, 2000).

Cárdenas et al. (1993), in the first study to consider specifically school transition stress in the context of acculturation among immigrant students, emphasized that as a culture unto itself, the school plays a critical role in facilitating bicultural development. Numerous studies point to the developmental risks to immigrant teens in particular, who endure a maladaptive acculturation period at precisely the time of life when their sense of self-identity is forming (Guarnaccia & Lopez, 1998; Yeh, 2003). When adolescents feel alienated from the new culture, and as a result of migration are unable to complete the process of enculturation to the native culture fully, they run the risk of developing an "adversarial identity" (Suárez-Orozco & Suárez-Orozco, 2001), characterized by defiance against the major culture such as is found in gangs (Pumariega, Rothe, & Pumariega, 2005).

Three broad theoretical approaches guide psychological research in the area of acculturation: (a) the social identification approach, (b) the culture learning approach, and (c) the stress-and-coping approach (Ward, 2001). All three of these approaches hold some relevance for discussion of acculturation stress among immigrant students; however, it is the *stress-and coping approach* that aligns most directly with issues related to school adjustment among immigrant students. The stress-and-coping approach to acculturation was first elaborated by Berry (1997), with specific attention to the stressors facing immigrants. In conceptualizing cross-cultural transition, it incorporates issues of resilience and individual risk factors that contribute to the psychological status of immigrant children. Specifically, this model presents acculturative transition across cultures as a series of stressful life changes that require coping responses and adaptive strategies, prioritizing the critical interplay of the individual and the situational context in achieving acculturation. (Ward, 2001).

The notion of adaptation to the school context as being aligned with Berry's (1997) stress-and-coping theory is highlighted in studies of acculturation among immigrant students (Liebkind et al., 2004; Opedal et al., 2004; Phinney et al., 2001; Spencer, 1999). Spencer (1999) specifically merged the constructs of acculturation and school adjustment in noting that school adjustment among immigrants and minority groups in general "... may be defined as the degree of school acculturation or adaptations necessitated for maximizing the educational fit between the student's qualities and the multidimensional character and requirements of learning environments" (p 43). Phinney et al. (2001) echoed this sentiment when they noted that school adjustment in immigrants

needs to be understood in terms of an interaction between attitudes and characteristics of particular immigrants and the responses of the receiving society, moderated by the particular circumstances of the immigrant group in the new setting.

The stress-and-coping framework also distinguishes between *primary and secondary coping strategies*. Primary strategies are task-oriented behaviors that are aimed at directly changing a stressful environment, but secondary strategies are cognitive-based and are aimed at changing the self through modifying perceptions of the environment (Ward, 2001). Ward reported that some research of cross-cultural stress among students has indicated that school interventions that employ secondary coping strategies may be associated with lower levels of perceived stress.

According to Liebkind et al. (2004), adoption of Berry's stress-and-coping model as a thematic framework for discussion of acculturation among immigrant students, emphasizes *psychological adaptation* in lieu of school achievement or educational attainment as the marker of school adjustment. They propose that in accordance with Berry's model, construing school adjustment in ELLs in terms of psychological adaptation consists of achieving a set of psychological outcomes, including a sense of personal and cultural identity, good mental health, and the achievement of personal satisfaction in the new cultural context (Liebkind et al., 2004, p. 636).

The migration cycle. School adjustment among ELLs is most immediately jeopardized due to factors associated with migration and resettlement that are recognized to put immigrant children at high risk of psychological distress and psychopathology, particularly depression, anxiety disorders, and Posttraumatic Stress Disorder (PTSD)

(Guarnaccia & Lopez, 1998; Jaycox, et al., 2002; Oppedal, et al., 2005; Pumariega, Rogers, & Rothe, 2005). Initiation of the emotional distress typical among newcomer ELLs is associated with the process of migration from one's homeland (Guarnaccia & Lopez, 1998; Oppedal, et al., 2005; Stein et al., 2002). Although to some extent, stressors vary with the country and culture of origin and a child's specific circumstances (Guarnaccia & Lopez, 1998; Opedahl, et al., 2004; Pumariega, Rogers, & Rothe, 2005), the *migration process* is the starting point for transmission of a unique set of emotional stressors that are recognized as being common among immigrants overall (Drachman, 1992; Pumariega, Rothe, & Pumariega, 2005; Suárez-Orozco & Suárez-Orozco, 2001; Williams & Butler, 2003).

In order to appreciate the role that the migration process plays in school adjustment, it is helpful to consider the stage of migration that a child is experiencing and the events that preceded each stage (Pumareiga, Rothe, & Pumariega, 2005; Rogers et al., 1999). Drachman (1996) has devised a widely cited cycle of migration model that identifies three stages of migration: (a) premigration, (b) transit/intermediate, and (c) resettlement.

The *premigration stage* is especially stressful for children under any circumstances, because it is during this time that decisions are made about who will leave and who will stay behind, a process that commonly results in immigrant children being separated from one or more parents (Drachman 1992; Williams & Butler, 2003). Pre-migration may also be a time of exposure to the violence of war or social unrest in the native country, necessitating migration that is typically defined as "involuntary",

officially qualifying some immigrants as *refugees* (del Valle, 2005; Fox, Rosetti, Burns, & Popovich, 2005; Rogers et al., 1999). Although there is some differentiation in the literature between immigrants and refugees, based on the definition of the former migrating for voluntary and the latter for involuntary reasons (Guarnaccia & Lopez, 1998), the line between who is and who is not a refugee is blurring, especially as it concerns immigrant children (Guarnaccia & Lopez, 1998; Spencer, 1999). Research in the field of immigration points increasingly to the extreme poverty of underdeveloped countries of origin as an “involuntary” reason for leaving one’s homeland (Spencer, 1999), and as Guarnaccia and Lopez (1998) poignantly note, “... children are rarely ‘voluntary’ migrants...” (p. 538).

The *migration phase* is the time when immigrant children typically first encounter the US public school system. It is a time of stressful upheaval and uncertainty that may leave a child emotionally unable to attend to the task of learning in the new academic environment (del Valle, 2002; Fox, et al., 2005). Depending on circumstances, the migration phase can last from hours to years, ranging from immediate connection with family or friends in the new country, as occurs typically with many Asians and Caribbean Islanders (Drachman 1992; Thomas, 1992), to the opposite extreme of extended living in temporary shelters, refugee detention centers, or with host families as a more permanent location is sought (Guarnaccia & Lopez, 1998). School transiency is common at this initial phase of entry in the US, or the children may not be enrolled in school at all while more permanent arrangements are sought (del Valle, 2002).

Drachman et al. (1996) presented the *resettlement stage* of post-migration as the broader psychoemotional process of adjustment to the host society. This concept of “resettlement”, a term borne of the fields of immigration studies and social work, provides a segway to the broader psychological construct of acculturation. As a context for comprehending the psychological risks facing newcomer ELL children in the schools, resettlement refers to the initial, intense phase of adjustment to a new society, with its concomitant “culture shock” immersion into a new culture, language, and educational system.

A number of serious post-migration stressors have been associated with mental distress among immigrant children. These include extreme poverty and the persistent risks of living in high crime areas (Canino & Spurlock, 2000; Esquivel & Keitel, 1990; Jaycox, et al., 2002; Pumariega, Rothe, & Pumariega, 2005); ethnic prejudice and discrimination against immigrant groups (Guarnaccia & Lopez, 1998; Suárez-Orozco & Suárez-Orozco, 2001), and the emotional unavailability of parents who are themselves under great stress, including the risk of deportation if they are illegals (Pumariega, Rothe, & Pumariega, 2005). These psychosocial post-migration stressors have been linked to academic and behavioral problems, and to overall poor school adjustment outcomes among immigrant students (Cárdenas et al., 1993; Guarnaccia & Lopez, 1998; Rogers et al., 1999; Suh & Satcher, 2005; Williams & Butler, 2003; Zhou et al., 2003).

School-specific risk factors. There is considerable focus in the literature on issues related to academic stress among immigrants. Foremost among these is lack of English language skills (Olsen, 2000; Ruiz de Velasco & Fix, 2001). Of great

importance is the level of English language skill development that determines the extent to which ELL students are able to participate in the academic mainstream and be accepted in the social spheres of school life (Olsen, 2000). Limited English proficiency is a major contributor to acculturative stress, and it is the overwhelming obstacle to full participation in the school culture for ELLs (Cummins, 2000; del Valle, 2002; Esquivel & Keitel, 1990; Genesee, Paradis, & Crago, 2004; Guarnaccia & Lopez, 1998; Olsen, 2000; Paredes Scribner, 2002; Ruiz de Velasco & Fix, 2001; Suárez-Orozco & Suárez-Orozco 2001).

Esquivel and Keitel (1990) found that high rates of academic underachievement and failure among immigrant children often relate to culturally different approaches to teaching and learning between the native and the US school cultures. For example, in many cultures, children are expected to be deferential to teachers, and active participation as encouraged in US classrooms would be considered highly disrespectful and a punishable offense (Cummins, 2000). Frequently, academic stress among ELL students is the result of a severe lack of basic skills due to educational deprivation, attributable to the fact that many immigrants come from parts of the world where school attendance is not compulsory or where attendance requirements are not enforced (De Capua, Smathers, & Tang, 2007; Olsen, 2000; Ruiz de Velasco & Fix, 2001; Suárez-Orozco & Suárez-Orozco, 2001). These *Students with Limited or Interrupted Formal Education* (SLIFE) (DeCapua & Marshall, 2009) may experience disrupted education due to a number of factors, including war, migration, lack of education facilities, cultural dictates, and economic circumstances (De Capua et al., 2007).

DeCapua et al. (2007) consider SLIFE to be the “highest of high risk” students. School failure is the norm for this group, and they exhibit high drop-out rates (DeCapua & Marshall, 2009; Hood, 2003; Ruiz de Velasco & Fix, 2000). Although exact numbers are not widely available, education officials are aware that the population of SLIFE is growing; in New York City alone SLIFE composed 13.4% of the 141,000 ELLs overall during the 2005-2006 school year (DeCapua et al., 2007). Ruiz de Velasco and Fix in their study of ELLs in secondary schools in several school districts across the country, found that approximately 20% of high school aged ELLs and 12% of middle school aged ELLs had missed two or more years of schooling since the age of six (p. 24).

As a group, SLIFE demonstrate the characteristic cluster of: lack of English proficiency, limited or no native language literacy, and limited or no formal education (DeCapua & Marshall, 2009). These educationally deprived students, especially those from war-torn regions of the world (del Valle, 2002), in addition to lacking basic academic skills, often have not been exposed to the most basic classroom routine behaviors, skills as fundamental as sitting in desks and using pencils (Ruiz de Velasco & Fix, 2000). Ironically, the challenge of remediating educational gaps among SLIFE is exacerbated because of the high levels of school transiency found among the ELL population (Malmgren & Gagnon, 2005), and is attributable in part to the fact that a disproportionate number of ELLs qualify as migrants (Morrison et al., 1997). The high frequency of school mobility among ELLs undermines the acculturation process, and has been associated with low school performance, behavior problems, high rates of absenteeism, and low education expectations (Eckenrode, Rowe, Laird, & Brathwaite,

1995).

ELLs are subject to considerable social stress as they adapt to their new school environments. Typically they are marginalized and misunderstood as a result of the clash between their native cultures and those of the new host and school societies (Olsen, 2000; Portes & Rumbault, 2001; Zhou et al., 2003). For example, teachers commonly perceive behaviors related to lack of schooling to be deviance on the part of a child (Opedal et al., 2004), when in fact many ELLs have not been acculturated to appropriate school behaviors (Williams & Butler, 2003). Cultural differences extend to the manifestation of emotion. Although ELLs are at extremely high risk of anxiety and depression (Guarnaccia & Lopez, 1998; Jaycox et al., 2002; Oppedal et al., 2005; Pappamiehiel, 2002; Puamriega, et al., 2005), manifestation of their emotional distress typically presents as shyness and withdrawal (Spomer & Cowen, 2001; Suárez-Morales & Lopez, 2009), a fact that often is not evident to key support people in the school setting, including teachers (Spomer & Cowen, 2001).

Zhou et al. (2003) highlighted the consequences of ELL social-emotional alienation in recognizing that those times when student emotions are not immediately apparent due to cultural miscues may preclude accurate identification of markers of emotional engagement and disengagement among ELLs. The overall emotional stress of school adjustment appears to transfer to poor self-esteem and negative academic self-affirmations among ELLs. In a recent study of the classroom perceptions of ELL and non-ELL students, LeClair et al. (2009) found that overall, ELL students described themselves as having lower levels of academic efficacy and described their non-ELL

classmates as having higher levels of behavioral self-control (p. 574).

Among the most frequently cited sources of school stress for ELLs, is the typically hostile environment of US schools towards immigrant student populations (Esquivel & Keitel, 1990; Olsen, 2000; Park-Taylor et al., 2007; Ruiz de Velasco & Fix, 2001; Suh & Satcher, 2005; Thomas, 1992; Zhou, 2003). Studies associate psychological distress, including anxiety, depression, and poor academic achievement among immigrant ELL students of all ages, with a hostile school environment (Guarnaccia & Lopez, 1998; Park-Taylor et al., 2007; Stein et al., 2002). ELLs, particularly adolescents, endure significant racial and ethnic prejudice, discrimination and social alienation in US schools, even in those schools with sizeable immigrant populations (Mitchell & Bryan, 2007; Williams & Butler, 2003). Loneliness and an overall lack of social belonging have been noted as major reasons for the growing dropout rate among Asian (Suh & Satcher, 2005; Zhou, 2003) and Hispanic (Brewster & Bowen, 2004; Cárdenas et al., 1993; Crosnoe & Lopez-Gonzalez, 2005) youths in US urban schools.

Although it is widely recognized that immigrant students require coping skills to deal with the stressors associated with school adjustment, the research underscores the fact that there is an alarming neglect of critical mental health needs of that population (Esquivel & Keitel, 1990; Guarnaccia & Lopez, 1998; Jaycox, et al., 2002; Spencer, 1999; Stein, et al., 2002; Thomas, 1992; Toffoli, 1992; Williams & Butler, 2003; Zhou, et al., 2003). The lack of formal school-based mental health supports for immigrant students, especially in the form of individual and group counseling, has been linked to significant academic, behavioral, and social adjustment problems in that population

(Cárdenas, et al., 1993; Esquivel & Keitel, 1990; Mitchel & Bryan, 2007; Opedal et al., 2005; Stein, et al., 2002; Williams & Butler, 2003; Zhou et al. 2003). Studies of school adjustment among immigrants indicate that negative experiences encountered in the schools and the lack of school-based mental health interventions contribute to school maladjustment and school failure more directly than do external and familial stressors (Esquivel & Keitel, 1990; Mitchell & Bryan, 2007; Suh & Satcher, 2005; Zhou, et al., 2003).

Given the lack of formal mental health supports in the face of the myriad risk factors that define the ELL experience in US schools, there is increasing attention to the social supports that may operate as protective factors to facilitate ELL school adjustment. Acculturation studies have identified family, peer, and community networks that support psychological health through the reinforcement of ethnic identity to be important indirect moderators of school adjustment (Liebkind et al. 2004; Opedal et al., 2004; Phinney et al., 2001; Portes & MacLeod, 1996; Zhou et al., 2003). Acculturation studies recognize the importance of the school environment to the mental health of immigrant students as the venue for the acquisition of new cultural skills (Liebekind et al., 2004) and “host society competence” (Opedal et al., 2004), but those studies do not address the mechanisms by which schools may directly facilitate school adjustment/acculturation.

Teacher Support for ELLs

Noting the stark dissonance between traditional US school practices and the overwhelming needs of ELLs, some school reform experts contend that as a nation we essentially are not educating our immigrant ELL students (Hood, 2003; Olsen, 2000;

Suárez-Orozco & Suárez-Orozco, 2001). Studies that specifically consider the role of the school setting in promoting the mental health of immigrant students indicate that social support from teachers may be the primary factor contributing to positive school adjustment in ethnic and language minority students (Brewster & Bowen, 2004; Cummins, 2000; Finn, 1993; Fumoto, Hargreaves, & Maxwell, 2007; Morrison et al., 1997; Spencer, 1999; Suárez-Orozco et al., 2009). Brewster and Bowen (2004), in their study of the effects of social support from teachers on the school engagement of middle and high school Latino students, defined teacher support to consist of the degree to which teachers "... listen to, encourage, and respect students" (p. 51). Morrison et al. (1997) found that Hispanic adolescent male migrant students were exceptionally reliant on teachers for support. They recommended that schools should incorporate this openness to teachers in designing prevention and intervention programs for migrant students overall. They cautioned, however, that teachers need to be trained to provide the assistance and support that students naturally seek from them (Morrison et al., 1997).

Despite recognition of the importance of teacher support to the educational success of ELLs, the preponderance of the existing literature suggests that the majority of classroom teachers typically are not aware of, or may even ignore, the need to reach out to ELLs in order to facilitate their adjustment to school (Cárdenas et al., 1993; Hood, 2003; Ruiz de Velasco & Fix, 2000; Williams & Butler, 2003). Studies conducted by Opedal et al. (2004) and Zhou et al. (2003) found that teacher insensitivity to cultural differences among students undergoing the stress of acculturation was a significant detriment to school adjustment among immigrant students.

Suárez-Orozco et al. (2009), over a five year period, studied the behavioral engagement of 407 newcomer ELLs. They determined that emotional, school-based supports that built trust between ELL students and adults in the school setting were the most significant variable contributing to students' successful school outcomes. They noted that the importance of trust-building, emotional supports almost supplanted tangible school-based academic supports altogether (p. 741). They specifically described emotional supports to be those social supports that communicate caring and connection, develop a sense of safety and protection, and provide a sense of self-efficacy (733-734).

The Role of the ESL Teacher

Most ESL programs in the US require that ELLs at the newcomer and beginner stages of English acquisition have direct contact with an ESL teacher for a prescribed amount of time per week. Consequently, ESL teachers typically are the adults in school who have the most intensive interaction with ELLs at their initial phase of school acculturation (Ruiz de Velasco & Fix, 2000; Cummins 2000; Roessingh, 2006). Furthermore, it is common for ESL teachers to be the school professionals most directly, if not solely, responsible for the educational programming of ELLs at the newcomer phase of school adjustment (Bascia & Jacka, 2001; Roessingh, 2006).

A small body of literature, existing primarily of qualitative case studies and anecdotal reports, explores various aspects of the role of ESL teachers in the school adjustment of ELLs (see Bascia & Jacka, 2001; Chiu, 2009; Hood, 2003; Lucey et al., 2000; Markham, 1999; Roessingh, 2006; Ruiz de Velasco & Fix, 2000; Smith, 2008; Yoon, 2008). These studies are consistent in their descriptions of the broad-based

supportive behaviors of ESL teachers, and in suggesting that ESL teachers directly facilitate school adjustment among ELLs.

Within the classroom, ESL teachers are challenged to bring their students along academically, as quickly as possible, despite the well-documented fact that it takes from 5 to 7 years for ELLs to acquire academic language proficiency (Cummins, 2000; Krashen, 1995). The pressure to integrate ELLs to the mainstream has become intense with the adoption of federal and state mandated high-stakes testing (Hood, 2003). The most immediate consequence of testing is that mainstream curriculum standards instruction has supplanted direct English language instruction for ELLs (Markham, 2000; Smith, 2008; Yoon, 2008). As a result, many school districts have adopted a “push-in” model of ELL instruction, whereby ESL teachers provide content-based instruction through team teaching of ELL and of non-ELL students in the general education classroom (Bascia & Jacka, 2001; LeClair et al., 2009 & Yoon, 2008), thus diminishing direct contact time between ELLs and ESL teachers.

Studies show that in the mainstream classroom setting, ELLs demonstrate more anxiety (Pappamihel, 2002) and less overall self-efficacy (LeClair et al., 2009) than their non-ELL peers. ESL teachers are recognized as routinely implementing instructional strategies designed to minimize performance anxiety among ELLs, including cooperative learning activities (Hood, 2003; Pappamihel, 2002) which are attributed with diminishing ELL anxiety (Pappamihel, 2002) or lowering the “affective filter” of ELLs (Krashen, 1982) in order to best facilitate learning. It has also been noted that in contrast to the anxiety they experience in the mainstream, ELLs feel a sense of

belonging in the ESL classroom that is critical to their initial school adjustment (Roessingh, 2006; Yoon, 2007), although no studies were found to associate specific ESL teacher interventions with students' sense of belonging.

Studies conducted with ESL teachers and ELL students in school districts representing diverse regions of the US and Canada, indicate that ESL teachers feel an overwhelming responsibility to acculturate their students to school and to the broader society, while simultaneously securing their students' academic success (Bascia & Jacka, 2001; Chiu, 2009; Hood, 2003; Markham, 2000; Roessingh, 2006; Ruiz de Velasco & Fix, 2000; Smith, 2008; Yoon, 2008). One study of school adjustment among adolescent refugees from the former Soviet Union (Trickett and Birmann, 2005) determined that, by placing equal priority on academics and acculturation, ESL teachers may ultimately contribute to positive school outcomes more directly than by focusing solely on academic English language interventions.

Complying with the perceived responsibility of acculturating their students requires that ESL teachers take on a broad range of support functions or "filling in" (Bascia & Jacka, 2001) that extend beyond traditional classroom instruction. These non-instructional supports are recognized to play a key role in mediating the experiences of the ELL student in the new school culture (Roessingh, 2006). The most immediate of these supports occur during the course of the school day, and are informal and non-curricular in nature; for example, orienting a new student to school routines such as how to order lunch or line up for recess.

The diminishment of direct contact time between ESL teachers and newcomer ELLs means that instructional time to learn basic English language principles may be relegated to outside of school hours. It is commonplace for ESL teachers to voluntarily provide basic language instruction voluntarily as an extracurricular support activity before and after school (Bascia & Jacka, 2001; Hood, 2003; Markham, 2000; Ruiz de Velasco & Fix, 2000). Bascia and Jacka refer to the provision of supplemental instruction of this sort as ESL teachers doing “triage” (p. 336).

ESL teachers also facilitate student adjustment through mediating educational and cultural experiences, both in school and out (Bascia & Jacka, 2001; Markham, 2000; Roessingh, 2006). For example, ESL teachers commonly assume an advocate role, performing social outreach to students and their families (Ruiz de Velasco & Fix, 2000). It is not uncommon for ESL teachers to assist parents in finding interpreters, linking the families with social service agencies and medical help, as well as procuring much needed clothing and school materials for family members (Bascia & Jacka, 2001).

Due the comprehensive nature of the supports they provide to ELLs, ESL teachers have been referred to as “lifelines” for their students (Bascia & Jacka, 2001; Roessingh, 2006). In a case-study of the perceptions of immigrant students regarding their ESL programs, Roessingh (2006) proposed that the extensive supports that ESL teachers provide, especially through parent collaboration, engender a relationship of trust with ELL students and their families. She further theorized that trust in a teacher at the newcomer phase of an ELL’s school experience is closely linked to later positive academic outcomes and educational success (p. 563).

In their official capacity, ESL teachers provide English language training to ELLs (Olsen 2002); however, the intensity of the needs of ELL students means that provision of the social-emotional supports described above has become an integral part of the job (Bascia & Jacka, 2001; Hood, 2003; Markham, 2000; Roessingh, 2006 Ruiz-de-Velasco & Fix, 2000). As one veteran ESL teacher and scholar noted, "... these notions of ESL teacher support are accepted and assumed as a matter of course" (B. Clark-Gareca, personal communication, April 22, 2010).

ESL teacher stress. The intensity of ESL teaching results in a number of unique stressors for ESL teachers. Markam (2000), in his qualitative study of the common stressors of ESL teachers, found that adjustment problems of students were a major preoccupation of ESL teachers, especially when trauma associated with migration stress undermined students' readiness to learn. Another recognized stressor associated with ESL teaching is the relative isolation of ESL teachers in their schools (Bascia & Jacka, 2001; Hood, 2003; Markham, 2000; Roessingh, 2006; Ruiz de Velasco & Fix, 2000; Yoon, 2008). Typically, collaboration time between classroom teachers and ESL teachers is not provided on a regular basis, despite student overlap (Smith, 2008). Increasing collaboration time between ESL teachers and classroom teachers is noted to be beneficial for students and teachers, especially if it provides opportunities to facilitate ELL acculturation in the mainstream classroom (Smith, 2008). The isolation of ESL teachers not only undermines the scope and sequence of ELL learning, but it also perpetuates the all-too-common notion that ELLs are the concern of the ESL teacher, only (Markham, 2000; Ruiz de Valezco & Fix, 2000; Smith, 2008; Yoon, 2008).

Another significant source of stress for ESL teachers is the perception of administrators that ESL teacher time is expendable; for example, it is a common expectation that ESL teachers can forfeit time with their students to substitute for colleagues and proctor tests (Bascia & Jacka, 2001; Markham, 2000). ELL teachers are also typically called upon to provide multicultural and diversity training to staff and students in their schools (Bascia & Jacka, 2001; Smith, 2008).

A growing shortage of ESL teachers adds to the demands placed upon them (Bascia & Jacka, 2001; Hood, 2003; Markham, 2000; Olsen, 2000). In the face of the exponential growth of the ELL population overall, the flow of newcomer ELLs to US schools is outpacing reform (Hood, 2003). As with all sectors of education, given national and state budget cuts, ESL teachers are expected to do more with less.

Adding to the stress of ESL teachers, is the widely perceived marginalized status of the profession (Bascia & Jacka, 2001; Chiu, 2009; Hood, 2003; Markham, 2000; Kim, 2006; Roessingh, 2006; Ruiz de Velasco & Fix, 2000; Smith, 2008; Yoon, 2008). Some attribute this perception to the wide variation in ESL credentialing requirements across states. Some states require that ESL teachers be only minimally qualified, but in other states professional certificates in ESL are required over and above general teaching certification (Hood, 2003; Ruiz de Velasco & Fix, 2000). Similar to systemic impositions on ESL teacher time, limitations on physical teaching space and limited access to materials are broadly symptomatic of the low status of ESL teaching overall (Bascia & Jacka, 2001; Hood, 2003; Markham, 2000; Ruiz de Velasco & Fix, 2000). Some scholars theorize that perceptions of ESL teaching as a low status profession

actually reflect anti-immigrant sentiments in US society at-large and communicate the lower esteem with which immigrant children are held (Hood, 2003).

A Theoretical Framework for Conceptualizing School Adjustment in ELLs

Despite general agreement on the importance of positive school adjustment for the overall well being of immigrant children and youth (Liebkind et al., 2004; Phinney et al., 2001; Ruiz de Velasco & Fix, 2000; Spencer, 1999), there is a dearth of research specifically dedicated to school adjustment in ELL children (Liebkind et al., 2004; Somer & Cowen, 2001). The most widely cited empirical studies of school adjustment conducted among the general population specifically acknowledge that exclusion of culturally and linguistically diverse populations is a limitation of their research (e.g. Connell & Wellborn, 1991; Furrer & Skinner, 2003; Perry & Weinstein, 1998; Skinner & Belmont, 1993; Spencer, 1999; Wentzel, 2003).

As presented in the prior discussion of ELL school adjustment risk factors, the majority of information regarding school adjustment in ELL immigrant students derives indirectly from studies of acculturation and mental health status conducted with immigrant student populations (e.g. Liebkind et al., 2004; Opedal et al., 2004, 2005; Phinney et al., 2001; Zhou et al., 2004). For the most part, these studies highlight maladaptive psychological outcomes associated with acculturation stress that may or may not be considered in light of school outcomes.

Theories of school adjustment. “School adjustment” is a term that incorporates a range of theories that together, are more appropriately conceptualized as a broad construct that lacks precise definition. Spencer (1999) underscored the lack of cohesive

defining criteria by noting that at the turn of the 20th century, school adjustment was not included as a topical index in the research literature. According to Wentzel (2003), in the absence of formal models, school adjustment in the most basic sense has been used as a generic term that refers to any school-related outcome under investigation, or refers to the absence of maladaptive student outcomes (p. 235). This linear, outcome-based treatment of the topic of school adjustment has drawn criticism from researchers who decry the emphasis on school maladjustment, with its commensurate focus on academic outcomes and the over-emphasis on what the individual child brings to school, as opposed to what the classroom environment offers to the child (Connell & Wellborn, 1991; Deci & Ryan, 1991; Ladd, Kochenderfer, & Coleman, 1996; Perry and Weinstein, 1998; Spencer, 1999; Wentzel, 2003).

Frequently cited references to school adjustment in the general population are typically subsumed under studies of the major school transitions that correspond to shifts in developmental stages, including the transitions from early childhood to elementary school (e.g. Ladd & Price, 1987; Perry & Weinstein, 1998), elementary to middle school (e.g. Eccles et al., 1993; Roeser, Midgley, & Urdan, 1996), and middle to high school (e.g. Reyes, Gillock, & Kobus, 1994). These studies, to varying degrees, are similar in underscoring the critical role that the school environment, including the contextual factors of the classroom, play in facilitating positive adjustment to the school setting.

Despite the lack of consensus in the literature regarding definitions of school adjustment, there is agreement that depending on the competency domain considered in operationalizing school adjustment, between 1 – 35% of children, overall, in the United

States manifest difficulty adjusting to school (Birch & Ladd, 1997; Perry & Weinstein, 1998). Ethnic and linguistic minority students across all grade levels are considered to be among those who are at the highest risk of maladjustment to school (Finn, 1993; Pianta, 1999; Spencer, 1999).

Although attempts to identify unifying themes for establishment of a formal construct of school adjustment are largely absent in the extant literature, notable exceptions are found in the work of a handful of researchers who have proposed integrated “ecological” theories of school adjustment that extend beyond academic outcomes to examine students’ cognitive, social, and emotional development (e.g. Ladd, et al., 1996; Perry & Weinstein, 1998; Spencer, 1999; Wentzel, 2003). Ecological theories of school adjustment are grounded in Bronfenbrenner’s (1979) ecological systems theory, and in developmental systems theory (see Sameroff, 1989).

Seminal discussion of the specific role of the school context in facilitating healthy developmental adjustment has been elaborated by Deci and Ryan (1991), Connell and Wellborn (1991) and Ladd et al. (1996). All of these studies pointed to the need to consider the environment, specifically the child-school environment “fit” (Eccles & Midgley, 1989) as a fundamental determinant of school adjustment in children and youth of all ages.

Within an ecological framework of school adjustment, the work of Wentzel (2003) and Perry and Weinstein (1998) stand out in the extant literature for integrating notions of developmental competency domains, along with the importance of the classroom social context to elaborate cohesive ecological theories of school adjustment.

Wentzel (2003) proposed that classroom competence, as defined by positive forms of social behavior, is a highly context-specific outcome requiring that students strike a balance between meeting the social goals of the classroom environment and achieving their own personal goals. Drawing from the work of Phelan et al. (1991), Wentzel noted that the need to achieve a balance between social and personal goals, is particularly relevant to understanding school adjustment in ethnic and language minority students, given that they experience “competing, incongruent goals across family, peer, and classroom contexts” (p. 236). In elaborating her theory, Wentzel highlighted the importance of social motivation, behavioral competence, and relationships with teachers and peers, as being the key social components of the classroom context that are fundamental determinants of school adjustment.

Perry and Weinstein (1985) elaborated a school adjustment model that emphasizes the pivotal role of the classroom context or “culture”. The classroom culture itself is described as consisting of: a) teacher characteristics, b) the classroom instructional climate, c) social relationships with teachers and peers, and d) the aggregate characteristics of the students (p. 182). As a model that was developed with a specific focus on early school adjustment from kindergarten through grade 3, Perry and Weinstein’s model emphasizes the “ecological shift” that occurs when children transition from life before elementary school to the social context of the school environment.

Although all transitional shifts between schooling levels are recognized as times that may undermine overall adjustment (Eccles et al., 1993), the initial transition to formal schooling at the start of elementary school is considered exceptional for the

magnitude of novel socialization that it requires (Ladd, et al., 1996; Pianta 1999). As Perry and Weinstein noted, early school adjustment necessitates that young children spend increasing amounts of time with their same-age peers, learn to form friendships, and develop a relationship with their teachers in a setting that typically includes 20 – 30 other students (p. 178). Zhou et al. (2003), in their study of school attitudes among Chinese immigrant students, proposed that the comprehensive nature of this ecological shift to a completely new social context renders Perry and Weinstein’s construct of early school adjustment as an especially appropriate framework for conceptualizing issues related to school adjustment in immigrant students across grade levels.

In summary, as ecological constructs, the school adjustment theories of Perry and Weinstein (1998) and Wentzel (2003) are embedded in the overriding theme that school adjustment is contingent on the extent to which the student’s personal and background characteristics are compatible with the school environment. Their theories underscore the critical role that social aspects of the classroom environment play in school adjustment, and they place particular emphasis on the role of teacher-student relationships as a component of the *social context* within which students function and school adjustment is determined.

The role of teacher-student relationships in school adjustment. There is a body of literature that, although not specifically placing teacher-student relationships within a working theory of school adjustment, nevertheless documents the critical role that teacher-student relationships play in the overall social-emotional adjustment of students, and through it, in their academic achievement (eg. Doll, Zucker, & Brehm,

2004; Eccles et al., 1993; Osterman, 2000; Pianta, 1999). A very extensive theoretical elaboration of the fundamental importance of teacher-student relationships as they pertain to overall development is found in the work of Pianta (1999). Employing a developmental systems approach, Pianta goes beyond consideration of the teacher-student relationship as simply being a component of the social context of schooling, to present the relationship as a system unto itself, in other words, as its own context for development of children in the school setting (Pianta, 1999). Pianta conceptualizes relationships between children and teachers as social processes or “pathways” that shape the course of development. Within Pianta’s relationship framework, discrete skills related to the cognitive, social-emotional, and behavioral competencies considered earlier, are viewed as being “embedded” in relationships. Accordingly, the child and the classroom context in which he or she develops are viewed as a single complex dyadic system (see Bronfenbrenner, 1979) with adjustment or adaptation to the school environment occurring in a relational milieu (Pianta, 1999).

In accordance with Pianta’s view of relationships as the driving infrastructure of classroom context, all three of the critical components of classroom culture identified in the Perry and Weinstein model, specifically: a) teacher characteristics, b) the classroom instructional climate, and c) social relationships with teachers and peers, derive from and are extensions of the teacher-student relationship.

Motivational Theories of Self and School Adjustment

A developmental systems view of school adjustment ultimately considers the extent to which the teacher-student relational context promotes a positive sense of self. A

wide range of psychological theories, including cognitive (eg., Vygotsky, 1962), social learning (eg., Bandura, 1977), and attachment theory (eg., Ainsworth, 1989) have traditionally put interpersonal relationships at the core of the development of self. Motivational psychologists have specifically considered the mechanisms by which relationships as part of the social context of the schooling environment may contribute to healthy adjustment in childhood and adolescence. The earliest empirical studies of motivation to associate a positive sense of self with aspects of school adjustment (eg., Connell & Wellborn, 1991; Deci, Vallerand, Pelletier, & Ryan, 1991; Skinner & Belmont, 1993) are based on self-determination theory (Deci and Ryan, 1991).

Self-determination theory proposes that there are three primary, innate psychological needs that drive human behavior and experience: a) competence, b) autonomy (self-determination), and c) relatedness. *Competence* is defined as people's strivings to control outcomes and experience effectance; *autonomy* refers to people's strivings for agency in their actions; and *relatedness* encompasses the need for the self to feel connected to others, the sense of reciprocal caring (Deci & Ryan, 1991, p. 243). The theory of self-determination further elaborates the fact that healthy development requires that the social context afford the means of satisfying these needs through provision of the contextual dimensions of: a) autonomy support, b) structure, and c) involvement (p. 245). Furthermore, the theory specifies that the social context can be assessed, relative to the existence of these contextual dimensions.

Connell and Wellborn (1991) operationalized the motivational constructs of self-determination theory to present a "self-system processes model" (SSPM) that specifically

elaborates how in the *school context*, the developing self engages in ongoing appraisals of his or her status with respect to the psychological needs of competence, autonomy, and relatedness (p. 52); in other words, how the individual forms *conscious* perceptions of school functioning with regard to his or her needs. In accordance with the school focus of their SSPM, Connell and Wellborn further elaborated the definitions of the three psychological needs presented in self-determination theory. The SSPM defines *perceived competence* as the knowledge required to do well in school and the belief that one can apply that knowledge; *perceived autonomy* refers to whether or not a student's self-regulatory style is intrinsically or extrinsically motivated; and *perceived relatedness* refers to the sensed emotional quality of social relationships with regard to security and degree of closeness (p. 54-55).

Given that the SSPM is a school-context driven evaluation of self, the model describes the degree to which the *classroom* specifically provides the social context variables of autonomy-support, structure, and involvement required to fulfill the three fundamental psychological needs of perceived competence, perceived autonomy, and perceived relatedness. In the school oriented SSPM, *autonomy-support* refers to the number of decision-making choice that teachers provide to students to facilitate students making a connection between their own behavior and their personal goals and values; *structure* is the degree to which teachers communicate clear expectations for performance, clear consequences, and positive competence feedback; and *involvement* refers to the extent to which teachers dedicate the psychological resources of time and interest in a climate of "positive affect" to their students (p. 56).

The final feature of the SSPM links the motivational concepts of self and action through elaborating the constructs of *engagement* and *disaffection*. In its most general sense, engagement refers to the “quality of a student’s connection or involvement with the endeavor of schooling and hence with the people, activities, goals, values, and place that compose it,” (Skinner, Kindermann, & Furrer, 2009, p. 209). According to the SSPM, when the primary psychological needs are being met in the school context, engagement occurs and is demonstrated through affect, behavior, and cognition; when those needs are not being met, disaffection will occur in those domains (Connell & Wellborn, p. 52).

Since inception of the SSPM, separate components of the theory have been widely studied, particularly with regard to educational outcomes (Fredericks et al., 2004; Skinner et al., 2009). Review of the literature revealed that, although linguistic and cultural minority students have been largely overlooked in school adjustment studies overall, there is emerging attention in the literature to school achievement in ELLs, specifically as it relates to the constructs of: a) relatedness, b) teacher involvement, and c) engagement (eg., Brewster & Bowen, 2004; Finn, 1993; Le Clair et al., 2009; Suárez-Orozco et al., 2009).

Relatedness. Review of the psychological and educational literature on relatedness (see Osterman, 2000) establishes the fact that relatedness is referred to under varying terms including, belongingness (Faircloth & Hamm, 2005; Goodenow, 1993; Roeser et al., 1996), connectedness (Weiner, 1990), and sense of community (McMillan & Chavis, 1986; Solomon, Battistich, Schaps, & Delucchi, 1996). The need to

experience relatedness with others has been recognized as a basic psychological need that is essential to human growth and development (Connell & Wellborn, 1991; Deci & Ryan, 1991). Baumeister and Leary (1995) defined the need to belong as, “a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships” (p. 497). According to their extensive review of empirical studies on the concept of belonging, they concluded that there is sufficient empirical evidence to determine that the need to belong is a fundamental human motivation.

The motivational literature that considers the need for relatedness in the school context specifically conceptualizes relatedness to be the *quality* or character of human relationships (Osterman, 2000). For example, in their review of self-determination theory as it relates to the school environment, Deci et al. (1991) state that “relatedness involves developing secure and satisfying connections with others in one's social milieu” (p. 327). The motivational theory of development elaborated in Connell & Wellborn's (1991) self-systems model underscores the need for security in relationships by expanding the concept of relatedness to recognize that the social context plays a critical role in facilitating or inhibiting an adjusted sense of self, depending on the extent to which students perceive themselves as experiencing secure relatedness in the school environment. In other words, relatedness then includes one's views about whether the social world is trustworthy or hostile (Furrer & Skinner, 2003). It is the sense of self in relationships (Connell & Wellborn, Furrer & Skinner, 2003) within the specific context of school. It is precisely this *sense of relatedness* that has been the focus of the majority of empirical studies of relatedness, belonging, or connectedness as it corresponds to

student engagement and ultimately school adjustment (eg., Connell & Wellborn, 1991; Goodenow, 1993).

The literature is consistent in pointing to positive teacher-student relationships as a critical support in promoting a sense of relatedness and belonging among children and youth in the schools (Finn, 1993; Furrer & Skinner, 2003; Osterman, 2000; Roeser, et al., 1996; Skinner & Belmont, 1993). As Osterman noted, students who experience a sense of relatedness have a stronger supply of inner resources. In fact, studies report that in promoting a sense of belonging, teacher-student relationships are an influential protective factor, to the extent that in some cases they can compensate for major risk factors, including a lack of peer relationships and non-supportive home environments, in promoting school adjustment (Brewster & Bowen, 2004; Cowen, Lotyczewski, & Weissburg, 1984; Eccles & Midgley, 1989; Tucker et al., 2002). Supportive teacher-student relationships have also been shown to protect against the disengagement from school that leads to dropping out (Finn, 1993).

Empirical studies that have elaborated the pathways by which teacher-student relationships may facilitate student achievement have examined the association between teacher-student relationships, the need for relatedness, and engagement (see Fredericks et al., 2004, and Osterman, 2000). Included among these are studies that found a direct relationship between positive teacher-student relationships and engagement (Connell & Wellborn, 1991; Furrer & Skinner, 2003; Tucker et al., 2002); studies that have documented the role of the psychological need for relatedness in mediating a correlation between engagement and school achievement (Faircloth & Hamm, 2005; Furrer &

Skinner, 2003; Goodenow, 1993; Wentzel, 1997); and the empirical study of Roeser et al. (1996) that found that the need for relatedness mediated the relation between context and engagement (Fredericks et al., 2004). Regardless of the methodology employed, studies of relatedness and school belonging have consistently established that positive teacher-student relationships are associated with enhanced emotional well-being among students from elementary school through middle and high school, and that there exists a positive relationship between sense of relatedness and academic achievement (Eccles et al., 1993; Furrer & Skinner, 2003; Goodenow, 1993; Murray & Greenberg, 2000; Osterman, 2000; Roeser et al., 1996; Wentzel, 1997). Furthermore, a number of empirical and theoretical studies have suggested that fulfillment of the need for relatedness may be a precursor to meeting the additional needs of autonomy support and competence in the school setting (Furrer & Skinner, 2003; Pianta, 1999; Skinner & Belmont, 1993).

Teacher involvement support. Research in teacher-student relationships has focused increasingly on identifying the specific nature of teacher behaviors that promote positive student outcomes (see Doll, Zucker, & Brehm, 2004, and Pianta, 1999). With regard to teacher behaviors that cultivate a sense of relatedness in students, research indicates that in the most general terms it is the teacher's ability to communicate a sense of warmth, caring, and acceptance that has the greatest impact in promoting positive student outcomes (Birch & Ladd, 1997; Faircloth & Hamm, 2005; Finn, 1993; Furrer & Skinner, 2003; Tucker et al., 2002; Wentzel, 1997). These qualitative behaviors of teacher caring have also been referred to as "emotional support" (Eccles et al., 1993; Roeser et al., 1996) and described through the construct of "pedagogical caring"

(Wentzel, 1997). More precise operationalization of teacher emotional support has been the focus of empirical studies that examine the role of *teacher involvement* in promoting a sense of relatedness or belonging in students (Connell & Wellborn, 1991; Deci & Ryan, 1990; Furrer & Skinner, 2003; Goodenow, 1993; Roeser et al., 1996; Skinner & Belmont, 1993; Tucker et al., 2002).

Definitions of teacher involvement derived from psychological theories of motivation (Connell & Wellborn, 1991; Deci & Ryan, 1990), broadly define involvement as the dedication of time and psychological resources. Some studies of relatedness or belonging that integrate educational research with existing psychological theories in employing the construct of involvement, have attempted to identify more narrowly specific markers of teacher involvement for the construction of survey items (Furrer & Skinner, 2003; Skinner & Belmont, 1993; Tucker et al., 2002).

Skinner and Belmont's (1993) study of the reciprocal effects of teacher behavior and student engagement is noted for elaborated operationalization of the construct of teacher involvement (Fredericks et al., 2004). That study qualified the construct of involvement originally presented in Connell and Wellborn's (1991) SSPM, to include the fact that teachers are involved with their students to the extent that they "... take time for, express affection toward, enjoy interactions with, are attuned to, and dedicate resources to their students" (p. 573). Measures of teacher involvement in the Skinner and Belmont study were derived from teacher and student reports of *perceived* teacher involvement with individual students in grades 3-5. Teacher reports consisted of 11 items that focused on the concepts of teacher a) affection (liking, appreciation, and enjoyment of the

student), b) attunement (understanding, sympathy, and knowledge about the student), c) dedication of resources (aid, time, and energy), and d) dependability (availability in case of need) (p. 574).

Skinner and Belmont (1993) also found strong empirical evidence that teacher involvement plays a primary role in the quality of the classroom experiences of students. Teacher support in the form of involvement with individual students in the study had the most powerful impact on children's perceptions of the teacher, over and above provision of structure and autonomy support. When teachers in the study were involved with their students, the students also perceived their teachers to be more highly structured and autonomy supportive. The study also found that the validity of the students' perceptions of teacher involvement was supported by a high correlation between those perceptions and the teachers' perceptions of their own involvement with students.

Skinner and Belmont (1993) concluded that involvement is associated with fulfillment of the need for relatedness, and that a sense of relatedness also shapes the extent to which students perceive that their needs are met for competence and self-determination. These conclusions are consistent with results of other studies across multiple grade levels that have employed the construct of teacher involvement in a more general sense to assess teacher and/or student perceptions of the degree to which the needs for relatedness were met in the classroom (Furrer & Skinner, 2003; Goodenow, 1993; Murray & Greenberg, 2000; Roeser et al., 1996).

Student engagement. In the most general sense, engagement refers to the “... quality of a student’s connection or involvement with the endeavor of schooling and hence with the people, activities, goals , values, and place that compose it,” (Skinner, et al, 2009, p. 209). Studies that have reviewed the expanding literature in the field (eg., Fredericks, et al., 2004; Glanville & Wildhagen, 2007; Skinner, et al., 2009) recognize that there exists not only significant variability among definitions of engagement, but also in how engagement is measured. In their widely cited systematic review of engagement, Fredericks et al. (2004) identified the three types of engagement as: (a) behavioral engagement, or doing work and following rules; (b) emotional engagement, including interest, values, and emotions; and (c) cognitive engagement, incorporating effort and strategy use (p. 65).

The most consistent and coherent attempts to operationalize engagement as it relates to motivation in school have evolved subsequent to the elaboration of Connell and Wellborn’s (1991) SSPM. Empirical studies of engagement based on the SSPM have focused most directly on the construct of “motivational engagement” as consisting of behavioral and emotional engagement (Finn, 1993; Fredericks et al., 2004; Skinner & Belmont, 1993). According to this motivational conceptualization of engagement, the extent to which children’s basic psychological needs are met or ignored in the school context will be reflected in children’s self-system processes, manifested as attitudes and beliefs about the self (Skinner & Belmont, 1993). These internalized attitudes and beliefs then determine the *quality* of a student’s affective and behavioral engagement in learning tasks.

Skinner (1991) recognized, early, the links between emotional and behavioral engagement in referring to engagement as the "... intensity and emotional quality of children's involvement in initiating and carrying out learning activities," (p. 167). This interpretation further posits that an engaged student demonstrates generally positive emotions, such as optimism, curiosity, and interest, but a disaffected student will appear bored, depressed, anxious, withdrawn, or angry (Skinner & Belmont, 1993). Finn (1993) further distinguished the nature of engagement by noting that behavioral engagement may be viewed as participation, but emotional or affective engagement refers to the extent to which a student feels that he or she belongs in the school setting and places value on school-relevant outcomes. Finally, in elaborating the construct of engagement from the perspective of educational research, Skinner and Belmont (1993) distinguished *motivational engagement* as encompassing the behavioral and emotional constructs that derive from theories of achievement; *cognitive engagement* refers to the level of thinking skills used by students (p. 572). It is the construct of motivational engagement as defined above that is addressed throughout this study.

A number of research studies (see Fredericks et al., 2004) underscore the notion that it is the link between engagement and achievement that fundamentally ties the construct of engagement to the broader construct of overall school adjustment. Skinner et al. (2009) note that student engagement, conceptualized as "active enthusiastic effortful participation in learning activities in the classroom" (p. 495), predicts overall achievement in school. Since the SSPM introduced the idea of engagement as critical to understanding motivation in the school context, the construct of engagement has drawn

widespread interest as a practical theoretical tool that holds promise in the formulation of interventions for at-risk students (Finn, 1993; Tucker et al., 2002; Brewster & Bowen, 2004); it is also seen as beneficial in addressing some of the most pressing educational problems, including low levels of achievement and rising school dropout rates (Finn, 1989; National Research Council & Institute of Medicine, 2004).

As noted previously, the study of Skinner and Belmont (1993) is recognized for presenting strong support for a reciprocal relationship between the teacher behavior of involvement and emotional engagement among students (Fredericks et al., 2004; Skinner et al., 2007). That study found that students' perceptions of teacher involvement were unique predictors of students' emotional engagement. Other studies since then have supported those findings through results that substantiate the fact that teacher involvement plays a direct and unique role in promoting emotional engagement among students (Brewster & Bowen, 2004; Faircloth & Glanville, 2007; Skinner et al., 2009; Tucker et al., 2002).

The Skinner and Belmont (1993) and Skinner et al. (2009) studies utilized survey techniques to measure emotional and behavioral engagement. In constructing survey items to assess emotional engagement, Skinner and Belmont refined descriptors of students' emotional reactions utilized in Connell and Wellborn's (1991) SSPM in order to develop survey items that explored the four emotional qualities of: interest (vs. boredom), happiness (vs. sadness), anxiety, and anger (p. 575). Skinner et al. refined teacher and student report survey items to elaborate more fully the observable markers of behavioral engagement and disaffection, and emotional engagement and disaffection. Both studies

found a positive correlation between teachers' and students' perceptions of student behavioral engagement. Additionally, the studies also found a positive correlation between students' reports of their own emotional engagement and teachers' perceptions of students' behavioral engagement. Although these findings indicate that teachers are less attuned to markers of student emotional engagement as opposed to markers of behavioral engagement (Skinner et al., 2009), the results are consistent with findings of other studies suggesting that emotional engagement appears to exert a particularly powerful effect in driving the positive behavioral engagement that ultimately leads to tangible measures of student achievement (Finn, 1993; Fredericks et al., 2004; Furrer & Skinner, 2003; Osterman, 2000; Roeser et al., 1996; Skinner & Belmont, 1993; Skinner et al., 2009; Tucker et al., 2002).

Chapter 3

Methodology

This study invited ESL teachers who instruct ELLs in grades K-12 in public schools across the Commonwealth of Pennsylvania to complete a Web-based survey titled “The Role of ESL Teacher Support in the School Adjustment of English Language Learners”. A search of Pennsylvania Department of Education (PDE) databases using public domain access indicated that there exists no comprehensive registry of PA ESL teachers that could be used to facilitate direct recruitment of survey respondents.

Recruitment

As an initial, indirect means of recruitment, a letter of introduction with the link to the survey (Appendix A) was sent to the ESL coordinator/director of each public school district in PA. These individuals were intended to serve solely as an information conduit to facilitate distribution of the introductory letter, with participation in the study to be completely voluntary. Available information regarding the numbers and geographic distribution of ELLs in PA was then utilized to plan the most efficient means to solicit ESL teachers directly to participate in the survey. The most current data obtained from PDE indicated that, as of 2009, there were 47,892 ELLs enrolled in 462 of the 630 LEAs in the state (PATTAN, 2009). It was assumed that the proportion of ESL teachers per school district would vary in accordance with total numbers of ELLs, given that PDE regulations require that school districts provide a program for each student whose dominant language is not English, and as defined according to state code, “program”

refers to planned instruction by a "...qualified ESL/Bilingual teacher" (Basic Education Circular 22 Pa. Code 4.26, 2004).

According to PDE figures, ten urban and suburban school districts in the eastern half of PA account for 55% of the total ELL enrollment statewide (PATTAN, 2009). In contrast to the disproportionate geographic concentration of ELLs in these eastern school districts, each of 189 LEAs, located primarily in the western half of PA, each enrolls fewer than 10 ELLs (PATTAN, 2009). Public state data ranking LEAs according to disaggregated population subgroups (PDE, 2009) were reviewed in order to determine those school districts with first, second, and third tier levels of ELL population. Based on that data, school district Web sites were reviewed in descending order of ELL population, in order to determine which school districts provided direct email access to ESL teachers through their public Web site staff email lists. The distribution of the survey invitation through the combined means of ESL coordinator/director contact and direct ESL teacher email contact resulted in verified distribution of the survey invitation to members of the ESL teaching staffs of 21 PA school districts, including 8 of the top 10 ELL enrollment districts.

Other means of recruiting survey participants included emailing the survey invitation directly to members of a regional ESL professional organization, posting the invitation on a major TESOL (Teachers of English to Speakers of Other Languages) listserv, and informal "fan-out" of the survey invitation among ESL colleagues across districts. Additionally, professors at several PA universities that offer advanced

coursework to ESL teachers received a request to distribute the survey invitation to their students.

Although it was assumed that the caseloads and responsibilities of potential study participants would likely vary in accordance with the characteristics of individual school district ELL populations, PDE regulations regarding ESL programming ensured that respondents to the survey were likely to possess basic consistency in their understanding of ESL programming. The state of PA mandates that each school district must consider "... the needs of and numbers of students with limited English proficiency", and that the ESL program goals "... should address both English language development and subject matter instruction" (Commonwealth of Pennsylvania, Department of Education, 2002, p. 23). Additional inherent consistency in the knowledge base of potential respondents was assumed in accordance with the expectation that participants would have the designated title of "ESL Teacher". Current PDE regulations mandate that every ESL teacher meet state criteria to be a "qualified ESL/Bilingual teacher" (Basic Education Circular 22 Pa. Code 4.26, 2004)). State criteria consist of possession of an ESL Program Specialist certificate, in addition to holding a Level I or Level II teaching certificate in a separate subject area. As noted, the state definition extends the terminology to include "ESL/Bilingual Teacher" in its description of educators who provide ESL instruction. This study employs the comprehensive term "ESL teacher" to refer to all teachers who provide ESL instruction, regardless of whether or not that instruction is provided as part of a bilingual program.

Research Design

Survey research studies a sample of a population in order to provide a quantitative description of attitudes, trends, or opinions of the broader population (Creswell, 2003). Surveys are useful when there is an individual or institutional need for information and the existing data are insufficient to that need (Schueren, 2004). Survey methods are particularly well suited to obtaining self-reported, personal information from a sample population (Rea & Parker, 2005). Online administration of surveys has become an increasingly popular means of survey data collection over the last decade as access to the Internet has grown at an exponential rate (Birnbaum, 2004; Lewis, Watson, & White, 2009). Studies that address the rapidly increasing adoption of online survey methods underscore the widespread access to the Internet among the general population. It is estimated that close to one-and-a-half trillion people accessed the Internet in 2008 (Hoonakker & Carayon, 2009), with the rate of Internet use increasing by 25% every three months (Rhodes, Bowie, & Hergenath, 2003).

Online surveys are recognized to have notable advantages over paper-and-pencil surveys; these include: a) lower cost, b) ability to recruit large and diverse samples, c) accuracy of data entry and response, and d) reduced response time (Granello & Wheaton, 2004; Gosling et al., 2004; Lewis, et al., 2009; Rhodes, et al., 2003). Initially, concerns regarding low response rates overshadowed the considerable advantages of Internet surveys, resulting in a common perception that online surveys were probably not as effective as traditional paper-pencil surveys (Gosling, et al., 2004; Lewis, et al., 2009). More recent studies, however, have confirmed that response rates from Internet Web-

based surveys meet or exceed response rates of traditional paper-pencil surveys sent through the mail (Hoonakker & Carayon, 2009; Lewis et al., 2009).

Granello and Wheaton (2004) emphasized the fact that in evaluating the advantages and disadvantages of Internet survey data collection, it is important to distinguish between the two modes of Internet survey data collection: e-mail generated surveys and Web-based surveys. The two formats fundamentally differ with respect to how respondents access and return the survey. E-mail surveys deliver the survey embedded in an e-mail sent directly to the participant's e-mail address. Web-based surveys are available on a Web site; participants are sent a solicitation, typically through an e-mail, to access the Web site to complete the survey. Threats to respondent anonymity have become the primary area of concern regarding Internet surveys overall (Rhodes et al., 2003). All online surveys are susceptible to the general security risks associated with any use of the Internet (Gosling et al., 2004); however, risks regarding compromised confidentiality and anonymity of respondents are heightened with e-mail surveys, because the completed survey contains an identifying respondent e-mail address. This particular risk is significantly reduced with Web-based surveys because they are respondent-accessed, and they offer the additional security enhancement of being password protected (Granello & Wheaton, 2004; Hoonakker & Carayon, 2009).

Hoonakker and Carayon (2009) conducted a review of the literature and determined that the general design factors that improve response rates in postal mail surveys correspond to good response in Web-based surveys. They identified the critical elements to be saliency of the topic, understanding the targeted population, personalized

contacts, sponsorship, incentives, prenotification, and reminders (p. 367). The bulk of research on Web-based surveys has focused on technical design. Survey layout needs to be visually clear, and easy to follow. Web format features such as radio buttons, pulldown selection menus, and open-ended text boxes enhance legibility and the ease of movement through a survey (Granello & Wheaton, 2004). To improve comprehension of Web-survey items, fonts should be easy-to-read with the pages set up so that scrolling is not required to view components of individual questions. Survey questions in general need to be written in a clear, concise format, with open-ended questions employed sparingly (Rea & Parker, 2005). In focusing on more qualitative aspects of Web-based survey design, it has been recommended that features of “dialogue” should be used to enhance the clarity of Web-based surveys, for example, grounding questions through strategic use of definitions of terms specific to the survey (Conrad, Schober, & Coiner, 2007).

Prior to distributing the Web survey, a pilot survey should be conducted with a subset of respondents who possess varying levels of computer expertise, utilizing different browsers, including all possible versions, on different platforms (e.g., MacIntosh and Windows) (Granello & Wheaton, 2004). Similar to paper-pencil-surveys, planning for Web-based surveys requires determination of the schedule for e-mailing introductory letters and reminders to access the survey on the Internet. The timeline for Web-based surveys, however, will be condensed, relative to traditional surveys. Most online surveys are completed within the first few days (Lewis, et al., 2009); therefore,

follow-up reminders should be condensed to less time than the 2-week follow-up recommended for traditional surveys (Granello & Wheaton, 2004).

Survey Instrument

The survey was piloted in paper form at the early stages of research for this study. A group of 22 ESL teachers completed the survey in conjunction with attendance at an in-service conducted by the study author, to review current research regarding the social-emotional adjustment of ELLs. At the conclusion of the in-service, the ESL teachers completed the survey and participated in a focus group to discuss their comprehension of survey items and their reaction to the survey. Overall, the teachers reported that the survey was comprehensible and that time to complete the survey was reasonable. The respondents overwhelmingly reported that completion of the survey provided them a welcome opportunity to disclose aspects of their job that they consider to be critical, but that go largely unrecognized. They were in favor of retaining questions that invited short answers to elaborate the nature of the undocumented supports they routinely provide ELL students. Most of the group felt that a Likert scale for closed questions was preferable to True/False format. Overall, the respondents agreed that some definitions embedded in the survey would be helpful to clarify terms and promote accurate responses. Survey completion at the pilot phase required 15 - 20 minutes, including the time that some participants took to review and revise responses.

Final survey format. The final survey (Appendix B) consisted of a total of fifty-four total items that included closed and open-ended questions designed to yield a combination of quantitative and qualitative data. Question formats comprised 4-point

Likert scale items (“Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”), freestanding short-answer items, and forced-choice items. Six items solicited a two-part response incorporating the Likert scale with a follow-up, short answer response. Three items (questions 3, 53, and 54) qualified as purely open-ended questions. In order to solicit information regarding whether or not responses would vary across settings in those cases where respondents teach ESL at more than one school, 19 close-ended questions ended with the following notation: “ If you teach in more than one school and your response differs by school, please describe briefly.”

Survey items were grouped under three broad categories: (a) demographics, (b) ESL teacher beliefs and perceptions, and (c) the nature of ESL teacher supports and strategies provided to ELLs. Clusters of questions tapped sub-themes under each respective category. The three open-ended items (3, 53, 54) were intended to encourage narrative comments that could later be analyzed for common themes related to school adjustment in ELLs. Items 3 and 53 solicited respondents to note their greatest frustrations as ESL teachers, and their perception of the greatest frustrations of their ELL students, respectively. As the final survey item, question 54 simply invited any additional comments.

Fifteen questions addressed demographic information, with the opening survey question asking respondents to report their numbrs of years working as ESL teachers in PA. The question employed “skip logic” to disqualify respondents who were not K-12 ESL teachers in PA. Questions 39-53 were designed to solicit additional demographic information, including: respondent gender and education levels; the nature of the teaching

assignments, including program description and student caseloads, and demographic characteristics of the specific schools where the ESL teachers are employed.

Demographic subscale items 41, 47, 49, and 50 specifically addressed ELL student demographics, including native languages spoken, English proficiency levels, incidence of limited formal schooling, and poverty levels.

Questions 10-12 addressed the subtheme of teacher perceptions regarding the general stress that ELLs experience in school, and the manifestation of stress-related behaviors. A core component of twelve questions (13-14, 17-18, and 22-29) was intended to specifically tap ESL teacher beliefs and perceptions, specifically about the social-emotional and acculturation needs of their students; the stresses and behaviors associated with those needs; and the related supports that ESL teachers provide to their ELL students. Additionally, items 15 and 16 probed the nature of any existing, formalized school-based supports to help ELLs cope with social-emotional stress.

Three additional questions (2, 37, 38) asked ESL teachers about any direct role they perceive that they, themselves to play in the school adjustment of their ELL students, and the value they may accord to that role. Question 38 was structured to elicit open-ended responses regarding whether or not ESL teachers perceive that ELL students provide validation of ESL teacher support. ESL teacher perceptions of the school climate for ELLs, including markers of respect and discrimination from non-ESL teachers and non-ELL students, were addressed through items 6-9. ESL teacher notions regarding a sense of school belonging among ELLs, and the nature of the supports they provide to cultivate a sense of belonging in ELLs, were addressed in items 4 and 5.

Items 34-36 tapped ESL teacher beliefs regarding the perceived status of ESL teaching among non-ESL teachers and administrators, and the extent to which ESL teachers are sought out for their knowledge of ELLs. The specific theme of consultation between ESL and non-ESL teachers was probed in items 31-33. An additional question cluster (27 and 30) asked about academic, school-related supports that ESL teachers provide to their students.

Finally, items 19 and 20 comprised 14 forced-choice checklist selections to tap ESL teacher perceptions of the engagement of ELL students during direct ESL instruction. As indicators of emotional and behavioral engagement, the wording for these item selections was adapted from teacher report items utilized in the engagement study of Skinner et al. (2009). Other published survey studies that are recognized for attempts to operationalize the SSPM also informed the wording of a number of survey items for this study. Items related to the construct of *teacher involvement* were fashioned after teacher report items from the Skinner and Belmont (1993) study that were designed to directly tap teacher involvement directly through measures of “affection”, “dedication of resources”, and “dependability”. Items regarding *sense of belonging* included language that paralleled terms utilized in student report items from Roeser et al.’s (1996) study of student belonging.

Procedures

Due to the previously discussed lack of access to a direct data bank of ESL teacher contacts, distribution of the survey and data collection were done in phases over an 8-week period. The first phase entailed emailing the letter of introduction to the ESL

coordinator/director of each public school district in PA, with a request to forward the letter to ESL teachers. The letter of introduction to the survey notified ESL teachers of the purpose of the study, the institutional affiliation of the author, and the voluntary and anonymous conditions of participation. The letter contained a direct Web link that allowed automatic access to the survey. Once accessed, the survey site and collector established no identifiers, in order to ensure the anonymity of respondents.

In addition to school district ESL coordinators/directors, a request to forward the attached letter of invitation was also emailed to several university professors who teach continuing education courses to ESL teachers in eastern PA. The survey invitation letter was also forwarded to the ESL teacher membership of a regional organization of TESOL. Two-weeks following email notification of the study, a follow-up email reminder was sent to all contacted parties. At this initial phase of attempted data collection, the invitation with the link to the survey was also posted on a major TESOL listserv for K-12 ESL teachers.

At the two-week mark, ten school districts had acknowledged receipt of the request to forward the survey to ESL teachers, with eight of those districts, including four of the top ten PA districts for number of enrolled ELLs, confirming that the survey invitation would be forwarded to the ESL teachers. Because the survey response rate was lower than anticipated at that point, efforts were initiated to contact ESL teachers directly through school district email staff lists, as well as indirect “fan-out” notification of the survey through word-of-mouth among ESL colleagues. In order not to duplicate notice of the survey during the time when ESL coordinators may have been forwarding the

invite letter to their teaching staffs, direct contact of ESL teachers was held off until initial response rates could be determined. This secondary process of directly contacting ESL teachers through access to school district Web sites resulted in confirmed distribution of the survey invite letter to the full ESL teaching staff of 21 school districts across PA; the majority of those are located in the eastern and central portions of the state.

The full survey distribution and collection process as described previously, including the consistent 2-week follow up, with allowance of a full week for potential respondents to access the survey following the 2-week reminder, resulted in the survey being active for 8-weeks.

Chapter 4

Results

Two hundred respondents who accessed the Web-based survey titled, “The Role of ESL Teacher Support in the School Adjustment of English Language Learners”, composed the study population. The sample of 200 respondents represents 10% of the total population of ESL teachers in Pennsylvania (PDE, personal communication, May 2, 2011). All 200 respondents met the criteria of teaching ESL in grades K-12 in Pennsylvania public schools, and all completed at least 39 of the 54 survey questions. In addition to the 200 respondents included in the final sample, 56 additional, qualifying respondents accessed the survey, but completed only the initial survey question prior to exiting the survey; another respondent completed only four questions. Because of the insufficient responses, results from those 57 surveys were not included in the analysis of results for the study.

The survey data were analyzed in clusters corresponding to question themes, and they are reported here using descriptive statistics for close-ended items, and qualitative description of open-ended items. As part of the analysis of the results, cross tabulations were run to see if there was any appreciable difference in respondents’ description of supports, based on ESL program type or grade level of ELLs. In order to enhance the clarity of the data derived from both close-ended and open-ended responses, the survey results are presented in clusters corresponding to specific topics and themes related to school adjustment in ELLs. Because there was a variable rate of response for survey questions 2-54, the results included in this document in table form report the subsamples

of respondents who answered individual survey items. The reported percentages may exceed 100% for those items on which respondents provided more than one answer as a result of teaching in multiple schools, and for questions that instructed respondents to select all applicable responses from a list of choices.

In addition to the copy of the full survey presented in Appendix B, Appendix C contains the narrative text of responses to open-ended questions, as well as extensive unsolicited comments that respondents added to 19 close-ended questions that concluded with the following notation: “If you teach in more than one school and your response differs by school, please describe briefly.” Respondents took advantage of that space to elaborate on the respective topics of those items, rather than speak to differences between schools. Some of the responses included in Appendix C have been deleted in order to remove possible identifiers.

Sample Demographics

Table 1 reports demographic characteristics of the respondents and their school settings. The majority of respondents reported working as ESL teachers between 1-5 years (38.5%) or 6-10 years (38.0%). Respondents to the survey were overwhelmingly female (92.2%), and more than half of those reporting their levels of education had completed a master’s degree (56.9%). Close to two-thirds of respondents described their school settings as urban (65.1%); one-third of respondents reported working in suburban schools (33.3%), and 10.3% of respondents described their schools as rural. Forty-four percent of respondents reported that ELLs comprise 10% or less of the total school population; 41% responded that ELLs compose between 10-30% of the total school

Table 1

Demographic Characteristics of Respondents & School Settings

Years Working as ESL Teacher (n=200)	<i>f</i>	%
1-5	77	38.5
6-10	76	38.0
4-15	24	12.0
16-20	7	3.5
21+	17	8.0
Gender (n=193)	<i>f</i>	%
Female	178	92.2
Male	15	7.8
Education Level (n=197)	<i>f</i>	%
Bachelors	40	20.5
Master's	111	56.9
Post-Master's/Doctorate	46	23.6
School Setting (n=195)	<i>f</i>	%
Rural	20	10.3
Suburban	65	33.3
Urban	127	65.1
Percentage of ELLs in Schools (n=193)	<i>f</i>	%
0-10%	85	44.0
10-30%	79	40.9

30-50%	23	11.9
>50%	8	4.1

population, and 16% of respondents reported that ELLs compose from 30% to over 50% of the total student population of their schools. Response totals for items regarding school setting and percentage of the school population comprising of ELLs (questions 42 and 46 respectively) are in excess of 100%, reflecting the fact that 36 ESL teachers responded that they work in more than one school.

Table 2 summarizes additional information regarding ESL teacher work assignments. Most ESL teachers (80.9%) reported that their teaching assignment is ESL only. For responses to question 39, which asked the ESL teachers to designate the grade levels they teach, the number exceeded 100% because respondents reported all grade levels taught. The overwhelming majority of respondents (98.9%) reported that they teach at the elementary level (K-5); middle school and high school assignments were reported by 31.9% and 56% of respondents, respectively. A subgroup of 7 teachers reported that they teach ESL classes across grades K-12. The majority of respondents (81.3%) reported working in a single school. Regarding ESL program models, 76% of respondents reported that their schools implement a pull-out, small group teaching model of ESL instruction; however, responses for this item (question 48) are greater than 100%, reflecting the fact that teachers may work in multiple schools with distinct program models.

Table 2

ESL Teacher Work Assignments

Teaching Description (n=194)	<i>f</i>	%
ESL only	157	80.9
ESL and other	38	19.6
Grade Levels Taught (n=191)	<i>f</i>	%
K-3	103	53.9
4-5	86	45.0
6-8	61	31.9
9-10	46	24.1
11-12	43	22.5
Number of Schools Assigned (n=193)	<i>f</i>	%
1	157	81.3
2-3	28	14.5
More than 3	8	4.1
ESL Program Model (n=193)	<i>f</i>	%
Push-in/Team teaching	76	39.43
Pull-out/Small group or individualized	139	72.0
Other	41	21.2

Forty-one teachers (21.2%) who responded that their teaching assignment was “other” than a pull-out or push-in model, noted, predominantly, that their schools follow a “sheltered instruction” model of ESL instruction. In providing information regarding work assignment characteristics, a subsample of 190 respondents responded to question 40 by recording the approximate number of ESL students they teach. The total number of ELL students taught per teacher ranged from 1 to 155, with a mean of 31 ELL students assigned to an ESL teacher.

Table 3 reports selected demographic characteristics of the ELL student population served by respondents. Over 80% of respondents reported that Spanish is the native language of their students, and 20.4% of respondents answered that primary languages other than Spanish are spoken by their ELL students. According to anecdotal comments of eighty-two respondents, “other languages” is a wide-ranging category, with some respondents reporting over 30, and up to 70, native languages represented among the ELL population of their schools. Respondents overall reported that poverty is a stressor for their students, with 53.8% noting it to be “very much” of a stressor, and 42.1% noting it to be “somewhat” of a stressor. The majority of respondents (62.6%) reported that 10% or less of their ELLs are students with limited or interrupted formal schooling (SLIFE).

Table 3

Demographics of ELL Population Served

Native Language (n=191)	<i>f</i>	%
Spanish	159	83.2
Other	39	20.4
Poverty as a Stressor (n=195)	<i>f</i>	%
Very much	105	53.8
Somewhat	82	42.1
Not at all	4	2.1
Don't know	4	2.1
Percentage of SLIFE (n=119)	<i>f</i>	%
0-10%	119	62.6
10-30%	47	24.7
30-50%	13	6.8
>50%	12	6.3

Question 41 asked ESL teachers to identify the approximate number of their ELL students who are functioning at each of four English language proficiency stages identified as: (a) Entering/Pre-production; (b) Beginner; (c) Intermediate); and (d) Advanced. The overwhelming majority of the 187 respondents who answered this question indicated that they teach students across two or more English proficiency levels. According to a tally of the total number of students taught at each proficiency level,

intermediate level ELLs compose the greatest percentage of the student caseload (44%) of the respondents, with ELLs at each of the 3 other proficiency levels accounting for between 17-21% of total student caseload respectively.

School Adjustment in ELLs and Related Supports

The remainder of the survey addressed broad themes associated with the role of ESL teachers in supporting the school adjustment of ELLs. Several survey items asked general questions that tapped ESL teacher perceptions regarding the direct role they may play in the school adjustment of ELLs. Question 2 introduced that topic by asking respondents if their role as ESL teachers extends beyond providing academic supports to students. All of the 200 study respondents answered question 2, with 99% of them indicating that they “Strongly agree” or “Agree” that they provide supports that go beyond academic support. Question 37 asked respondents if the support they provide as ESL teachers is critical to the successful school adjustment of their ELL students. This question also had a 100% response rate, with 99% of respondents answering that they “Strongly agree” or “Agree” that their support is critical to the school adjustment of their ELL students.

ELL frustration. Question 3 was an open-ended item that asked respondents to identify what they consider to be the main frustrations of their ELL students. Responses of the 193 respondents who answered question 3 were consistent across the elementary, middle school, and high school levels in identifying three broad types of ELL frustrations: academic frustration, communication frustration, and social-cultural frustration. Fifty-eight of those responding indicated that academics pose the greatest

source of frustration for their ELL students. The predominant theme that emerged related to academic frustration was the inability of ELL students to comprehend and keep pace with content area courses. Numerous comments specifically noted the rapid pace of oral instruction in the classroom and the frustration involved in “... understanding directions when the speaker speaks rapidly,” or “...sitting in content classes and following along with the speed of the teacher.” Twenty-nine respondents indicated that the greatest source of frustration for their students is that content area classroom teachers do not adapt instruction in order to make subject material accessible to ELL students. One comment described this frustration as: “Not understanding their content area work, which has not been adapted for their lower English language ability.” Another respondent took on the perspective of an ELL student to indicate how classroom teachers may misinterpret the ability of ELLs based on oral language proficiency: “Classroom teachers think I should understand directions and content because I ‘speak English’ to them.”

Fifty respondents who answered question 3 indicated that the greatest source of frustration for the ELL students is their inability to comprehend much of the language in the school environment or to express themselves fully for academic or social purposes. One respondent described this as: “Trying to communicate their thoughts fully, but not having the English words to do so.” In responding to question 3, another group of 23 respondents highlighted the frustrations associated with social and cultural obstacles that ELLs face in school, particularly their difficulty making friends and adjusting to the school climate, or as one respondent noted, “... trying to find their ‘place’ in our school setting

ELL stress. The majority of respondents (71.9%) reported that signs of stress are common among their ELL students. A similar percentage of ESL teachers (74.4%) answered that they agreed or strongly agreed that non-ESL teachers typically misinterpret signs of stress in ELL students. Table 4 summarizes the responses of 184 respondents to question 11, which asked respondents to select stress-related behaviors that they observe in their ELL students from a list of internalizing and externalizing behaviors.

Respondents indicated that they most frequently observe “shyness” (81.8%) and “withdrawal” (70.5%) in their ELL students. Because respondents were instructed to check all behaviors that apply, percentages of some observed behaviors exceed 100%. More than one-third of all teachers responded that they observe “anger outbursts” and “rule breaking” among ELLs, but respondents attributed those externalizing behaviors to ELLs in grades 9-12 almost twice as frequently as they did to ELLs in grades K-8.

Table 4

Stress-Related Behaviors Observed in ELLs

Behavior (n=184)	<i>f</i>	%
Anger outbursts	79	42.92
Shyness	147	79.9
Crying	74	40.2
Calling out	64	34.8
Withdrawal	128	69.6
Breaking rules	84	45.7

Forty-one ESL teachers responding to question 11 provided additional comments regarding the nature of stress-related behaviors they observe in ELL students. The majority of those respondents indicated that they believe that behavioral problems in ELLs are often associated with student avoidance or refusal of academic work that is too difficult for them. Respondents commented that additional disruptive behaviors observed in ELLs include: "... teasing classmates," "... challenging the teacher," and "cheating". Internalizing behaviors that were noted included: "... appearing sleepy in class," and "daydreaming." Other stress-related behaviors that respondents indicated observing in ELL students include headaches from "... too much English," and manifestation of an "extended silent period". ESL teachers also reported high rates of absenteeism among ELLs, and their comments indicated that some ELLs demonstrate extreme reactions to the stress associated with the demands of school, including "self-harm," "cutting," and "running away".

School climate. Table 5 summarizes responses to survey items related to ESL teacher beliefs about the school climate for ELLs. Eighty percent of the 198 respondents who answered question 6 stated that they agree or strongly agree that non-ELL students treat ELL students with respect in their schools; responses varied, however, according to grade level taught. At the middle and high school levels, approximately 30% of ESL teachers responded that they disagree that ELL are treated with respect by non-ELL peers, with 14% of high school teachers reporting that they strongly disagree. Responses were similar for question 7, which asked respondents whether or not they perceive that non-ESL *teachers* treat ELL students with respect.

Table 5

Perception of School Climate

Survey item	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Non-ELL students treat ELL students with respect in my school/s (<i>n</i> =198)	45	22.7	115	58.1	34	17.2	4	2.0
Non-ELL teachers treat ELL students with respect in my school/s (<i>n</i> =200)	32	16.0	130	65.0	36	18.0	2	1.0
ELL students encounter discrimination in my school/s (<i>n</i> =200)	9	4.5	68	34.0	99	49.5	24	12.0
ELL students are targets of violence in my school/s (<i>n</i> =200)	3	1.5	16	8.0	112	56.0	69	34.5

Although the overall majority of respondents (81%) reported to strongly agree or agree, approximately one-third of respondents who teach grade levels 6-8, 9-10, and 11-12 respectively, replied that they disagree or strongly disagree that ELLs are treated with respect by non-ESL teachers. A review of 19 open-ended comments made in response to this question, highlighted the theme that ESL teachers consider some non-ESL teachers to be excessively critical of ELL students for their lack of academic progress, despite not

adequately adapting instruction for ELLs: "... yet they still don't understand their limitations, and expect too much too soon."

Questions 8 and 9 addressed the discrimination and violence encountered in the school setting. According to respondents, some amount of discrimination against ELL students is common across schools and grade levels. High school teachers (49%) most frequently reported discrimination against ELLs, with 40% of middle school ESL teachers, and 30% of elementary level ESL teachers reporting discrimination against ELLs. One respondent noted, however, that discrimination is minimized with the presence of a high number of ELL students: "ELL students make up about one-half of our school population. This helps with the discrimination and bullying issue."

Approximately 10% of respondents, primarily high school teachers, reported school-based violence against ELLs. Respondents anecdotally noted that when violence occurs, ELL students are targets of bullying due to ethnic and cultural differences, especially when students stand out as different in an ethnically homogeneous school, or when ELL students as a group are perceived to excel academically. One respondent noted, "Many Arabic and Asian students are targeted because of academic abilities."

Sense of school belonging. All 200 of the respondents answered question 4, which asked respondents if their ELL students feel an overall sense of belonging in the school setting. The majority of respondents (81%) indicated that they "Strongly agree" or "Agree" that their students feel a sense of belonging in school, but thirty-nine respondents disagreed (18.5%) or strongly disagreed (.5%) that their students feel a sense of belonging in school. Two-thirds of the 39 respondents, who disagreed or strongly

disagreed, teach ESL at the high school level in urban, suburban, and rural settings.

Eight of the 12 open-ended comments appended to question 4 noted that the sense of school belonging drops significantly for the high school ELL population, but 2 respondents indicated that sense of belonging decreases between elementary and middle school for ELLs.

Question 5 asked respondents whether or not their ESL instruction incorporates activities designed to promote a sense of school belonging in ELLs. All of the 200 respondents answered this question, with 95% of them responding that they “Strongly Agree” or “Agree”. One hundred, forty-seven respondents amplified their responses to this question with open-ended comments. The predominant theme of those comments was that ESL teachers deliberately seek out activities that develop a sense of community among ELLs, and between ELLs and their non-ELL peers. One respondent described this effort as planning “... activities aimed at creating a ‘positive learning community’, through inclusion initiatives such as school-wide ‘culture day’, etc.”

The comments of 38 respondents specifically noted that instructional and non-instructional activities are designed to emphasize cross-cultural understanding between ELLs and non-ELLs; for example, one respondent noted, “We have pen pals with the Spanish class to build understanding between the two groups.” Another respondent stated:

In addition to several successful ‘Multi-cultural’ nights, my students participate fully with their peers in Read 180 and System 44, both of which have proven to help them learn English and improve reading and writing skills. They also participate in

extracurricular activities. Finally, I volunteer as an adult ESL teacher at a local group of immigrant families, many of whom are parents of my students.”

The most frequently noted strategy for promoting a sense of belonging in ELL students was to encourage ELL students to participate in school-based extracurricular activities. Specific extra-curricular activities noted by respondents included, sports, musical activities, game clubs, school newspaper, and student government. Forty-four respondents indicated that they directly facilitate their students’ participation in school activities. One respondent remarked, “I encourage students to become part of extra-curricular activities by introducing them to coaches and other students.” Another commented:

I always encourage my students to participate in extra-curricular activities. Since the students don’t always get the necessary information they need to join an activity, I try to find out the particulars and relay that information to the students.”

Finally, another respondent spoke to creating opportunities for ELLs that incorporate academic and extracurricular activities:

I have begun a club after school for those students experiencing difficulties with homework completion (my class and other classes). An English teacher is planning to join in so we can have more mixing. I have taken students to school theater productions to expose them to the arts activities. I have arranged for non-EL students to come to my class to tutor my students.

Behavioral and emotional engagement during ESL instruction. Table 6 summarizes responses to questions 19 and 20, which addressed ESL teacher observations regarding the behavioral and emotional engagement of their ELL students during direct ESL instruction. Question 19 asked ESL teachers to identify, from a checklist of 8 behaviors, those behaviors that they most commonly observe in their students during ESL instruction. More than 80% of respondents teaching across all grade levels selected from the checklist that their ELLs: (a) participate in class activities; (b) pay attention during instruction; and (c) are most productive when working in groups. Additionally, 69% of those responding checked that their students demonstrate consistent effort when working on in-class assignments. Behaviors consistent with negative engagement, including inattention, loss of focus, and lack of participation were reported with 30-40% frequency.

Table 6

ELL Engagement

Observed behaviors (<i>n</i> =193)		
Response	<i>f</i>	%
Participate in class activities	177	89.8
Avoid participating in class activities	44	22.3
Pay attention during instruction	166	84.3
Are inattentive during instruction	61	31.0
Demonstrate consistent effort when working on in-class assignments	136	69.0

Lose focus when working on in-class assignments; consistent redirection required	82	41.6
Are most productive when working alone	61	31.0
Are most productive when working in groups	153	77.7
<hr/>		
Observed Mood (<i>n</i> =192)		
<hr/>		
Response	<i>f</i>	%
<hr/>		
Enthusiastic/Interested	169	86.2
Bored/Disinterested	41	20.9
Relaxed	150	76.5
Nervous/Upset	17	8.7
Happy	153	78.1
Sad	9	4.6
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Fifty-nine respondents provided additional comments to question 19. Their remarks consistently addressed the theme that the behavior of ELLs during ESL instruction varies with different students. They also reported that ELL students tend to respond in a positive manner to the small group ESL class setting: “This really depends on the child and the situation. When they are in large group settings most struggle to pay attention, but when they are pulled into small groups, usually they concentrate and work hard.” Respondents also indicated that ELLs tend to let down their guard in ESL class as compared with their behaviors in their mainstream classes:

So many students come to my class (and the classes of other ESL teachers) pent up after being suppressed and quiet in their other classes where they can't, won't, or are afraid to participate. They come in and explode with energy (or exhaustion). I can see all of the above behaviors.

Comments also indicated that ELL students appreciate the emphasis on cooperative learning groups that is typical of their ESL instruction. One respondent queried the ELL students about this survey question: "After filling this out, I asked my students what they thought. They are sure they are more productive in groups, especially when 'jigsawing' assignments (my term, not theirs)."

Question 20 asked respondents to select from a list of observed moods how their ELL students typically appear to feel in ESL class. Respondents teaching across all grade levels most frequently reported positive emotions; 86.2 % responded that their ELL students typically appear to feel "enthusiastic/interested"; over 75% of respondents reported that their students typically appear "relaxed" or "happy" respectively. The most frequently reported negative emotion (20.9%) was "bored/disinterested". Regarding the appearance of boredom, one respondent commented, "Some students may say that they are bored at times, and I hear them out. It usually turns out that they are confused, not bored as they stated earlier." Another respondent, commenting on observed, negative moods in ELLs stated, "Bored, nervous, sad moods would be true of the ones having the greatest difficulty understanding English. Otherwise, for the most part they are happy."

Forty-six anecdotal comments provided in response to question 20 underscored the theme that ELLs feel "safe" in ESL class, and that this helps them relax and open up

in a way that they tend not to do in the mainstream setting. One respondent noted, “In the beginning, many preproduction students are nervous in any classroom. This anxiety ends quickly in the small ESOL class.” Another respondent commented, “They seem to like ‘sheltered time’ outside the eyes and ears of their classmates, and a safe place to struggle with communicating their thoughts and ideas.” Still another noted, “I can feel a sigh of relief as my students enter my classroom and are among other students who have a language barrier.” One respondent’s comments provided a reaction summary regarding the observed moods of ELLs:

The economy is not helping ELLs, there is a lot of stress on families that are experiencing financial problems and separation because of a job. Because of gang issues, as well as typical teenage girl issues, some days can be a bit volatile in terms of emotional needs and displays. As an ESL teacher, one has to be aware of what is going on, not only in their peer groups, but also knowing the big tests that may be coming up or just occurred, etc., ... any of the issues that might put more stress on a student.

Social-emotional needs and supports. Table 7 summarizes responses to survey items related to the social-emotional needs of ELLs. Eighty-nine percent (89%) of the respondents who answered question 13 indicated that they worry about the social-emotional needs of their ELL students. The majority of respondents (72.5%) who answered question 14 responded that non-ESL faculty and school administrators seek them out as a resource regarding the social-emotional well-being of ELL students.

Table 7

Social-Emotional Needs of ELLs

Survey item	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I worry about the social-emotional needs of my ELL students (<i>n</i> =200)	79	39.57	99	49.5	2	10.0	2	1.0
Administrators and faculty in my school/s seek me out as a resource to help them understand the social-emotional needs of ELL students (<i>n</i> =200)	43	21.5	102	51.0	45	22.5	10	5.0
My school/s provides formal supports (for example, newcomer support groups) specifically designed to help ELL students cope with social-emotional stress (<i>n</i> =198)	8	4.0	38	19.2	103	52.0	50	25.3
In order to adequately address their social-emotional needs, my ELL students require more formal	33	16.5	106	53.0	61	30.5	2	1.0

support than is currently available in my school/s
(*n*=200)

I would like to be better trained in strategies to support the social-emotional needs of my ELL students (<i>n</i> =200)	42	21.0	135	67.5	21	10.5	2	1.0
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Social-emotional support of my ELL students is critical to their academic success (<i>n</i> =200)	116	58.0	84	42.0	0	0	0	0
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Approximately a quarter of the respondents who answered question 15 responded that their schools provide formal supports designed specifically to help ELL students cope with social-emotional stress. Over two-thirds of those responding to question 16 indicated that their ELL students require more formal supports to address their social-emotional needs adequately. Most respondents (88.5%) who answered question 17 indicated that they would like to be better trained to support the social-emotional needs of their students. Additionally, all 200 respondents who answered question 18 strongly agreed or agreed that social-emotional support is critical to the academic success of their ELL students.

Fifty-two anecdotal comments made in response to question 15 elaborated the nature of social-emotional supports that are in place for ELLs. About half of those

comments listed specific programs or personnel that support ELLs, including newcomer programs, tutoring, homework club, bilingual guidance counselors, bilingual guidance assistants, the family specialist, the parent liaison, and the language guide. The other half of the comments provided in response to question 15, elaborated the theme that social-emotional supports for ELLs are exclusively delivered through ESL teachers, a point underscored in the response of one respondent who noted, “The only group is a group of one...the ESL teacher.” Several respondents indicated that the most valuable social-emotional support that they provide their ELL students is simply making themselves available to students; as one respondent noted: “ELLs have an open-door policy to my classroom and often seek solace here.”

Acculturation needs and supports. Table 8 summarizes responses to questions regarding the acculturation of ELLs in the school setting. The overwhelming majority (99%) of the 198 respondents who answered question 21 strongly agreed or agreed that successful transition to US culture, including school culture, is important to the social-emotional well-being of their students. Sixteen respondents provided open-ended comments to this question, most of which indicated that respondents attribute importance to successful cultural transitioning; for example, one respondent referred to successful transition to US culture as: “The essential, overlooked ‘ingredient’.” Another stated, “Students who feel misunderstood or marginalized do not succeed.” Still another respondent commented on the need for school-wide professional development in this area: “Administrators and teachers become frustrated with the cultural differences, and

they need intensive and sustained professional development in this area to build a truly diverse school community culture.”

Table 8

School Acculturation of ELLs

Survey item	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Successful transition of US culture, including school culture, is important to the social-emotional well-being of my ELL students (<i>n</i> =198)	131	66.2	65	32.8	1	0.5	1	0.5
Cultural skills development is part of the ESL curriculum for ELL students in my school/s (<i>n</i> =195)	35	17.9	72	36.9	80	41.0	8	4.1
I inform myself about the cultural practices and the economic/political conditions of the countries of origin of my ELL students or their families (<i>n</i> =200)	85	42.5	109	54.5	6	3.0	0	0

I provide opportunities for my ELL students to share information about their cultures, families, & personal stories in class (n=200)	124	62.0	73	36.5	3	1.5	0	0
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Slightly over half of respondents (54.8%) who answered question 22 indicated that their schools provide some sort of cultural skill development within the ESL curriculum. Review of 48 anecdotal comments to this item revealed that there is a broad range of cultural training implemented across school settings. Four respondents commented that some level of cultural instruction is a formal part of the ESL curriculum, with one respondent noting that the school uses a formal program for newcomers that "... addresses many parts of school culture." A few teachers remarked that cultural instruction includes celebration of US holidays, and other teachers emphasized the fact that their instruction places great importance on multicultural sharing: "With limited time in my schedule this year, I try to use multicultural literature to support my students." Over half of the comments to question 22 indicated that cultural skill development for ELLs is typically informal in nature, and that it is usually provided by the ESL teacher as part of content area instruction whenever possible. One respondent summed up many of the comments expressed by other respondents in stating:

I don't specifically teach lessons on cultural skills, but I am sure to include cultural discussions within the curriculum. I often address questions/comments the students have as they come up, rather than teaching them what I think they should know.

Cultural skill needs vary from student to student. Some are very culturally aware, and others lack basic knowledge. Students often “teach” each other school social norms, for example – what to do in the cafeteria. We often discuss comparisons between cultures and I always maintain good communication and look for teachable moments. So is cultural skill development part of my curriculum? No. Do I teach it? Yes.

In responding to question 28, ESL teachers overwhelmingly indicated (97%) that they inform themselves about the cultural practices of their students and the economic/political conditions of their countries of origin. Question 29 asked respondents if they provide opportunities for their students to share information in class about their cultures, countries, families, and personal stories. The great majority of respondents (98.5%) reported that they do provide students with opportunities for sharing. The second part of question 29 solicited the respondents to comment on the benefit of such sharing. The 94 comments made in response to this question were consistent in presenting blended themes of cultural pride, community building, mutual respect and tolerance as being the benefits of cultural sharing. The following comment of one respondent regarding classroom cultural activities provides an example of these interwoven cultural themes:

ELLs learn to be accepting of other cultures and other people because of these experiences. It breaks down some of the cultural barriers between students of different ethnicities because they have an increased understanding of others. Working together is then more productive.

Illustrating the widespread sentiment communicated by respondents that cultural sharing is inherent to the acculturation process, another respondent noted, “Their cultures are valued and respected. They can embrace the culture of the U.S. school system when they are not being asked to forget their culture”. Comments also emphasized the value of cultural dialogue to academic success: “Making connections from what they know to what they are learning is an important part of their education. It helps me to understand my students’ backgrounds and develop a relationship with them.” Twenty-two respondents directly commented on how cultural sharing develops a sense of “belonging” or “community” among students: “Builds a sense of community within the class; emphasizes we are all different yet the same as humans!”, “Helps with a sense of belonging because it helps other students understand that we are all from different backgrounds and that is what we have in common.”

Table 9 summarizes responses to question 23, which asked respondents to select, from a list of six cultural supports, any supports that they provide to their ELL students to help them transition to US culture. Responses to each category do not equal 100% because respondents were directed to check all selections that apply. The two cultural supports most frequently noted were “Communication with the parents to clarify school procedures” (83.4%), and “Provide/access interpreters and translation for home-school communication” (78.4%). Over one-third of the 24 respondents who added open-ended comments to question 23, noted that the main way they provide cultural supports to their ELL students is to communicate with classroom teachers on a regular basis about the needs of the students and the cultural adaptations that can be implemented for them. For

example, one respondent noted: “I encourage mainstream teachers to assign a buddy ...”. Another respondent noted that cultural supports consist of: “Monthly meetings with regular classroom teachers; quarterly grade level meetings with all that address issues of cultural and linguistic diversity.”

Table 9

Cultural Supports to ELLs

Supports (<i>n</i> =199)	<i>f</i>	%
Communication with parents to clarify school procedures	166	83.4
Provide/access interpreters and translation for home-school communication	39	20.4
Assign peer mentor/buddy	132	66.3
Give direct instruction in US cultural norms and practices	123	61.8
Cultural role-play exercises	60	30.2
Consultation with non-ESL teachers to sensitize them to cultural differences of ELLs	153	76.9

Social outreach supports. Questions 24, 25, and 26, surveyed ESL teachers regarding social outreach supports that they provide to their students. Respondents overwhelmingly responded to question 24 (96.5%) that they consider establishing communication with the home/parents of ELLs to be an important part of their job. Twenty-four anecdotal comments to this question emphasized the theme that

communication with parents is key to the success of ELLs: “... perhaps the most important step I can take in order to make sure home becomes part of the school ‘team’.” Additional comments reflected the frustration that teachers may feel because parents of ELLs are hard to reach or to communicate with: “I struggle with this because I would like to have a good relationship with parents but the language barrier and many other reasons make it difficult.”

Question 25 asked respondents if providing social supports is an important part of their job. Although the majority of respondents strongly agreed or agreed (70%), a third of those responding to this item stated that they “disagree” or “strongly disagree” that providing social service supports is an important part of their job. Forty-seven respondents provided open-ended comments in response to question 25. The majority of those respondents (44) indicated that they *facilitate* social services for their students and/or their families. Sixteen respondents noted that they make referrals directly to school-based personnel, including administration, guidance counselors, social workers, and home-school visitors. Some of those comments emphasized the fact that ESL teachers rely heavily on school-based personnel to help ELLs: “This would be impossible without the school-based family services center.” Twenty-eight respondents indicated that as ESL teachers, they are the ones who may directly initiate social support referrals: “I direct parents to agencies that can help with their needs. At times I do it myself”; “I contact social organizations when need be.” Remarks of two respondents addressed the social support needs of new immigrant students specifically: “This was much more common for me when I taught newcomer students,” and: “Especially for new families

arriving from a different country. They usually don't have anyone to help them so I try to do what I can for them." Three respondents commented that providing social service supports is not part of their job, although their reasons for that differed. Two of those respondents indicated the logistical difficulty of providing social supports: "We have a hard time with this since our district has upwards of 70 languages and countries that our families bring to us." Another respondent simply stated: "My job is to teach them English."

Table 10 summarizes responses to question 26, which asked respondents to identify specific social supports that they access or provide to their ELL students and/or their families. Respondents were directed to select from a list of non-school-related social supports associated with basic needs of food, clothing, shelter, medical services, and counseling services. One hundred and nine respondents answered this question; because respondents were instructed to select all choices that applied, the responses for each selection exceeded 50%, resulting in a total percentage of responses greater than 100%.

Table 10

Social Outreach Supports to ELLs

Supports (n=109)	<i>f</i>	%
Access health services, including immunization clinics	77	70.6
Provide/access clothing and household items	88	80.7
Provide/access food supplies.	70	64.2
Access family counseling	60	55.0

Respondents most frequently reported (80.7%) that they “Provide/access clothing and household items,” followed by 70.6% of respondents selecting that they “Access health services, including immunization clinics,” for ELLs and/or their families.”

Sixty-six respondents elaborated with anecdotal comments to question 26. Only two of those respondents commented that they are not involved in providing social services at all. The majority of the remaining 64 respondents reported that they facilitate students and their families in procuring social services through notifying or working directly with support personnel: “I refer my students/parents to our guidance counselor/nurse for this.” Fifteen respondents commented on their direct involvement in providing social supports to their students and/or their families. Seven of those respondents described arranging and/or providing adult English language classes for members of their students’ families. Additional descriptions of ESL teacher involvement in the provision of social supports was wide-ranging, from low impact supports such as arranging for interpreters, to intense social support involvement such as that described in the following response:

Recently, I offered to interpret in court for a grandmother who is seeking custody of her grandchild. Through the years I have made arrangements for medical attention for children, arranged for their transportation, etc.

Consultation and school-related support of ELLs and ESL teachers. Table 11 summarizes the responses to question 31, which directed respondents to select those features that apply to consultation between ESL teachers and non-ESL teachers in their schools. All 200 respondents answered some portion of this question; the total percent of

responses exceed 100% because respondents were asked to check all selections that applied. Respondents most frequently (73.5%) indicated that consultation is “Done informally on teachers’ own time.” Nearly half of those responding reported that, “There is insufficient time for consultation.” Regarding the nature of consultation, approximately three-quarters of respondents who answered question 32 strongly agreed or agreed that they consult regularly with non-ESL teachers regarding the social-emotional needs of ELL students. Over 90% of respondents to question 33 reported that they regularly consult with non-ESL teachers regarding the academic needs of ELL students.

Table 11

Consultation Between ESL and Non-ESL Teachers

Consultation features (<i>n</i> =200)	<i>f</i>	%
Mandated	38	19.06
Not mandated	87	43.5
Provided in teacher schedule	37	18.5
Done informally on teachers’ own time	147	73.5
There is adequate time for consultation	35	17.5
There is insufficient time for consultation	99	49.5

Comments of 44 respondents who provided additional open-comments to questions 31, 32, and 33 highlighted the theme that ESL teachers consider consultation to be important to the success of their ELL students: “I don’t have to, I do it because I care about the ELLs’ success.” About a third of the comments noted that non-ESL teachers do not always welcome consultation with ESL teachers; for example, one respondent remarked that those non-ESL teachers “... who care” will consult with the ESL teacher. Another respondent noted that non-ESL colleagues limit consultation to those times “... when they let me in to talk. Some teachers reject this.” More than half of the 44 responses noted that scheduling obstacles and limited time contribute to making consultation with non-ESL teachers difficult. Four teachers who teach in more than one school noted that travel time and reduced time in each school also limit the opportunities for consultation. One teacher noted particularly challenging obstacles to consultation: “I am traveling between 4 elementary buildings and the middle school, and I teach PE part-time.”

Questions 27 and 30 addressed ESL teacher efforts to seek the schooling history of their students, and whether or not ESL teachers provide academic support to ELLs outside of school hours, respectively. Respondents who answered question 27 overwhelmingly indicated (99%) that they actively seek out information regarding the educational history of their ELL students. Open-ended remarks of 17 respondents who amplified their answers to question 27 indicated that it can be difficult to track down prior schooling records of ELLs: “This is often times difficult, to get a clear picture. Records are often spotty...” Respondents also commented on the importance of

procuring records if possible; for example, one respondent noted that records are “Essential for understanding the individual profile of the learner.”

The cluster of questions 34, 35, and 36 addressed the issue of how ESL teachers are perceived by administration and the non-ESL teaching staff. In response to question 34, 40% of all 200 respondents strongly agreed or agreed that they lose instructional time with ELLs because of obligations to perform non-ESL related tasks. Reasons for being pulled from ESL teaching were noted in the comments of 12 respondents. Among the reasons noted were: “... to proctor testing”, to act as a “classroom substitute”, and to “translate at meetings.” In responding to question 35, 79% of 198 respondents answered that the administration personnel in their schools view ESL teachers as an integral part of the school community. However, discontent with administration treatment of ESL teachers was indicated in most of the 15 comments appended to this question. One comment captured the divergent perceptions of administrative support to ESL teachers that were expressed overall:

To a certain extent, I agree that administration views ESL teachers as an integral part of our school community, but there are misconceptions based on the low numbers of ELLs in our schools. Administration does not want to know what our students’ levels of proficiency are, and they do not understand the importance of time needed for instruction of our level 1 and 2 students.

When asked in question 36 whether or not non-ESL teachers view ESL teachers as an integral part of the school community, 65% of respondents indicated that they

strongly agreed (18.2%) or agreed (57.1%). Responses for this question were evenly distributed across schooling levels, including among the 26.2% of respondents who responded that they disagreed or strongly disagreed. The 14 comments appended to this question uniformly expressed the idea that there is considerable divergence among individual teachers and schools in terms of how they view ESL teachers. A few comments were consistent in noting improvement over the years in how non-ESL teachers interact with their ESL teacher peers:

As an ESL teacher in my building, it has taken seven years and various teacher training sessions to gain the respect of non-ESL teachers. They are more respectful and knowledgeable of ELLs and their needs than they were when I began seven years ago.

ELL feedback as validation of ESL teacher support. Question 38 asked respondents if their ELL students provide feedback to validate the fact that ESL teacher support is important to their healthy school adjustment. Eighty-eight percent of the 197 respondents who answered question 38 indicated that they “Strongly Agree” or “Agree” that their students provide such feedback, but 12% of the respondents answered that they “Disagree” or “Strongly Disagree” that students provide validating feedback. Additionally, seventy-four respondents provided open-ended comments to describe the nature of the student feedback received. Twenty-five of those comments indicated that student feedback is direct in nature, and may include a verbal or written “thank you” to the ESL teacher from students and/or parents: “ They write me thank you cards. They write essays about how I have helped them.” Some responses indicated that such

feedback may be fairly immediate: “A student wrote, ‘Teacher, thank you for loving us,’ on the board. That’s my validation.” A number of responses indicated that direct student feedback is typically received once students have moved on in school: “Students, as well as their families, show appreciation for going that extra mile. Students return year after year and express thanks for the assistance in growing through the whole adjustment process socially, culturally, and academically.” Another comment described the ongoing nature of ESL teacher validation from students and their families: “They and their parents are always thanking me for the time taken, even when the student has exited the program. I feel they are my students forever, and so do they.”

Forty-two respondents who commented on question 38 indicated that they consider positive student affect to be the strongest validation that their support is important to the healthy school adjustment of their ELL students. One respondent referred to this form of feedback as “... nonverbal and emotional.” Teachers across all grade levels made comments regarding affective validation of ESL teacher support from students, with most comments noting that students appear “happy” to be with their ESL teachers or in ESL class. For example, one elementary school level ESL teacher noted:

It is hard for Kindergarten and first grade students to verbalize and understand what healthy school adjustment means, but they always want me to work with them. They give me hugs and seem very happy to see me when I go to their rooms.

Another respondent commented, “They are happy to see me and to work with me, so that makes me think they value my support.” One respondent commented further about ELL student affect and school adjustment:

It becomes apparent when a child has adjusted to school, by their relaxed manner and smiles. I usually see this first when they are in the small group, and then watch it transfer to class time, and then to school-wide activities.

Fifteen respondents indicated that it is validating to them when their ESL students feel comfortable seeking out their help:

Whenever they have a problem, big or small, they come to me for help. Sometimes they forgot their homework or just need a pencil, and other times they have a serious problem. The fact that they feel comfortable with me validates that my support is helpful.

Another respondent noted:

The ESL program is a ‘family’, and when the students need help or support outside of direct instruction in ESL, they will come to me. They will take me into their confidences when things are tough in school and at home.

Four respondents to question 38 indicated that they dedicate structured time during the school week to seek feedback from their ELL students regarding how they are doing in school overall. Three of the teachers achieve this feedback through group meetings, including one teacher who sets aside time for group lunch meetings; another

teacher obtains input through a journal writing exchange with students. Two of the teachers also noted that they conduct formal student surveys to obtain feedback from students regarding how they, as ESL teachers, are performing.

Twelve respondents indicated that student progress is their main form of validation as ESL teachers. As one respondent noted, “I consider feedback to be improvement over time in terms of their academics, behavior, etc.” Respondents also remarked about the importance of getting feedback from prior students:

I have a revolving door, and am still getting positive feedback from ELLs from 8 years ago. They let me know what they’re learning in college, work, etc. I often ask former students to drop by and share with my less motivated students. After all, it takes a village!

Finally, two comments made in response to question 38, were in sharp contrast to the positive tone of the responses reviewed previously. As one of those respondents noted, “Some students, although too few, provide feedback with good work and good attitudes, in spite of the negative environment produced by other students.” The other commented:

There is a strong, negative stigma to being in ESL classes. They resent me as much as they resent class, and I am told on a regular basis just how much my classes and myself are hated. A few students are grateful and polite, but they are the minority.

ESL teacher frustration, satisfaction, and closing comments. Question 53 was an open-ended question that asked respondents to note their greatest frustrations and greatest satisfactions in being an ESL teacher. The responses of 170 respondents

collectively addressed three dominant categories of frustration: (a) limited time and resources dedicated to ELLs; (b) lack of support for ELLs from non-ESL teachers and administrators; and (c) standardized testing of ELLs. Over half of the respondents indicated that they are frustrated with the limited amount of time they have available to support their ELL students. High student caseload was a major reason noted for insufficient time with ELLs: “My caseload! I feel like I’m not doing enough for each of my students because there is so little time I can give to each of them”; “I don’t spend enough teaching time with my students.” Thirty-one respondents specifically addressed the lack of time for direct English instruction: “... students need more time to develop English skills in a sheltered environment.” Many respondents cited non-ESL curriculum demands on their time as their major frustration: “Not being allowed to provide direct instruction to students that I feel need it because our superintendent has made co-teaching our instructional model”; “Not enough time to instruct away from the language arts curriculum of the school”; “... rigid curriculum”; “... my job has now become administering reading instruction.” One respondent noted that the ability to schedule pull-out time with ELLs has been compromised due to “... requirements with the RtII model being implemented in our school.” The remarks of one respondent encapsulated the statements of others:

I can’t do the job I am capable of doing because I have to do so many other things unrelated to my ELLs, like testing the whole school, DIBELS, DRAs, etc... The co-teaching model isn’t effective when you have to co-teach with 4 different teachers. I don’t feel like I can give the ELLs the intense instruction that I gave them in the past

because of the reforms and model in our school.

Fifty-five respondents indicated their main frustration to be a lack of empathy, understanding, or support for ELLs from “non-ESL staff and administration.” One respondent noted, “Adults are unwilling to be compassionate; there is ignorance of immigration issues, and intolerance of Spanish speakers.” Other comments included: “Teachers not understanding ELLs or being willing to help them adjust”; “... the lack of emotional support given to ELLs”; and “Getting non-ESL teachers to understand the complexity of learning a second language.” Along those same lines, a number of comments addressed ESL teacher frustration with non-ESL staff and administration for perceiving that the education of ELLs is solely the responsibility of the ESL teacher:

Convincing other teachers that we are *all* responsible for educating our ELLs, it’s not just the ESL teacher’s responsibility. Moreover, this should come from the superintendent, office administration, and building administration.

Twenty-seven respondents specifically identified lack of academic adaptations or modifications for ELLs by classroom teachers to be their main frustration: “My greatest frustration has been getting the content teachers to understand that ESL students cannot do all the projects and writing assignments.” Some respondents associated their own frustration with that of their students: “Seeing my students get frustrated when they are unable to complete tasks that are beyond their level”; “Observing teachers expect what is not possible of an ELL at a given proficiency level.” Five respondents remarked that their main frustration is the lack of time to collaborate with non-ESL teachers, or efforts

at collaboration not being well-received: “My frustration is when I try to help a teacher with a student’s test modifications and they completely ignore my suggestions.”

Fifteen respondents expressed frustration with the state and district mandated testing of ELLs: “Spending more than 10 weeks of the school year on assessments”; “too much testing of newcomers”; “state testing that is not valid for ELLs”. Some comments touched on cultural and ethical concerns associated with: “testing requirements that are unrealistic and border on traumatic experiences for new ELLs.”

Additionally, some respondents spoke to the frustration associated with being unable to help students overcome their circumstances at home, including poverty and lack of parental support: “The inability to change outside factors that contribute to my students’ academic performance and success in life.” A few respondents also expressed frustration about low student motivation, and the need for students to set goals. The comments of one respondent expressed this particular frustration:

This is actually a new frustration – how do I enlighten my students to the fact that there is something more beyond high school that they can achieve? That they have the desire and motivation to apply themselves across the broad spectrum of subjects and activities within the high school? They see their own present world and can’t see beyond it.

In addressing the second part of question 53, 175 respondents commented on their greatest satisfaction in being an ESL teacher. This group overwhelmingly addressed the satisfaction derived from watching students progress academically and socially, for example: “My satisfaction comes from noticing the changes and progress from the

moment they come in to us to the moment they leave. It can be very touching at the end of the school year.” Some comments spoke to the satisfaction of seeing small signs of growth: “Seeing growth – the look when a child ‘gets it’.” Others focused on bringing students along in their language and related skills: “Watching students who come into the school with no English learn enough to communicate with teachers and peers”; “I love to see my students transition into the regular classroom after working with me as newcomers”; “My greatest satisfaction is when I get a Limited Formal Schooling student and I see them succeed (with adaptations) in the classrooms.” The tone of these comments was strikingly positive overall; for example, the following quote was typical of the responses to this question about satisfaction: “Too many to name, but I love the teaching part. There is nothing like having a group of students thoroughly engaged, sharing ideas and building confidence in themselves.” Some respondents remarked that they derive satisfaction in learning from their students: “Working with students from other cultures and backgrounds – I learn so much from them too”; I love learning about the cultures of my students and feel like I can travel around the world each day and not leave my room.”

Teachers also indicated that they develop a special bond with their students: “Building relationships with many wonderful students and sharing in their learning experiences”; “Providing students with a secure environment that encourages them academically and emotionally”; “Being the person who they can depend on to help them both academically and emotionally”; “Being such an important part of a child’s life. They look forward to our time together every day.” Some comments were direct in

indicating that satisfaction associated with the job sets ESL teaching apart: “I think that teaching ELLs is the greatest reward a modern day teacher can and should experience.”

Another respondent noted:

My greatest satisfaction in being an ESL teacher is simple, that I see the greatest leaps and bounds in my students as compared to non-ESL students/teachers. My students are eager to make the ‘mark’ and be like their peers in all four aspects of the English language. This motivation is self-driven and is specific to ESL students; it allows us to keep trudging ahead, even when it is so difficult for the students at times.

At the conclusion of the survey, question 54 invited respondents to feel free to add any thoughts or comments. In response to this question, fifty respondents provided open-ended responses on a variety of topics that had been addressed at other points in the survey. These comments tapped divergent themes, from the intense satisfaction that some respondents derive from their jobs as ESL teachers, to addressing the significant stress that some respondents noted with ESL teaching. Depending on the nature of the responses, this question may have served as an opportunity for some respondents to contemplate and “vent” about their roles as ESL teachers.

The following comments reflect the variety of sentiments expressed both across *and* within responses to the final question:

Teaching ESL is one of the most stressful careers out there. I truly love my vocation, but at times I wonder how much longer I can go on. The population grows daily and class sizes are increasing. Space is at a premium, and ESL unfortunately is not always on the minds of administrators and the school board.

Another respondent simply noted: “Sometimes we are everything to them ... parent/counselor/friend/nurse ... even though we do not try to be.”

Chapter 5

Discussion

The compilation of the abundant, largely unsolicited open-ended responses of ESL teachers to the broad range of survey questions resulted in a rich narrative description of the daily challenges, frustrations, and joys of ESL teaching. Through the lens of their ESL teaching experiences, respondents also shared their perceptions of the school adjustment challenges confronting ELLs. The tone of all but a handful of comments indicated that ESL teachers overwhelmingly feel significant empathy for their students as they struggle to negotiate the academic, social, and cultural spheres of school life. ESL teachers recognize that this empathy resonates with their students, and their comments indicate that they consider themselves as a group to be especially sensitive to the needs of their ELL students.

Research Question 1: What are the Beliefs/Perceptions of ESL Teachers Regarding the Social-emotional and Acculturation Needs of ELL Students?

Insights into the beliefs and perceptions of ESL teachers were initially gleaned from the 193 narrative comments to question 3, the first open-ended item of the survey, which asked respondents to identify the most significant frustration of their ELL students. In their responses to this question, respondents described three main categories of school-related frustration and stress for ELLs as being academic, communicative, and social-cultural in nature. These three categorical themes resurged throughout the course of multiple cycles of reading and re-reading the text of comments from question 3 and the additional 1,473 open-ended comments garnered from other survey items. Together,

these themes provide an overarching, interwoven framework for interpretation of the social-emotional and acculturation needs of ELLs as perceived by their ESL teachers.

The comments of respondents consistently alluded to the interrelated nature of the academic, communicative, and social-cultural underpinnings of ELL need, as illustrated in the comments of one ESL teacher who described ELL frustration as: “Understanding what is being taught in the homeroom setting; the fear of being ridiculed because of not being able to communicate correctly; and fitting in and making new acquaintances.”

Need for empathy and support from adults. Respondents, overall communicated a fundamental belief that the successful school adjustment of ELLs requires that *all* teachers and staff in the schools, non-ESL and ESL alike, consciously accept responsibility for the education of ELLs. ESL teachers described a pervasive sense of isolation and burden related to their collective perception that the majority of non-ESL teachers relegate the education of ELLs to ESL teachers; as one respondent noted, “I am the only one they have to got to for all their needs.” Furthermore, respondents overall, with some exceptions, expressed a deep sense of discouragement that their non-ESL teacher colleagues and school administrators demonstrate a disturbing lack of understanding, compassion, and basic empathy for the struggles of ELL students in their schools. As one respondent explained:

Teachers need to have more compassion for ELLs and do what it takes to give them self-worth. Today one is more than just a teacher; we wear many hats. Our goal should be to encourage them and remind them how special they are, and how proud we are of them. Too many teachers have lost sight of this.

Need for academic self-efficacy. The single most resounding theme that emerged through respondent description of the ELL experience was that ELLs at all grade levels and across English proficiency levels are subject to *extreme* stress as a result of the academic expectations to perform in accordance with the respective grade-level standards of the mainstream curriculum. Although respondents indicated that many of their students experience the numerous non-school-based, social-emotional and acculturation stressors that are documented in the ELL research literature, including poverty, limited educational experience, resettlement stress, etc., the general reaction of respondents to these concerns paled in comparison with their description of the pervasive stress that ELLs experience in association with academic expectations.

Respondents emphasized the fact that academic accommodations in the mainstream constitute a critically important, but largely absent, form of support to ELLs that eases emotional stress as it builds academic competence through scaffolding of academic tasks. As a group, the ESL teachers, overall expressed the perception that there is a general lack of understanding among non-ESL teachers that "... ELLs are very capable students who are willing to learn and need the time to learn the material." Respondents expressed significant frustration with what is perceived as the widespread lack of knowledge among non-ESL teachers regarding the time required for ELLs to develop academic competency: "Some teachers expect that in just a short time they should be at the level of native born students." Their remarks also point to the ESL teacher perception that non-ESL teachers may lack the fundamental knowledge base for designing and implementing appropriate ELL accommodations: "My greatest frustration

has been getting the content teachers to understand that the ESL students cannot do all the projects and writing assignments.” Some ESL teachers perceive that non-ESL teachers may be well-intentioned, but not properly trained in “why” or “how” to implement appropriate instructional adaptations for ELLs: “They do not make accommodations, and have little or no information about the reality of ELLs. It’s not for lack of caring, it is a lack of training.”

According to the narrative description of respondents, the most immediate need of ELLs related to academic stress is the need to develop a basic level of *perceived* academic self-competence as the foundation for approximating success in the mainstream. Respondents described ELLs at all grade levels as being keenly aware of their inability to keep up with the pace of mainstream classes. Furthermore, their ESL teachers perceive ELLs as being highly sensitive to the negative reaction of teachers when they do not succeed in non-ESL courses. Respondents repeatedly indicated their perception that many ELLs who are unable to meet the academic demands of content area courses internalize the perceived disappointment of teachers: “When teachers are impatient with their progress, students pick up on the teacher’s disappointment”; “If an ELL student is placed with a mainstream teacher who is comparing him or her to native speakers and the teacher is impatient, the ELL student’s confidence is negatively impacted.” ESL teachers, overall, expressed the idea that development of academic competence is critical to the school success of ELLs; however, their comments communicate a serious concern that negative *self-perceptions* among ELLs regarding their academic competence may be the most damaging consequence of academic stress:

“Suddenly they are not good at subjects they were good at in their home country (literature or science). People assume they know nothing and they have few ways to prove otherwise.”

Need for belonging. ESL teachers believe that ELLs have a need for social acceptance and belonging in the school setting; this notion resounded through the comments of most respondents and was typically described along the lines of: “Making friends and fitting in with American mainstream culture.” Although there was some indication that this need becomes heightened among high school ELLs, the previously described extensive efforts on the part of ESL teachers across grade levels to facilitate their students’ participation in school-wide activities attests to the importance they ascribe to cultivating a sense of social-cultural belonging among ELLs of all ages.

Respondents also communicated the idea that a sense of belonging among ELLs is born of a need to negotiate the school culture correctly, including knowing both the written rules of school conduct and the unwritten rules of social-cultural protocol. The remarks of one respondent summarized this sentiment:

Understanding the school culture, rules, and regulations, is essential to the well-being of my ELLs. Often newcomers have an especially difficult time understanding and following rules. Their cultural behaviors and beliefs clash with American cultural behaviors, and conflicts do arise.

Need for direct English language instruction. Respondents overwhelmingly associated poor academic performance among ELLs with lack of English language skills, specifically the ability to “communicate” what they do and do not comprehend in their non-ESL classes. Through their narrative comments, respondents elaborated a picture of intense frustration for ELLs as they struggle to communicate in English. Respondents employed the term “overwhelming” to describe the linguistic obstacles that ELLs face, particularly during the initial one or two years as ELL “newcomers”. The pervasive demands of learning English were noted to continue for ELLs, however, as they progress through ESL proficiency levels, meaning that ELLs rarely possess the English skills required in order to be fully successful in academic courses.

Poor English communication skills were also described to directly and negatively impact the social-cultural experience of ELLs; as one respondent noted, “Sense of belonging depends on their language proficiency level. The higher their level, the more they ‘fit in’.” Language becomes a major obstacle to social belonging and full acculturation in the school setting; “When students come from different countries and do not speak English, it is extremely hard for them, especially in the beginning.” Poor language skills exacerbate cultural differences, thus isolating ELLs and further contributing to their sense of inadequacy. One respondent described the connection between social acceptance and language as: “... being accepted by the other students and not being laughed at when they speak with an accent.”

ESL teachers indicated their belief that in order to participate fully in the academic and social-cultural spheres of school life, ELLs need more direct English

language instruction. Direct English instruction to develop second language acquisition skills was portrayed as the essence of what ESL teachers are trained to provide, but nonetheless are unable to provide, because of widespread curriculum planning that does not incorporate direct English language instruction into the programming for ELLs. Through their comments, respondents almost appeared to be almost “screaming” with frustration regarding the lack of time available to them to provide ELL students with critical fundamental English language instruction.

Research Question 2: What Is the Nature of the Strategies/Supports that ESL Teachers Provide to Address the Social-Emotional and Acculturation Needs of ELL Students?

Based on responses to survey question 2, there was broad consensus among respondents teaching across all grade levels, that the role of ESL teachers extends beyond providing academic supports to ELLs. Numerous, direct survey questions inquired about the nature of supports that ESL teachers provide to their students to help them deal with school adjustment stress. A review of all relevant survey results indicated the consistency of response regarding supports to ELLs among ESL teachers who provide push-in or pullout ESL instruction across grade levels. Although respondents overall indicated that newcomer ELLs require a more intensive level of support to adjust to the school setting, especially direct cultural skill instruction, ESL teachers overall indicated that they provide non-academic school adjustment supports to ELLs across *all* ESL proficiency levels. In other words, the results indicate that ESL teachers perceive that ELLs continue

to benefit from social-emotional and acculturation supports regardless of their English language proficiency levels.

Social-emotional and acculturation supports. In their general descriptions of supports provided to ELLs, ESL teachers indicated that the character of social-emotional and acculturation supports they provide to their ELLs is fundamentally a natural and spontaneous offshoot of their classroom instruction. ESL teachers described an inherent awareness of the need to integrate these supports into their daily academic instruction of ELLs. To some extent, the delivery of social-emotional and acculturation support as a component of classroom instruction was described as being logistically necessary, because ESL teacher time with students is limited. Additionally, this all-encompassing instructional/support “strategy” was also presented as being necessary to help ELLs de-stress from the pressures they encounter outside of ESL class. ESL classes were described, overall, as being a small-group, “safe” environment where ELLs could relax and take academic risks without fear of embarrassment:

I feel that my students exhale with relief when I come to their room or they come to mine. They feel accepted and know that the academic input will be delivered in a way that they will understand. They will be successful.

Within this safe context, class discussions that are both planned and spontaneous are seen as a way for ELLs to unload emotionally while experimenting with their English:

We spend a lot of time talking about feelings. I try to explain how I felt when I lived in Puerto Rico and had trouble speaking Spanish and how much I missed my family and friends.

As a group, the ESL teachers communicated sensitive insights regarding the emotional benefit that ELLs derive from the safety and comfort associated with ESL class, as well as the connection they perceive between emotional well-being and academic progress in ELLs: “Our ELLs must first feel comfortable and safe before they can focus on academics.” “I think that ESL classes provide a safe place for ELL students to learn. It is a place that is less stressful, thus lowering the ‘affective filter’, enabling the students to learn at a more realistic rate.”

The tenor of other comments suggested that some ESL teachers utilize the established “comfort zone” of the ESL classroom to deliberately provide their ELL students with emotional coping strategies. In this capacity, the informal emotional supports of ESL teachers more directly resemble counseling interventions designed to support the mental health of ELLs. These more direct supports are simple in nature, but perceived as beneficial to students: “Sometimes just the idea that they can come to the ESL classroom whenever they want or need to is a comfort to them”; “We ESL teachers make it clear that we are available to them at non-instructional times, and that they can ‘drop by’ the ESL room before and after school”; “Talking and listening make up a large part of my teaching time.”

For the most part, respondent description of acculturation support was presented as being a *conscious* and deliberate extension of social-emotional support, and it was consistently designated to be an important means of developing a sense of belonging in ELLs. Despite very rigid curricular demands, and the minimal time they have to instruct their ELLs, respondents overall communicated a deep sense of responsibility to provide

cultural supports in the form of multicultural instruction and sharing as an important way to facilitate school adjustment in ELLs of all ages and proficiency levels. This high sensitivity to the cultural component of positive school adjustment appears to be something that ESL teachers consider a hallmark of their profession, one that sets them apart from non-ESL teachers. One respondent spoke to this distinction in describing the benefit of cultivating cultural awareness among ELL students:

Not only does it open students' eyes, but also the hope is that they share a sense of empathy towards each other. I recall in my days of growing up, one of my teachers came to my house to get a feel of my culture. Today teachers demonstrate fear and a lack of knowledge of cultural practices.

Focused cultural skill development, including direct instruction in specific school routines, was described as a support that is typically provided to newcomer ELLs: "Culture is crucial to be taught in a 'hands-on' manner with beginner ELLs".

Beyond the newcomer stage, classroom discussions that are designed to focus on cultural sharing, including "... cultural awareness, understanding, and acceptance," become a critical form of acculturation support. Cultural identity and pride are perceived among ESL teachers as being fundamental to the emotional health of ELLs, and so provision of acculturation supports is woven into instruction whenever possible in an effort to provide students with "... the sense that they belong and bring something of worth with their cultural differences/experiences." Provision of informal cultural supports in the instructional context was portrayed as being fairly fluid where the curriculum requires or accommodates inclusion of multicultural literacy activities. In

areas where the curriculum does not directly include cultural instruction, most ESL teachers indicated that they deliberately incorporate it as part of the classroom context.

Respondents described the value of incorporating acculturation supports into classroom instruction as a means of developing a sense of belonging among the ELL students themselves, a support that is perceived as being particularly valuable in schools with a highly diverse ELL population. Cross-cultural sharing supports in those cases are considered important because they "... establish less anxiety, create a sense of belonging, and create a positive, diversified learning environment." Notably, respondents also highlighted the importance of efforts to design activities that bring ELL and non-ELL students together in a common purpose. Seeking cross-cultural *experiences* for ELLs in the school setting is the motivation behind the efforts of so many ESL teachers who actively facilitate the participation of their ELL students in school-wide activities. ESL teacher description of these efforts underscored the importance they attribute to building cross-cultural sensitivity between ELL and non-ELL students as a principal acculturation support that facilitates ELL sense of belonging in the school community.

Social service supports. Approximately half of the respondents in the study acknowledged that they provide or access some form of social service support to their students and/or their families to assist them in procuring basic survival needs. Interpretation of the motivation behind these supports highlights both the extraordinary empathy and humanity that ESL teachers demonstrate towards their students and also a level of involvement with students that exceeds established notions of typical teacher-student support.

Question 25 asked respondents if providing social service supports to their students and/or their families is an “important part of their job”. Patterns of response to this question suggest that this survey item was likely misinterpreted by many respondents; some interpreted it to be asking whether or not their schools literally “require” them to provide social services as part of their job responsibilities, as opposed to the intended meaning of whether or not respondents personally *perceive* the provision of social support to be something that they do as a matter of course in their job. The dual interpretation of the question generated interesting responses that tapped into the very strong emotional component of being an ESL teacher. Among the open-ended responses to this question, only one respondent indicated that the notion of providing social service support was unquestionably *not* the responsibility of the ESL teacher.

The other group of respondents who commented that provision of such support is not part of their job, gave logistical reasons why it is not *feasible* for them to do so, with many noting that if their school provided the infrastructure to do so, they would like to help, at least in the capacity of facilitating social service supports for families. In other words, whether or not respondents agreed that they do or do not provide social service supports, more than two-thirds of respondents perceive it to be an important consideration for the school adjustment of ELLs. This form of support to ELLs demonstrates that ESL teachers actively seek ways to mediate the stress that ELLs experience outside of the school setting that ultimately impacts their school adjustment.

Relationship support. Abundant unsolicited comments indicated that ESL teachers perceive that their support to students extends beyond the role of the typical classroom teacher. ESL teachers overall expressed an awareness that they *themselves* may be the single most important non-academic support to ELLs. Respondents consistently described their support to ELL students in personal terms, referring to themselves through the context of their *relationship* with their students: “The de facto ‘point person’ and ‘case manager’”; “I’m their school mom!”; “ESL teachers are the ‘home base’ for these students”; “Students have called me their ‘second mom’”. This provision of a relational context for social support in the school setting parallels description of relationship supports in the literature (e.g. Brewster & Bowen, 2004; Pianta, 1996; Wentzel, 1997). In describing the nature of the supports they provide to students, some respondents clearly communicated their belief that the teacher-student relationship is an important mediator of ELL school success in the present:

Making connections from what they know to what they are learning is an important part of their education. It helps me to understand my students’ backgrounds and develop a relationship with them.

More frequently, respondents alluded to the long-term, and possibly even life-changing, positive influence of the ESL teacher-student relationship. To this extent, ESL teachers perceive their support as having a true and direct impact on the positive school outcomes of some of their students. The following short narrative encapsulates the trust and caring that characterizes the descriptions of the ESL teacher-student relationship of so many of the respondents who participated in this study:

There was a time when a newcomer arrived to enter 3rd grade. He spoke only Arabic. He cried every day. The counselor called me at home and asked if I would come and talk to the student. I came into the school to comfort the student, even though there were other students in his class that spoke Arabic. He felt at ease when he would see me. I went to his parents' home and talked with them. Days that I substituted I made time to stop and assure him I was in and he could see me anytime when needed. During my prep time, I would stop to see him in class and assist the teacher and give support to him. He knew I cared. I shared with him my stories of starting school, and how I was yelled at by my teacher because I could not tell her in English what I had for breakfast one morning.

Research Question 3: Is there an Association between ESL Teacher Strategies/Supports and the Observed Engagement of ELL Students?

As discussed previously, ESL teachers are keenly sensitive to the behaviors and moods of their students. Their overwhelming perception that ELLs manifest primarily shy, withdrawn classroom behaviors at the initial stage of acclimating to the school culture is consistent with the literature base regarding the social-emotional status of ELLs at the early stages of English acquisition (Pappamihel, 2002; Spomer & Cowen, 2001). The ESL teachers in this study, however, uniformly attested that individual students respond differently to the unique stressors of being an ELL. To this extent, they demonstrated a heightened level of sensitivity regarding externalizing classroom behaviors that may be perceived as defiance or lack of engagement outside of the comfort-zone of the ESL classroom. It is this unique empathy of ESL teachers to the

social-emotional states of their students, an empathy ostensibly born partly of targeted training and experience, that appears to guide ESL teachers in implementing the broad-based social-emotional and acculturation supports described above.

Although this study was not designed to illuminate causal relationships between ESL teacher support and the engagement of ELL students, the qualitative data derived indicates that ESL teachers are perceptive regarding ELL student engagement during direct ESL instruction. The respondents consistently described ELLs overall as demonstrating positive engagement during ESL instruction. Furthermore, respondent comments strongly indicate that the ESL teachers in the study attribute ELL engagement during ESL class to a heightened level of perceived self-competence or self-efficacy specific to the ESL setting. The remarks of ESL teachers link their perceptions of student self-efficacy in ESL class in large part to the supportive nature of the relationship between them and their students. These results are consistent with an emerging literature base that specifically associates ELL engagement with supportive adult relationships in the school setting (Suárez-Orozco, et al., 2009), as well as with the broader established literature base regarding the role of teacher relationship support as a critical factor underlying student engagement and positive academic outcomes (Doll, et al., 2004; Finn, 1993).

Research Questions 4 & 5: Are Descriptions of ESL Teacher Strategies/Supports Consistent with the Construct of Teacher Involvement and Supports that Fulfill the Need for Relatedness?

One of the most salient themes that emerged throughout the comments of the respondents in this study is the significant and supportive nature of the teacher-student relationship-building that occurs in the course of an ESL teacher's interaction with ELL students. This relationship building was most holistically expressed as occurring through ESL teachers being cognizant of the importance of simply being "available" to their students. ESL teacher description of their own giving of time and support to students, typifies the role of a caring adult mentor. The myriad testimonies of taking time to facilitate ELL involvement in school activities, to consult with classroom teachers regarding ELL social-emotional and academic needs, etc. are completely consistent with the definition of "teacher involvement" as presented in the SSPM of Connell and Wellborn (1991), which describes "teacher involvement" as the extent to which teachers "... take time for, express affection toward, enjoy interactions with, are attuned to, and dedicate resources to their students" (p. 573).

The school adjustment literature has linked the involvement behaviors of teachers with the establishment of a sense of relatedness or belonging among students, inasmuch as these behaviors communicate a sense of warmth, caring, and acceptance among students (Birch & Ladd, 1997; Faircloth & Hamm, 2005; Finn, 1993; Furrer & Skinner, 2003; Tucker et al., 2002; Wentzel, 1997). As a study designed to contribute to the descriptive research base regarding the nature of ESL teacher supports to ELLs, these

results do not establish the extent to which students perceive a sense of relatedness commensurate with ESL teacher involvement. Nevertheless, the ESL teacher respondents in this study did contribute information regarding their own perceptions of how ELL students respond to ESL teacher involvement supports. Through the lens of the ESL teachers, ELLs were for the most part described as validating the fact that ESL teacher supports promote a sense of belonging. ELLs were described as communicating a sense of relatedness to their teachers directly through demonstrating caring behaviors toward their ESL teachers, as well as through the positive comments made to ESL teachers. Furthermore, ESL teachers described the positive engagement of their ELL students in ESL class as being an indication of a heightened sense of belonging. Finally, it is notable that the respondents, overall described a deliberate effort on their part to cultivate a sense of self-competence and improved self-esteem among their ELLs through encouraging student participation in activities that promote a sense of belonging.

Other Findings: ESL Teacher Perceptions of the Job

A significant finding of the study is that the ESL teacher respondents overwhelmingly communicated a high degree of devotion to, and a sense of vocation for, their work: “It is not a job, but a valued opportunity to be part of their lives”; “I love my job ... the rewards are endless”; “I have been a teacher for over 20 years, and teaching the ESL population has been one of the best experiences I have had”. Additionally, the descriptions of acculturation supports, as well as other comments, portrayed ESL teaching in goal-oriented terms that communicated a sense of investment in the long-term societal implications associated with the job: “Being an ESL teacher is an amazing

responsibility and a fabulous platform of opportunity to show how one can share tolerance and respect for others and how one can succeed in life with education.”

Along with the pervasive sentiment of dedication to ESL teaching, the respondents acknowledged that considerable stress is associated with the job. Comments of respondents indicated that for some ESL teachers, the pressures and frustrations of the job might be overwhelming: “ I am seriously depressed about the way I have to teach. All these strategies we are to carry out are meaningless without the proper infrastructure”. One comment is particularly reflective of the consensus in the literature that, due to the many roles they play, ESL teachers as a group demonstrate exceptionally high levels of job stress (Bascia & Jacka, 2001; Markham, 1999):

Teaching ESL is one of the most stressful careers out there. I truly love my vocation, but at times I wonder how much longer I can go on. The population grows daily and class sizes are increasing. Space is at a premium, and ESL unfortunately is not always on the minds of administrators and the school board.

Perhaps as a result of the emotional investment associated with ESL teaching, a surprising number of respondents communicated the idea that they welcomed the opportunity to comment on their jobs through completion of the survey. As one respondent commented, “This was great therapy. Thank you for taking the time to gather this information.” Overall, the sheer volume of open-ended comments was unexpected. In and of itself, the enthusiastic response to open-ended questions of the survey suggests

that, as a group, the ESL teachers might benefit from professional development opportunities to help them develop strategies to cope with the stress of the job.

Limitations

There were several limitations associated with this study. Foremost, as a self-report survey study, the study was inherently biased towards individuals who possess qualities that influenced them to respond and voice their opinions about the survey themes. The fact that 56 individuals who, as PA K-12 ESL teachers, qualified to complete the survey but chose instead to exit the survey after completing only the first question, raises the possibility that the survey may have been biased towards ESL teachers who tend to be positive about the profession. This is also possibly indicated in the fact that the overwhelming majority of respondents described their students and jobs in very positive terms, with fewer than 5 individuals providing starkly negative comments in comparison.

There may have been demographic bias in the sample. The demographic profile of the respondents was overwhelmingly female, with 10 years or less of ESL teaching experience. Also of possible significance is the fact that the sample consisted largely of teachers who teach at the elementary level (98%), despite a sizeable overlap of elementary with middle or high school assignments. Thus the demographic profile of the respondents may have somehow lent itself to a more inherently optimistic view of the profession.

The lack of an available database for directly accessing ESL teachers across PA contributed to sampling issues that may have further biased the results. Although the

demographic profile of the school districts of the ESL teachers who participated in the study mirrored the overall geographic distribution of ELL students in PA (PATTAN, 2009), with the majority of respondents hailing from urban school districts in eastern and central PA, respondents likely were clustered predominantly in the 21 school districts known to have had the survey invitation disseminated to all of the school district ESL staff. The results thus indicated that school districts in western PA were underrepresented in the sample.

Conclusions and Recommendations for Future Research

Despite the noted limitations, this study has generated considerable quantitative and qualitative information from a sample (n=200) of ESL teachers in Pennsylvania, known to represent 10% of the entire population of actively teaching, certified ESL teachers in the state (PDE, personal communication, May 2, 2011). Therefore, it is likely that much of the information garnered from this study can be generalized to ESL teachers in PA overall.

This study contributes to the literature base as a survey study of ESL teacher beliefs and perceptions, with a focus on the social-emotional and acculturation supports that ESL teachers provide to their students to facilitate school adjustment. Seminal survey studies of teacher perceptions of aspects of student school adjustment, including measures of perceived relatedness, engagement, and teacher involvement (eg., Connell & Wellborn, 1991; Skinner & Belmont, 1996) are noted for their omission of teacher perceptions of linguistic and culturally diverse students (Wentzel, 2003). More recent survey studies that include teacher perceptions of ELL students, in attempts to correlate

measures of student engagement and provision of teacher relationship supports (eg., LeClair, et al., 2009; Suárez-Orozco, et al., 2009), focus on content area teachers. Finally, studies that focus on the specific role of ESL teachers in supporting ELLs, tend to be case studies (eg., Bascia & Jacka, 2000; Roessingh, 2006).

As a survey study of a representative sample of ESL teachers in the state of Pennsylvania, this study incorporates elements of these previously mentioned studies, but it presents a specific ESL teacher-ELL student focus. The results from this broad sample support what case studies of ESL teachers (eg., Markham, 1999) have consistently indicated: that the ESL teacher plays a key role in facilitating school adjustment in ELLs. The results are relevant in suggesting that ESL teachers possess critical insights regarding the social-emotional and acculturation needs underlying ELL student motivation and engagement during ESL and content area instruction. The findings also underscore the importance that ESL teachers ascribe to promoting academic self-efficacy in ELLs through provision of relationship supports designed to promote a sense of classroom and school belonging.

Future directions for additional research might include further collection and systematic utilization of the sort of descriptive data derived in this study, in order to operationalize the nature of ELL student engagement and the social-emotional and acculturation underpinnings of the engagement that leads to positive school outcomes. This study may also be relevant to informing joint professional development initiatives for ESL and non-ESL educators in Pennsylvania to collaborate in order to address the significant needs of ELLs. The findings suggest that as a group, ESL teachers possess a

unique skill set that establishes them as ELL “experts”. Focused sharing of their knowledge with their non-ESL colleagues through structured in-service sessions, as well as dedicated opportunities for consultation, might provide an efficient and affordable means to orient non-ESL teachers to best practices in teaching ELLs. Although as of January 2011, PDE has required all Pennsylvania teacher-training programs to incorporate coursework in ELLs (PDE, personal communication, May 2, 2011), the ranks of current teachers will not have benefited from this now required training. Professional development efforts that directly involve ESL and non-ESL teachers together, may be an efficient way to guarantee that all teachers receive training in how best to adapt instruction for ELLs.

Given the attested efforts of ESL teachers to inculcate mutual respect and cultural understanding between ELL and non-ELL students, ESL teachers may also be ideal candidates to orient their fellow teachers formally to the immense social-emotional and cultural needs of ELLs. In light of the unabated growth of our ELL population, ESL teachers have a role to play in facilitating empathy for ELLs among all school professionals. The clear message reflected in the comments of respondents in this study was that it is appropriate and necessary to foster empathy for ELLs in tandem with delivery of the rigorous instruction that ELLs require in order to lead productive lives in US society.

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Appendix A
**Invitation to Participate in Survey to Explore the Role of ESL Teacher Support in
the School Adjustment of English Language Learners**

Dear ESL Teacher,

You are invited to take part in a research study examining the role of ESL teachers in facilitating the school adjustment of English Language Learner (ELL) students in grades K-12 in Pennsylvania. Participation entails responding to a survey that explores the nature of the social-emotional and acculturation supports you provide to help ELL students cope with the stress they encounter in the school setting.

It is hoped that data gathered from this study will contribute to recognition of the dedication of ESL teachers and the critically important role that they play in promoting positive school outcomes among ELLs in Pennsylvania.

Participation in this study is completely voluntary and confidential. If you choose to participate, you may access the study survey at:

<http://www.surveymonkey.com/s/YCR6T73>

Completion of the survey should require no more than 15 minutes. The survey response period will close on March 19, 2011. Your response will be anonymous and will only be used for research purposes.

This study is being conducted by Mary L. Sharp-Ross, Ed.S., a doctoral student in the School Psychology program at Philadelphia College of Osteopathic Medicine (PCOM) in Philadelphia, Pennsylvania, as part of her dissertation, under the supervision of Diane L. Smallwood, Psy. D., Professor of Psychology, PCOM.

If you have any questions regarding the study or your participation, please contact Mary L. Sharp-Ross at 484-695-0076 or at marysh@pcom.edu or Diane L. Smallwood at 215-871-6564 or at dianesm@pcom.edu.

Thank you in advance for your participation in this survey!

Sincerely Yours,
Mary L. Sharp-Ross, Ed.S.
Bilingual School Psychologist
Doctoral Candidate
Philadelphia College of Osteopathic Medicine (PCOM)

Appendix B

Survey

Thank you for participating in this ESL Teacher survey that explores the social-emotional and cultural supports that ESL teachers provide to their ELL students. It will take about 15-minutes to complete. Your time and contribution are greatly appreciated!

Please respond to the following items based on your beliefs, perceptions, and experiences as an ESL teacher in Pennsylvania.

1. How many years have you been an ESL teacher?

I am not an

1-5

6-10

11-15

16-20

21+

ESL teacher in PA.

2.

2. My role as an ESL teacher extends beyond providing academic supports to my students.

Strongly Agree Agree Disagree Strongly Disagree

3. The most significant frustration of my ELL students is:

4. My ELL students feel an overall sense of belonging in school.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

Strongly Agree Agree Disagree Strongly Disagree

Please note one or two ways you promote a sense of belonging in your students:

6. Non-ELL students treat ELL students with respect in my school/s.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

7. Non-ESL teachers treat ELL students with respect in my school/s.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

8. ELL students encounter discrimination in my school/s.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

9. ELL students are targets of violence in my school/s.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

10. Signs of stress are common in my ELL students.

Strongly Agree Agree Disagree Strongly Disagree

11. Behaviors that I observe in my ELL students that I believe to be stress-related include: (Please check all that apply).

Anger outbursts

Shyness

Crying

Calling out

Withdrawal

Breaking rules

Please note any other behaviors that you observe and believe to be stress-related:

12. Non-ESL teachers misinterpret signs of stress in ELL students.

Strongly Agree

Agree

Disagree

Strongly Disagree

13. I worry about the social-emotional needs of my ELL students.

Strongly Agree

Agree

Disagree

Strongly Disagree

14. Administration and faculty in my school/s seek me out as a resource to help them understand the social-emotional needs of ELL students.

Strongly Agree

Agree

Disagree

Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

15. My school/s provides formal supports (for example, newcomer support groups) specifically designed to help ELL students cope with social -emotional stress.

Strongly Agree

Agree

Disagree

Strongly Disagree

Please list any formal supports/programs available for ELL students. *If you teach in more than one school and your response differs by school, please describe briefly.

16. In order to adequately address their social-emotional needs, my ELL students require more formal support than is currently available in my school/s.

Strongly Agree

Agree

Disagree

Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

17. I would like to be better trained in strategies to support the social -emotional needs of my ELL students.

Strongly Agree

Agree

Disagree

Strongly Disagree

18. Social-emotional support of my ELL students is critical to their academic success.

Strongly Agree

Agree

Disagree

Strongly Disagree

19. Typical behaviors that I observe in my ELL students during *ESL instruction* (meaning time that you provide direct instruction to your ELL students) include: (Please check all that apply).

DOES NOT APPLY. I DO NOT PROVIDE DIRECT INSTRUCTION to my ELL students .

Participate in class activities.

Avoid participating in class activities.

Pay attention during instruction.

Are inattentive during instruction.

Demonstrate consistent effort when working on in-class assignments.

Lose focus when working on in-class assignments; consistent redirection required.

Are most productive when working alone.

Are most productive when working in groups.

Comments:

20. During *ESL instruction*, my ELL students typically appear to feel: (Please check all that apply).

DOES NOT APPLY. I DO NOT PROVIDE DIRECT INSTRUCTION to my ELL students.

Enthusiastic / Interested

Bored / Disinterested

Relaxed

Nervous / Upset

Happy

Sad

Comments:

21. Successful transition to US culture, including school culture, is important to the social-emotional well-being of my ELL students.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

22. Cultural skills development is part of the ESL curriculum for ELL students in my school/s.

Strongly Agree Agree Disagree Strongly Disagree

Please briefly describe cultural skills programming. *If you teach in more than one school and your response differs by school, please describe briefly.

23. Supports that I provide to my ELL students to help them transition to US culture include: (Please check all that apply).

- Communication with parents to clarify school procedures.
- Provide/Access interpreters & translation for home-school communication.
- Assign peer mentor/buddy.
- Give direct instruction in US cultural norms and practices.
- Cultural role-play exercises.
- Consultation with non-ESL teachers to sensitize them to cultural differences of ELLs.

Please note other supports you provide.

24. Establishing communication with the home/parents of my ELL students is an important part of my job.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

25. Providing social service supports to my students and/or their families is an important part of my job.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

26. Social supports that I provide my ELL students and/or their families include: (Please check all that apply).

- Access health services, including immunization clinics.
- Provide/access clothing and household items.
- Provide/access food supplies.
- Access family counseling.

Please note other social supports you provide.

27. I seek out information regarding the education/schooling history of my ELL students.

 Strongly Agree

 Agree

 Disagree

 Strongly Disagree

Comments:

28. I inform myself about the cultural practices and the economic/political conditions of the countries of origin of my ELL students or their families.

 Strongly Agree

 Agree

 Disagree

 Strongly Disagree

Comments:

29. I provide opportunities for my ELL students to share information about their cultures, families, and personal stories in class.

 Strongly Agree

 Agree

 Disagree

 Strongly Disagree

What do you consider to be the main benefit of such sharing?

30. I voluntarily provide academic support to my ELL students before or after school hours.

 Strongly Agree

 Agree

 Disagree

 Strongly Disagree

Comments:

31. Consultation time between ESL and non-ESL teachers to discuss ELL students in my school/s is: (Please check all that apply).

 Mandated.

 Not mandated.

 Provided in teacher schedule.

 Done informally on teachers' own time.

 There is adequate time for consultation.

 There is insufficient time for consultation.

*If you teach in more than one school and your response differs by school, please describe briefly.

32. I consult regularly with non-ESL teachers in my school/s regarding the social-emotional needs of our mutual ELL students.

 Strongly Agree

 Agree

 Disagree

 Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

33. I consult regularly with non-ESL teachers in my school/s regarding the *academic* needs of our mutual ELL students.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

34. I lose instructional time with my ELL students due to obligations to perform non - ESL related tasks in my school/s.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

35. Administration in my school/s views ESL teachers as an integral part of the school community.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

36. Non-ESL teachers view ESL teachers in my school/s as an integral part of the school community.

Strongly Agree Agree Disagree Strongly Disagree

*If you teach in more than one school and your response differs by school, please describe briefly.

37. As an ESL teacher, I provide support to my ELL students that is critical to their successful school adjustment.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

38. My ELL students provide feedback to validate that my support is important to their healthy school adjustment.

Strongly Agree Agree Disagree Strongly Disagree

Please briefly describe that feedback:

3. Background Information

Please respond as noted. Thank you for your time

39. What are the grade levels of your ESL teaching assignment? Check all that apply.

 K-3

 4-5

 6-8

 9-10

 11-12

40. Approximately how many ELL students do you teach?

41. Approximately how many of your students are at the following PA/WIDA proficiency levels?

Level 1 (Entering/Pre-production)

Level 2 (Beginning)

Level 3-4 (Developing-Expanding/Intermediate)

Level 5-6 (Bridging-Reaching/Advanced)

42. Which best describes your school/s? Check all that apply.

 Rural

 Suburban

 Urban

43. Which describes your teaching assignment?

 ESL only

 ESL and other

44. In how many schools do you teach?

 1

 2-3

 More than 3

45. What is the approximate total student enrollment in your school/s? *If you teach in more than one school and your response differs by school, please note.

46. What is the approximate percentage of ELLs in your school/s?

 0-10%

 10-30%

 30-50%

 >50%

*If you teach in more than one school and your response differs by school, please describe briefly.

47. What is the predominant native language of the ELLs you teach?

 Spanish

 Other

Other (please specify)

48. Which program model best describes your ESL teaching assignment? (Please check all that apply).

Push-in/Team teaching

Pull-out small group or individualized

Other

*If you teach in more than one school and your response differs by school, please describe briefly.

49. Approximately what percentage of your ELLs are students with limited or interrupted formal schooling (SLIFE)?

0-10%

10-30%

30-50%

>50%

50. Is poverty a stressor for your ELL students and their families?

Very much

Somewhat

Not at all

Don't know

51. What is your gender?

Female

Male

52. Highest Degree earned?

Bachelor's

Master's

Post-Master's/Doctorate

53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

Frustration

Satisfaction

54. Please feel free to add any thoughts or comments.

Appendix C
Survey Comments

Page 2, Q3. The most significant frustration of my ELL students is:

1	Comprehension (Orally and Reading)	Mar 18, 2011 6:53 AM
2	teachers who don't understand the language barrier	Mar 17, 2011 10:33 AM
3	The culture shock of seeing the rudeness and disrespect toward them by other students, and those students toward the adults.	Mar 17, 2011 10:19 AM
4	Understanding directions when the speaker speaks rapidly	Mar 17, 2011 8:56 AM
5	They have shown no frustrations.	Mar 17, 2011 7:29 AM
6	achieving on timed assessments, standardized tests, and classroom tests	Mar 17, 2011 6:55 AM
7	Not being able to read and comprehend a story very well.	Mar 16, 2011 1:37 PM
8	experiencing success socially and academically	Mar 16, 2011 12:59 PM
9	homework/classwork being way above their levels	Mar 16, 2011 11:26 AM
10	academic difficulties	Mar 16, 2011 11:23 AM
11	Not functioning w/language&culture	Mar 16, 2011 10:31 AM
12	understanding the work of the regular classroom, especially if the necessary accommodations are not being made.	Mar 16, 2011 9:56 AM
13	lack of patience and tolerance	Mar 16, 2011 9:16 AM
14	lack of motivation	Mar 16, 2011 8:52 AM
15	Standardized Testing	Mar 16, 2011 8:33 AM
16	the subjects of math and writing	Mar 16, 2011 8:26 AM
17	being expected tp do more than they are able to do	Mar 16, 2011 8:15 AM
18	Core classes are too difficult to understand/not adapted	Mar 16, 2011 8:06 AM
19	not enough support	Mar 16, 2011 7:53 AM
20	Poor achievement in the regular eduation classes.	Mar 16, 2011 7:37 AM
21	adjusting from refugee camp life.	Mar 10, 2011 9:57 AM
22	irregular changes in nouns and verbs	Mar 9, 2011 11:03 AM
23	expressing their thought snad feelings	Mar 9, 2011 10:39 AM
24	to much paperwork	Mar 9, 2011 7:58 AM
25	Content information and making friends	Mar 8, 2011 8:21 PM
26	not enough time to meet with them	Mar 7, 2011 10:32 AM
27	having something to say and not being able to communicate	Mar 4, 2011 4:16 PM
28	Not understanding what's going on during regular class instruction	Mar 4, 2011 1:44 PM

Page 2, Q3. The most significant frustration of my ELL students is:

29	they have to work in the same classes with English speakers for most of their school day	Mar 4, 2011 8:16 AM
30	Not understanding content	Mar 3, 2011 7:56 PM
31	Speaking the language and still not being understand by peers	Mar 3, 2011 2:06 PM
32	trying to fit in in school	Mar 3, 2011 1:12 PM
33	Understanding more than they are able to communicate	Mar 3, 2011 12:15 PM
34	not enough time in ESL	Mar 3, 2011 11:59 AM
35	Educational Gaps inconsistent with the United States	Mar 3, 2011 11:56 AM
36	Understanding what is being taught in the homeroom setting. The fear of be ridiculed because of not being able to communicate correctly. Fitting in and making new acquaintances.	Mar 3, 2011 11:12 AM
37	writing	Mar 3, 2011 10:43 AM
38	lack of motivation	Mar 3, 2011 10:25 AM
39	For our newcomers is spending time in their regular classrooms.	Mar 3, 2011 9:41 AM
40	inability to express themselves	Mar 3, 2011 6:50 AM
41	That they are different from their peers.	Mar 2, 2011 3:26 PM
42	Parents not knowing how to help/ parents not being willing to help	Mar 2, 2011 1:58 PM
43	Writing - sentence structure and vocabulary.	Mar 2, 2011 12:33 PM
44	parental support	Mar 2, 2011 8:01 AM
45	Lack of support by core subject teachers.	Mar 2, 2011 6:36 AM
46	Good question. I should ask. My guess is that they say something and their teachers and friends don't understand, or maybe they write something and get a poor grade.	Mar 2, 2011 6:26 AM
47	Academic success in their regular education classes.	Mar 2, 2011 5:25 AM
48	apathy - lack of motivation	Mar 1, 2011 8:03 PM
49	not understanding their content area work which has not been adapted for their lower English language ability.	Mar 1, 2011 7:50 PM
50	Conforming to the school rules of attendance and the demands of the curriculum.	Feb 28, 2011 6:47 PM
51	understanding others - academically and socially	Feb 28, 2011 11:18 AM
52	having to be in content classes without any modification by the teachers	Feb 28, 2011 9:20 AM
53	vocabulary	Feb 27, 2011 8:06 AM

54	The struggle to learn English, especially as this relates to their academics.	Feb 26, 2011 4:43 AM
55	language barrier, lack of communication	Feb 25, 2011 9:33 AM
56	Not understanding classes without the ELL support	Feb 25, 2011 8:40 AM
57	academic vocabulary	Feb 25, 2011 8:11 AM
58	not understanding what the teacher is asking	Feb 24, 2011 1:18 PM
59	academic language	Feb 24, 2011 9:41 AM
60	classroom teachers think I should understand directions and content because I "speak English" to them.	Feb 24, 2011 8:17 AM
61	Taking grade level assessments that are 2-4 grade levels above their language and reading level.	Feb 24, 2011 7:05 AM
62	state testing	Feb 24, 2011 7:03 AM
63	Not getting enough help from other teachers	Feb 24, 2011 6:46 AM
64	Lack of parent involvement in the school.	Feb 24, 2011 6:27 AM
65	being accepted by the other students and not being laughed at when they speak with an accent	Feb 24, 2011 5:36 AM
66	Often HS students do not understand how to apply to college, apply for financial aid, how to study for the SATs, etc.	Feb 23, 2011 6:45 PM
67	language barrier	Feb 23, 2011 2:41 PM
68	being successful in content area classes.	Feb 23, 2011 1:59 PM
69	speaking	Feb 23, 2011 10:59 AM
70	high expectations from evryone	Feb 23, 2011 9:53 AM
71	Not being able to participate in discussions with friends and teachers.	Feb 23, 2011 9:03 AM
72	taking summative assessments such as ACCESS and PSSA	Feb 23, 2011 8:18 AM
73	English has no set grammar rules	Feb 23, 2011 7:57 AM
74	Getting acclimatized to the new culture	Feb 23, 2011 5:58 AM
75	not understanding what is expected but wanting to be perfect	Feb 22, 2011 8:04 PM
76	Teacher's negative opinion of ELL's	Feb 22, 2011 7:00 PM
77	content teachers not taking the time to help them	Feb 22, 2011 6:05 PM
78	taking the PSSA	Feb 22, 2011 2:47 PM
79	core content teachers who tell them they are not trying to do the work in their classes	Feb 22, 2011 1:30 PM

Page 2, Q3. The most significant frustration of my ELL students is:

80	The classroom teacher not modifying the work.	Feb 22, 2011 12:25 PM
81	getting other teachers to adapt their instruction	Feb 22, 2011 12:18 PM
82	no language support through content area classes	Feb 22, 2011 10:35 AM
83	teachers who fail to accommodate for them	Feb 22, 2011 8:02 AM
84	Not being understood	Feb 22, 2011 6:47 AM
85	Acceptance from peers and teachers alike.	Feb 21, 2011 8:29 PM
86	nuances of the English language	Feb 21, 2011 4:59 PM
87	inability to access learning outside of school setting	Feb 21, 2011 2:39 PM
88	Teachers that are biased	Feb 21, 2011 11:27 AM
89	not understanding the English language	Feb 19, 2011 10:43 PM
90	transiency	Feb 18, 2011 1:42 PM
91	Lack of respect for adults.	Feb 18, 2011 12:40 PM
92	That I can't spend more time in the general ed. classroom.	Feb 17, 2011 10:54 AM
93	Writing	Feb 16, 2011 4:51 PM
94	lack of modifications in other classes by content teachers	Feb 16, 2011 1:52 PM
95	Dealing with other ELL students who are not interested in learning the English language or mush else	Feb 16, 2011 1:41 PM
96	The intermediate and advanced students think they "already speak English". I have to teach them that full bilingualism includes biliteracy and that there is a difference between BICs and CALPs.	Feb 16, 2011 11:48 AM
97	Lack of confidence	Feb 16, 2011 11:41 AM
98	material is sometimes too hard	Feb 16, 2011 10:31 AM
99	language barrier	Feb 16, 2011 10:09 AM
100	Word pronunciation	Feb 16, 2011 9:53 AM
101	regular ed teachers not modifying	Feb 16, 2011 9:33 AM
102	taking and being expected to be proficient onstandarized tests in their first year	Feb 16, 2011 9:33 AM
103	Language	Feb 16, 2011 9:04 AM
104	not being able to communicate in the mainstream classroom	Feb 16, 2011 8:14 AM
105	not literate in their first language	Feb 16, 2011 7:27 AM
106	Content Classes	Feb 16, 2011 7:25 AM

Page 2, Q3. The most significant frustration of my ELL students is:

107	School rules and school policies/procedures	Feb 16, 2011 7:22 AM
108	Unknown	Feb 16, 2011 7:10 AM
109	Understanding the course work in the main stream classrooms.	Feb 15, 2011 2:20 PM
110	TIME IT TAKES TO BECOME FULLY FLUENT	Feb 15, 2011 1:40 PM
111	academic language	Feb 14, 2011 6:50 AM
112	Can't talk to or make new friends or participate on any extra curricular activities	Feb 11, 2011 12:31 PM
113	Reading	Feb 11, 2011 10:41 AM
114	Language	Feb 11, 2011 7:31 AM
115	not comprehending academic vocabulary	Feb 11, 2011 6:24 AM
116	Vocabulary development	Feb 10, 2011 11:44 AM
117	Communication	Feb 10, 2011 10:20 AM
118	Reading below grade level	Feb 10, 2011 8:27 AM
119	Demands of catching up.	Feb 9, 2011 8:18 AM
120	Word choice , wrong use of words. Not being familiar with cultural ways.	Feb 9, 2011 7:45 AM
121	overwhelming classroom work	Feb 9, 2011 6:49 AM
122	Trying to communicate their thoughts fully, but not having the English words to do so.	Feb 9, 2011 6:02 AM
123	Finding the courage to take chances	Feb 8, 2011 4:34 PM
124	understanding teachers in the classroom	Feb 8, 2011 4:27 PM
125	Not being able to take foreign language classes.	Feb 8, 2011 4:09 PM
126	Overloading content without proper scaffolds	Feb 8, 2011 2:57 PM
127	not getting appropriate adaptations	Feb 8, 2011 12:32 PM
128	Keeping up with understanding material in content classes.	Feb 7, 2011 1:36 PM
129	academic work	Feb 7, 2011 1:15 PM
130	communicating	Feb 7, 2011 12:19 PM
131	Not being able to understand what is going on.	Feb 7, 2011 9:31 AM
132	keeping up with the pace	Feb 7, 2011 8:35 AM
133	social acceptance	Feb 7, 2011 6:40 AM
134	Communicating with Limited English Speaking Students	Feb 5, 2011 8:28 AM

Page 2, Q3. The most significant frustration of my ELL students is:

135	inability to communicate(for beginners)	Feb 4, 2011 1:50 PM
136	INSUFFICIENT TIME TO TEACH THEM AND lack of cultural awareness on part of content teachers	Feb 4, 2011 11:03 AM
137	trying to fit in	Feb 4, 2011 9:33 AM
138	Meeting teacher expectations in completing grade-level curriculum activities in addition to ESL curriculum requirements	Feb 4, 2011 8:55 AM
139	trying to find their "place" in our school setting.	Feb 4, 2011 7:33 AM
140	The inability to read on level with their classmates.	Feb 4, 2011 6:53 AM
141	sitting in content classes and following along with the speed of the teacher.	Feb 4, 2011 6:41 AM
142	being expected to participate and actively engage at a grade level too high for me	Feb 3, 2011 3:10 PM
143	trying to keep up with their American peers	Feb 3, 2011 3:03 PM
144	HS teachers not making accommodations	Feb 3, 2011 1:34 PM
145	Missing time in their home classroom	Feb 3, 2011 11:29 AM
146	Making Friends	Feb 3, 2011 5:52 AM
147	my limited time for ELL instruction	Feb 2, 2011 7:12 PM
148	Grade level work being very difficult in upper grades	Feb 2, 2011 10:12 AM
149	not understanding what the teacher is saying when he/she speaks quickly.	Jan 31, 2011 12:57 PM
150	learning the material in the regular education classroom.	Jan 31, 2011 10:24 AM
151	Information being presented strictly orally	Jan 31, 2011 9:35 AM
152	not studying at home	Jan 31, 2011 7:49 AM
153	Understanding teachers' lessons because of language.	Jan 29, 2011 1:15 PM
154	the quantity of language they have to comprehend on a daily basis	Jan 28, 2011 8:11 PM
155	Having enough support throughout the day. I would like to see a "Newcomers' Class" which would address the needs of new Non-English speaking students. That extra support would be so vital for the students.	Jan 28, 2011 10:49 AM
156	reading comprehension	Jan 28, 2011 8:51 AM
157	language problems, understanding in content classes	Jan 28, 2011 8:30 AM
158	not feeling part of the non ELL student community	Jan 28, 2011 8:00 AM
159	Reading levels are lower than other classmates (in most cases).	Jan 28, 2011 7:41 AM
160	Trying to communicate with others	Jan 28, 2011 6:47 AM

Page 2, Q3. The most significant frustration of my ELL students is:

161	Success in their core classes.	Jan 28, 2011 6:21 AM
162	Being pulled in many different directions (for pull-out programs)	Jan 27, 2011 8:35 PM
163	not being understood	Jan 27, 2011 7:04 PM
164	parental support	Jan 27, 2011 6:40 PM
165	fast pace of the general education curriculum	Jan 27, 2011 6:14 PM
166	lack of support at home	Jan 27, 2011 1:41 PM
167	an inability to communicate when they understand and an inability to say what they do not understand	Jan 27, 2011 12:42 PM
168	self esteem with feeling inadequate to peers	Jan 27, 2011 11:52 AM
169	Mainstream teachers who talk too fast and/or are impatient with their progress. Students pick up on teacher's disappointment.	Jan 27, 2011 11:02 AM
170	being given work that is too hard to read	Jan 27, 2011 10:15 AM
171	transitioning into a setting that is completely different than what they have experienced. Some of my students build a barrier between themselves and the teacher. It is difficult for the teacher and the student to have strong communication skills. The students feel that the teacher does not understand their culture, their language, their upbringing. They would like to see teachers that are of their culture in their schools.	Jan 27, 2011 9:07 AM
172	academics	Jan 27, 2011 8:45 AM
173	Classroom work that is too difficult	Jan 27, 2011 7:43 AM
174	demands of learning a new language and passing standardized state tests.	Jan 26, 2011 1:04 PM
175	school climate	Jan 25, 2011 6:52 PM
176	not being able to comprehend fully what is going on in the classroom	Jan 25, 2011 9:19 AM
177	Confidence	Jan 25, 2011 8:41 AM
178	Academic language	Jan 25, 2011 8:21 AM
179	Limited background knowledge limits work in content area classes	Jan 25, 2011 7:55 AM
180	Lack of schooling prior to coming to my school.	Jan 25, 2011 7:55 AM
181	Too many kids. Not enough time.	Jan 25, 2011 6:33 AM
182	Tasks involving writing.	Jan 24, 2011 5:40 PM
183	trying to master the curriculum when sufficient accommodations are not readily in place within the classroom.	Jan 24, 2011 5:31 PM
184	Understanding their content area classes.	Jan 24, 2011 4:10 PM

Page 2, Q3. The most significant frustration of my ELL students is:

185	having to take the PSSA reading test after only being in the usa for 1 year.	Jan 24, 2011 1:11 PM
186	student help within the content areas.	Jan 24, 2011 9:15 AM
187	Idioms, slang	Jan 24, 2011 6:55 AM
188	Suddenly they are not good at subjects they were good at in their home country (literature or science). People assume they know nothing and they have few ways to prove otherwise.	Jan 24, 2011 5:56 AM
189	Making friends; fitting in with American mainstream culture	Jan 23, 2011 6:53 PM
190	Dealing with the range of English expressions used by native speakers.	Jan 23, 2011 6:44 PM
191	Teachers who do not understand their needs	Jan 23, 2011 6:05 PM
192	communicating with their English speaking peers	Jan 23, 2011 5:48 PM
193	Struggling with bi-lingual/bi-cultural issues.	Jan 23, 2011 3:22 PM

Page 2, Q4. My ELL students feel an overall sense of belonging in school.

1	Understnding vocabulary and using the words in writing correctly	Mar 17, 2011 8:56 AM
2	This will somewhat depend on the child's personality. Are they willing to mix? I see Americans try to be friendly but many times the Hispanic (who are the more obvious) tend to stick together and not venture outwards.	Mar 1, 2011 7:50 PM
3	The belonging is limited to the ELLs and/or Hispanic population of the school.	Feb 28, 2011 6:47 PM
4	the hispanic students feel a sense of belonging, the children of other ethnicities do not have the same experience	Feb 24, 2011 6:25 AM
5	Middle School and High School are the most difficult	Feb 22, 2011 6:05 PM
6	The parents in only one school did not like the fact that newcomers to this country were in their school.	Feb 15, 2011 2:20 PM
7	This takes time, usually at least 2 to 3 months.	Feb 9, 2011 6:02 AM
8	When students come from different countries and do not speak English, it is extremely hard for them, especially in the beginning.	Feb 7, 2011 9:31 AM
9	I think this depends on their language proficiency level. The higher their level , the more they "fit in".	Feb 4, 2011 7:33 AM
10	I see a difference between middle school students, they seem to feel more isolated than elementary students	Feb 2, 2011 7:12 PM
11	This sense of belonging decreases in the high school.	Jan 25, 2011 6:33 AM

Page 2, Q4. My ELL students feel an overall sense of belonging in school.

12	I teach elementary and middle school. I would strongly agree for the elementary students and agree for the middle school students. Middle Schoolers may have a slightly more difficult time feeling that they belong..	Jan 24, 2011 1:11 PM
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Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

1	Students often come to me to ask questions about what may be happening in school and also to discuss special needs they may have.	Mar 18, 2011 6:53 AM
2	Many times I have been told "yes, mom" by my students. Discussions, like how families discuss situations at home, we discuss situations in school. They know I am involved in their studies because I am in always in contact with their teachers. I show a great interest in their studies/grades. I want to know what grades they've received. How they have been behaving as well as, are they comprehending what's going on in class. I acknowledge their hard work. Therefore, having them know this, and seeing my interest in how they are doing makes them feel acknowledged. We have discussions about their concerns, like a family. That is what promotes that sense of belonging.	Mar 17, 2011 10:19 AM
3	The students choose a particular educational game when given choices. The students discuss class activities and they write about those activities in their journals. They receive stickers, and prizes completing weekly assignments.	Mar 17, 2011 8:56 AM
4	Participate in school-wide letter-writing activities	Mar 17, 2011 6:55 AM
5	Asking the students to participate in school activities and also celebrating the student's own culture.	Mar 16, 2011 1:37 PM
6	try to get them involved in after school/extension activities of the school recognize the importance of their cultural background	Mar 16, 2011 12:59 PM
7	Cooperative activities/projects,	Mar 16, 2011 11:26 AM
8	Greeting//acknowledging EVERY student as they arrive/depart each day. Collaborative activities involving ELLs and non-ELLs.	Mar 16, 2011 11:23 AM
9	Part of the classwork is interaction with school staff. Part of the homework is participating in school activities.	Mar 16, 2011 10:31 AM
10	1) I take all newcomers on a tour of the building, introducing them to essential personnel, such as the secretary and nurse.	Mar 16, 2011 9:56 AM
11	While we participate in school related activities and I encourage participation by helping them in class activities such as school letter writing, or filling out forms for Jump Rope for Heart, that is the extent of using instruction time for school activities.	Mar 16, 2011 9:16 AM
12	My ELL students stay in their classroom for their classroom's morning meeting and they participate in recess, class parties, etc.	Mar 16, 2011 8:52 AM
13	Try to get students to participate in talent show and to invite and display project for other teachers and other students to see.	Mar 16, 2011 8:26 AM
14	My students participate in after school activities, building talent show. I often assign interviews for my students to conduct throughout the building.	Mar 16, 2011 8:15 AM
15	Use a lot of team building exercises.	Mar 16, 2011 8:06 AM
16	encourage students to join after school clubs, sports, etc.	Mar 16, 2011 7:53 AM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

17	All communications to home are sent in a bilingual format. Parents are contacted on a regular basis with both positive comments and concerns.	Mar 16, 2011 7:37 AM
18	We often tie in to the lesson cultural comparisons on the topic from their culture to American culture.	Mar 10, 2011 9:57 AM
19	I go into the classrooms of my ELLs in the beginning of the year for a sensitivity lesson. We discuss ways all students can help each other succeed.	Mar 9, 2011 11:03 AM
20	Get to know you activity; group activities	Mar 9, 2011 10:39 AM
21	Knock out Readers Morning meetings	Mar 8, 2011 8:21 PM
22	connecting newcomers with ELLs who have been here awhile so that support/encouragement can be given by a peer	Mar 4, 2011 4:16 PM
23	Having Intermediate and Advanced level ELL students act as supports for Pre-pro. and Beginner students.	Mar 4, 2011 1:44 PM
24	We always look at their situation as a transition period that many in the community have gone through. We use school work as a means of sharing cultural information with the greater school community.	Mar 4, 2011 8:16 AM
25	School newspaper activities	Mar 3, 2011 7:56 PM
26	Positvie behavior reinforcement	Mar 3, 2011 2:06 PM
27	Listening and explaining the morning announcements. Explicitly reviewing posts of news of the school.	Mar 3, 2011 1:12 PM
28	We talk about how we all have similarities and differences and do different activities.	Mar 3, 2011 12:15 PM
29	co-teach with teachers regular/esl students work together	Mar 3, 2011 11:59 AM
30	Include my students in all grade level and team related activities. Encourage participation in other activities.	Mar 3, 2011 11:56 AM
31	Incorporating multicultural education activities. Reminding students that they are a part of the student body.	Mar 3, 2011 11:12 AM
32	Bring a lot of cultural influence such as artifacts, literature, readings, opportunity to speak about own country. Another item is display of flags in room all year round.	Mar 3, 2011 10:43 AM
33	wearing school colors promote participation in sports and clubs	Mar 3, 2011 10:25 AM
34	Have a special activity to welcome him/her to our school. Show the school around and introducing him/her to people in the school (nurse, secretary, principal...	Mar 3, 2011 9:41 AM
35	encourage joining activities	Mar 3, 2011 6:50 AM
36	I use the positive behavior supports that are used school-wide. Encourage students to join school clubs, music and art activities.	Mar 2, 2011 3:26 PM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

37	Quilt to share the country they are from. Performing plays for other students.	Mar 2, 2011 12:33 PM
38	Assist students in finding extracurricular activities to promote belonging.	Mar 2, 2011 6:36 AM
39	-Encourage participating in extracurricular activities.	Mar 2, 2011 5:25 AM
40	comparing culture of home country to US culture in several activities and assignments students (ELL and non) have lunch in my room	Mar 1, 2011 8:03 PM
41	I have begun a club after school for those students experiencing difficulties with homework completion (my class and other classes). An English teacher is planning to join in so we can have more mixing. I have taken students to school theater productions to expose them. I have got some other non-ELL students to come to my class to tutor my students.	Mar 1, 2011 7:50 PM
42	Assist in their accessing participation in school activities. Reinforce that the same opportunities exist for everyone, even if some have to work harder to achieve them.	Feb 28, 2011 6:47 PM
43	I help my students make peer relationships when needed. I also help students participate in school wide activities and events	Feb 28, 2011 11:18 AM
44	I encourage them to participate in clubs or sports.	Feb 28, 2011 9:20 AM
45	how I praise their achievements	Feb 27, 2011 8:06 AM
46	In addition to several successful "Multi-Cultural" nights, my students participate fully with their peers in Read 180 & System 44, both of which have proven to help them learn English and improve reading and writing skills. They also participate in extracurricular activities. Finally, I volunteer as an adult ESL teacher at a local group of immigrant families, many of whom are parents of my students.	Feb 26, 2011 4:43 AM
47	I encourage them to work hard and take pride in their education and their school. I remind them that we are a community of learners all looking to achieve great things for ourselves and our classmates.	Feb 25, 2011 2:38 PM
48	inclusion, incorporating their language and cultures into lessons	Feb 25, 2011 9:33 AM
49	-We have had a programs in which ESL students have a gathering with members of students council in which they get to meet other students.	Feb 24, 2011 1:18 PM
50	Tour of the school with a helpful classmate. Greeting the chil in their native language.	Feb 24, 2011 9:41 AM
51	I coteach reading in first and third grades and the classroom teacher and I share instruction for ALL students; they are not divided ELL and nonELL.	Feb 24, 2011 8:17 AM
52	Living Wax Museum of famous Hispanic Americans, Celebrating Hispanic American Month, Bilingual staff and information home, support after school when needed	Feb 24, 2011 7:05 AM
53	I make sure that all school functions are promoted, I arrange for a large Thanksgiving meal for ESL students, I make sure that they are included in all field trips, ...	Feb 24, 2011 6:46 AM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

54	I get to know about my students' personal interests, and I sometimes speak Spanish with them to make them feel more comfortable.	Feb 24, 2011 6:27 AM
55	1 teaching other kids (non-ELL) about the new students home country 2 teaching my ELLs about school procedures, staff, lunches, etc	Feb 24, 2011 6:25 AM
56	I try to match new students to others from their either their home country or who speak the same language. I also help students find clubs or activities to join.	Feb 23, 2011 6:45 PM
57	Student of the day Heritiage activities in Sept. Oct.	Feb 23, 2011 2:41 PM
58	I promote peer cooperation encourage smy ELLs to join in clubs and activities	Feb 23, 2011 9:53 AM
59	1. Students share often about culture and how it relates to discussion or topic. 2. Students are invited to share culture at International Day in school.	Feb 23, 2011 9:03 AM
60	I always encourage my students to participate in extra-curricular activities. Since the students don't always get the necessary information they need to join an activity, I try to find out the particulars and relay that information to the students. I also encourage the students to choose a career path that is best for them. That may include vocational classes, which are difficult to get into sometimes because of safety issues and long waiting lists.	Feb 23, 2011 8:18 AM
61	Team bulding games. Lots of group work.	Feb 23, 2011 7:57 AM
62	explaining and participating in spirit day; assigning a school partner to help navigate,eat lunch,show how to use the locks,show where rooms are located; posters with welcoming sayings in each language	Feb 22, 2011 8:04 PM
63	Including them in actively participating in assemblies	Feb 22, 2011 7:00 PM
64	The students are involved in activities. They also share their culture with students	Feb 22, 2011 6:05 PM
65	Class Meetings Cooperative Learning	Feb 22, 2011 3:59 PM
66	I encourage my students to participate in extra curricular activities and to join clubs.	Feb 22, 2011 1:30 PM
67	1) I always outline my rules and tell them if they follow them, we will have no problems. 2) If they have questions about other subjects they know they can come to me and Ill help them	Feb 22, 2011 12:18 PM
68	Walk through building identifing areas.	Feb 22, 2011 10:35 AM
69	ELLs are included in all classroom activities. I will not pull them for L.A. if the regular education class is not doing L.A.	Feb 22, 2011 6:47 AM
70	Invite friends to join us for special activities. In one school with a shared classroom,the other teacher and I formed an unofficial social skills group. Both of our student groups needed practice in this area. We have become an accidental family as a result of having to share space.	Feb 21, 2011 8:29 PM
71	Talk about what is going on at the school and ways they may participate in the school.	Feb 21, 2011 4:59 PM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

72	Assist in organizing multicultural events such as a potluck dinner for ELL families and a Festival of Colors to showcase the talents and contributions of various cultural groups	Feb 21, 2011 2:39 PM
73	Select Literature that they can identify with and use their previous knowledge. Reinforce the importance of me, pronouncing their names correctly.	Feb 21, 2011 11:27 AM
74	I am always encouraging students participation in extra curricular activities. I call coaches etc. to find info. for my students.	Feb 19, 2011 10:43 PM
75	personal learning style lessons	Feb 18, 2011 1:42 PM
76	I work with them in the general ed classroom and help all students in the room.	Feb 17, 2011 10:54 AM
77	Making connections to their lives and experiences when building background for a text we are reading	Feb 16, 2011 4:51 PM
78	When a story focuses on a certain country, I talk about a student in class who is also from the country and allow them to share more info. about it. I teach about various cultures around the world and praise them. I remind students that things may be different, but that's perfectly okay.	Feb 16, 2011 1:52 PM
79	I encourage the students to participate in athletics and other extracurricula activites.	Feb 16, 2011 1:41 PM
80	1.Always be proud of their home country. 2.All students treated equally	Feb 16, 2011 11:41 AM
81	I encourage students to get involved in clubs, activities and sports teams; however this does not take place during instructional time.	Feb 16, 2011 10:28 AM
82	I teach an SEI(Sheltered English Instruction) class. All students are included in all academic areas, including speciasls, and extra curricular activities.	Feb 16, 2011 9:53 AM
83	have the regular ed lessons/vocabulary present in my classroom	Feb 16, 2011 9:33 AM
84	I am advisor to Rotary Club and engage ESL students to participate. I review announcements in the morning with the students. In the beginning of the year, I email advisors about involving ESL students.	Feb 16, 2011 9:04 AM
85	1. We talk about their families and countries of origin 2. If a student speaks a language other than Spanish, I ask how to say things in their native language and I include the words in my teaching	Feb 16, 2011 8:14 AM
86	Building background knowledge of school activities	Feb 15, 2011 2:20 PM
87	-CELEBRATION/ACKNOWLEDGEMENT OF ALL HOLIDAYS -ALLOW USE OF L1 FOR TRANSLATION, DUAL LANGUAGE PROJECTS, AND GROUP WORK	Feb 15, 2011 1:40 PM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

88	I use background knowledge of my students in my teaching (previous experiences) By doing so, I have noticed that students become more engaged in listening, speakin, reading and writing activities. For example, sharing food and recipes, working in small groups, having students from different countries share their knowledge has helped me a lot in order to promote acceptance of my students in class. Culture is crucial to be taught in a hands-on manner with beginning English language. I don't want them to lose their culture. Since the majority of my students are Puerto Ricans (like me) I don't want them to feel that they are inferior. In my class I also have students from Bolivia, Dominican Republic, Venezuela, Korea, Philipines, so I always try to use this diversity as a teaching tool. Celebrate the differences is a must for my class. Their first month in the school year we do talk about the concept culture. My students were so motivated as well accepted in my class. I tried to incorporate authenticity on my topics in my materials used in class.	Feb 11, 2011 12:31 PM
89	I partner up new students with another students who speaks their same language so they feel a sense of comfort. I also take new students on a tour of our school and introduce new students to all their teachers and show them where things are.	Feb 11, 2011 10:41 AM
90	presentations projects	Feb 11, 2011 6:24 AM
91	Leadership assignments Classroom helpers	Feb 10, 2011 11:44 AM
92	Allowing time for translations with ELL peers at varying levels. Discussing issues within the community, their neighborhoods, to draw on how we're all interconnected.	Feb 10, 2011 10:20 AM
93	Getting involved in after school clubs and activities. My eighth grader is running for class president!	Feb 10, 2011 8:27 AM
94	In my co-teaching role I incorporate the ELL students as leaders and use their strengths to promote participation and classroom respec.	Feb 9, 2011 7:45 AM
95	Working with groups of students in which they are part of their peer group	Feb 9, 2011 6:49 AM
96	I incorporate speaking time into the lesson. At time when students can ask questions, respond to questions of other students and just hear what others have to say. They soon learn they are just like everyone else.	Feb 9, 2011 6:02 AM
97	Bonus points for wearing school colors for big sporting events, Spirit week , etc. Tour of school at beginning of school year to feel comfortable-map of school part of first quiz to ensure students get to know their school	Feb 8, 2011 4:27 PM
98	Encourage participation in extra curricular activities.	Feb 8, 2011 4:09 PM
99	I will read books about their culture to their classmates. I have student share something about their culture through project or writing to their classmates	Feb 8, 2011 12:32 PM
100	We have a culture day where we invite parents and promote school extra curricular activities.	Feb 7, 2011 1:36 PM
101	class participation in the class room with their peers and building their self-confidencd	Feb 7, 2011 12:19 PM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

102	We will talk about sports and I will try to get them on a team if they are interested. I also try to get my students involved in clubs that are being offered at their schools.	Feb 7, 2011 9:31 AM
103	connecting students with other students from their country, make power points of country to share, make orientation books	Feb 7, 2011 8:35 AM
104	continued support and activities that orient the students to their new educative environment and expectations	Feb 7, 2011 6:40 AM
105	Interact with them in their classroom and with their peers. Hang their work in hallways for other to see.	Feb 5, 2011 8:28 AM
106	We take tours of the building and talk about the code of conduct, and sense of security and well-being because students respect one another	Feb 4, 2011 1:50 PM
107	incorporate linguistic and cultural differences and contributions into lessons	Feb 4, 2011 11:03 AM
108	working in the classroom with other children bring a friend to ELL	Feb 4, 2011 9:33 AM
109	Students' countries and cultures are discussed and celebrated regularly.	Feb 4, 2011 8:55 AM
110	We have a school-wide character ed. trait every month. This is incorporated into lessons and students are rewarded with slips of paper (caught displaying good citizenship).	Feb 4, 2011 7:33 AM
111	Our ESL students hold a multicultural picnic yearly that everyone in the school is invited to participate in.	Feb 4, 2011 6:53 AM
112	encouraging and attending PTO sponsored events with the students	Feb 4, 2011 6:41 AM
113	I encourage interaction with non esl students through a game club I began.	Feb 3, 2011 3:10 PM
114	I try to get the students involve in sports and different activities or clubs available.	Feb 3, 2011 1:34 PM
115	I incorporate the school-wide behavioral plan into my daily activities; Sometimes, I have students present their work in their home classrooms	Feb 3, 2011 11:29 AM
116	Showing similarities between cultures and languages.	Feb 3, 2011 5:52 AM
117	reader's theater/projects presented to content classrooms, activities parallel content areas and regular classroom lessons	Feb 2, 2011 7:12 PM
118	I try to make sure they are working in the classroom as much as possible and that I help more than just the ESOL students. Also, if a student is at the pre-production level, the teacher and I ask the other students to help him/her as much as possible. With younger students, I also allow them to choose a buddy to come with us if I pull out.	Jan 31, 2011 12:57 PM
119	I teach the kids to respect each others' cultures and show them that they bring a lot of different background knowledge to the school (which is a good thing!)	Jan 31, 2011 10:24 AM
120	Explaining about school-wide activities and helping them participate in them.	Jan 31, 2011 9:35 AM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

121	We spend a lot of time talking about feelings. I try to give the preproduction students extra time during the day. Sometimes during my prep or my unassigned times. I try to explain how I felt when I lived in Puerto Rico and had trouble speaking Spanish and how much I missed my family and friends.	Jan 28, 2011 10:49 AM
122	buddy system encouraging them to participate in some extracurricular activity	Jan 28, 2011 8:00 AM
123	Many of my groups include groups of ESOL students and Non-ESOL students. They are all working on the same level.	Jan 28, 2011 7:41 AM
124	Creating small groups that include ESOL students so they are not isolated. Asking them to share stories about celebrations or holidays in their native country with the whole class.	Jan 28, 2011 6:47 AM
125	Promote joining clubs	Jan 28, 2011 6:21 AM
126	By getting them involved in general school activities, and encouraging their parents be involved and recognize the school as a community.	Jan 27, 2011 8:35 PM
127	teaching cultural social settings including them in on level education classes	Jan 27, 2011 6:40 PM
128	have them share their talents, ideas, culture to others; focus on how we are alike	Jan 27, 2011 6:14 PM
129	self esteem work, class-building lessons	Jan 27, 2011 1:41 PM
130	Encourage students to become part of extra curricular activities by introducing them to coaches other students; pen pals with Spanish class to build understanding between the two groups of students and then they greet and meet at the end of the course; we will begin blogging instead of writing this semester; constantly keep them informed of what is going on in the school; choose class leaders that are willing to represent the ESOL program as translators, ambassadors, et al.	Jan 27, 2011 12:42 PM
131	try to involve parents in school activities and get students to be part of school activities.	Jan 27, 2011 11:52 AM
132	Students have performed a play for their grade level. Students have had a personal class visit by the mayor of their town. The same mayor who comes to visit the school on occasion. Students show their work and share the languages they already know in hallway displays. Students participated in district-wide ESL quilt project for each school which is displayed in each school.	Jan 27, 2011 11:02 AM
133	If I know a new student is coming, I try to talk to the class before hand. They can choose a friend to come along to class sometimes. Being willing to try their language and connecting them with people who know their language.	Jan 27, 2011 10:15 AM
134	The school is located in a closely knit community.	Jan 26, 2011 1:04 PM
135	I introduce them to helpful adults in our school. I send home translated letters for parents to read.	Jan 25, 2011 6:52 PM
136	I lead morning meeting once a week where students engage in community building activities.	Jan 25, 2011 9:19 AM

Page 2, Q5. My ESL instruction incorporates activities designed to promote a sense of school belonging in my ELL students.

137	I try to make my lessons and assignments as realistic to "real" classes as possible.	Jan 25, 2011 7:55 AM
138	I have them do activities and make friends with students who are not in ESL.	Jan 25, 2011 7:55 AM
139	1. Making it clear that the ESOL Teachers (2) & Room are available to ELL students at non instructional times, (before/ after school),many do just "drop by", especially new students 2. Offer assistance w/ assignments from all classes	Jan 24, 2011 5:40 PM
140	Our school's ELL instructional model is a push-in model which incorporates flexible grouping that includes non-ELL students at times. I also coordinate a Multiculturalism Day at the beginning of the school year to highlight and celebrate the cultural differences within our school.	Jan 24, 2011 5:31 PM
141	I make sure that my students are involved in school wide activities.	Jan 24, 2011 9:15 AM
142	We have a curriculum that we have to follow. As such, I try to make it pertinent to what's happening in the world and in the community.	Jan 24, 2011 6:55 AM
143	I'm one of the yearbook advisors and they help me with pictures. I also run a cooking club after school that is popular and many of them participate. My students are often picked by other teachers as student of the month or for an awards breakfast. They love the building and facilities (swimming pool, library with books in their home language, etc.)... they just don't have American friends.	Jan 24, 2011 5:56 AM
144	activities aimed at creating a "positive learning community." school-wide inclusion initiatives, school wide "culture day"	Jan 23, 2011 6:53 PM
145	I promote a strong sense of community in my classroom by using a lot of student-centered activities and group work.	Jan 23, 2011 6:44 PM
146	pre-teach concepts incorporate books about their holidays into my curriculum	Jan 23, 2011 5:48 PM
147	Help facilitate students' participation in sports, music programs, clubs, and all-general school related opportunities.	Jan 23, 2011 3:22 PM

Page 2, Q6. Non-ELL students treat ELL students with respect in my school/s.

1	The ELL students work in groups and pairs with other students. The students are very helpful to them.	Mar 17, 2011 8:56 AM
2	I do believe we have occasional comments made on buses	Mar 16, 2011 12:59 PM
3	response differs student to student	Mar 16, 2011 7:53 AM
4	There are incidents but it usually has to do with issues irrelevant to the ELL label.	Feb 28, 2011 6:47 PM
5	In one school, there are a lot of Bhutanese students, who often get bullied by out Hispanic ELLs.	Feb 28, 2011 9:20 AM
6	spanish speaking students are accepted easily, others have difficulty	Feb 24, 2011 6:25 AM
7	The students are often bullied	Feb 22, 2011 6:05 PM
8	The ELL students do not feel they are treated with respect	Feb 21, 2011 4:59 PM
9	Usually	Feb 15, 2011 2:20 PM
10	The teachers and children are very kind to new students.	Feb 7, 2011 9:31 AM
11	Once non-ELLs realize they can communicate with ELLs they are more respectful to them. It is the unknowns of the ELLs that may frighten non-ELLs about misconceptions (ie, the ELLs are not friendly, later realizing it was their language that was holding them back). It is difficult to build relationships without common language.	Feb 4, 2011 7:33 AM
12	As a whole. There are always some exceptions.	Feb 4, 2011 6:53 AM
13	This decreases in the upper grades.	Jan 25, 2011 6:33 AM
15	Most of the time I would put strongly agree but there are always occasions where students make inappropriate comments.	Jan 24, 2011 1:11 PM
16	Some are targets especially those who speak with accents or wear different attire.	Jan 24, 2011 6:55 AM

Page 2, Q7. Non-ESL teachers treat ELL students with respect in my school/s.

1	Yes, they are treated the same as their peers.	Mar 17, 2011 8:56 AM
2	Although, the lack of differentiation of material is a problem	Mar 16, 2011 12:59 PM
3	a few teachers district wide have difficulty with this	Mar 16, 2011 7:53 AM
4	General respect for a student is give by the teachers; however, the teachers are very happy to have me come in and work with students when they are not sufficiently trained to do so.	Mar 4, 2011 4:16 PM
5	A few teachers are resistant to the idea that native cultures should be recognized. This can elicit a defensive attitude from some students.	Mar 4, 2011 8:16 AM
6	This strongly depends on the teacher themselves. I have teachers who believe that if they give 2 or 3 choices to a multiple choice question then that is an adaptation, yet the vocab remains too high in the choices. Far too many believe if the child tried harder (after 1 year in the country) then they could read high school text books. They aren't interested in the ESL teachers attempting to explain that the ELL may be on a 3rd grade reading level after 1 year (a remarkable achievement). Others who are willing to work with the ELL teachers definitely treat the ELLs with respect.	Mar 1, 2011 7:50 PM
7	However, they often don't use modifications to help them better understand their classes.	Feb 28, 2011 9:20 AM
8	They give them respect, but they don't give them the necessary time needed to succeed.	Feb 23, 2011 7:57 AM
9	Some teachers pay no attention to the Ells.	Feb 22, 2011 6:05 PM
10	Most of the teachers do	Feb 22, 2011 1:30 PM
11	However, some teachers expect that in just a short time they should be at the level of native born students. However, some of our ELL population have not been in school before coming to America.	Feb 15, 2011 2:20 PM
12	yet they still don't understand their limitations, and expect too much too soon	Feb 11, 2011 6:24 AM
13	Especially when the ESOL teacher is present.	Feb 9, 2011 7:45 AM
14	Our teachers love all their students!	Feb 9, 2011 6:02 AM
15	The teachers will go out of their way to help the new students and make them feel welcome.	Feb 7, 2011 9:31 AM
16	Nearly all of our teachers have had some sort of training for ELLs in their classrooms. They respect them and if they are confused with issues, they know they can come to me(the ESL teacher) with their concerns.	Feb 4, 2011 7:33 AM
17	Majority of the teachers do treat them with respect.	Feb 3, 2011 1:34 PM
18	More so in schools with other diverse students. Less so in the school with more homogenous student population.	Jan 27, 2011 11:02 AM
19	Some teachers w/o ESOL training don't understand that they can be in their grade and not working at that grade level.	Jan 27, 2011 10:15 AM

Page 2, Q8. ELL students encounter discrimination in my school/s.

1	I am mainly at elementary	Mar 16, 2011 12:59 PM
2	it is sporadic and subtle mostly high school level	Mar 16, 2011 7:53 AM
3	ELLs with language acquisition difficulty, not second language acquisition difficulty, are restricted from reading support by the special reading teachers because the ELLs are already receiving a "service." Some ELLs finally get learning support help (through an IEP) but there are many who need additional specialized reading instruction and are not receiving it. My program is designed to teach second language acquisition, not remedial reading. Some students are years behind because they are being denied the proper instruction. Nevertheless, I do what I can.	Mar 4, 2011 4:16 PM
4	The discrimination is often between diverse ELL groups themselves.	Mar 4, 2011 8:16 AM
5	Usually by teachers, not other students	Mar 3, 2011 12:15 PM
6	We have nurses who have not given an ice pack to a child whose hand was badly swollen, nor did they offer to call the mother. Secretaries have complained about their "difficult" names (e.g.: Jose) and why can't the mother call the school as they are supposed to (the mother can't speak English), yet when the child calls, the child is lectured that the parent is supposed to call if they are going to be absent. Teachers have ignored students' requests for help (takes too long and they're stupid anyway). That said, there are some amazing individuals who all go out of their way to help ELLs. It just depends on the involved individual, their level of tolerance and empathy.	Mar 1, 2011 7:50 PM
7	Many teachers/staff believe all Hispanics are ELLs and therefore my responsibility.	Feb 28, 2011 6:47 PM
8	See #6	Feb 28, 2011 9:20 AM
9	ELL students make up about 1/2 of our school population. This helps with the discrimination and bullying issue.	Feb 24, 2011 7:05 AM
10	not outright	Feb 24, 2011 6:25 AM
11	More so in the 7-12 grades	Feb 22, 2011 6:05 PM
12	When teachers do not adapt.	Feb 9, 2011 8:18 AM
13	All of our students are treated fairly and on the same level.	Feb 9, 2011 7:45 AM
14	once in a great while but it is addressed and not tolerated	Feb 7, 2011 8:35 AM
15	This does not come from the students.	Feb 4, 2011 6:53 AM
16	In some classes	Feb 3, 2011 1:34 PM
17	More from teachers than students. Only at one school.	Jan 27, 2011 10:15 AM

Page 2, Q9. ELL students are targets of violence in my school/s.

1	Again, I sometimes hear from students about aggression between different Spanish speaking groups.	Mar 4, 2011 8:16 AM
2	Can be. HOWEVER, it should be noted that some of them bring it on themselves. Especially if they are gang members or look alike. The non-ELL gang member doesn't look too kindly on them. It can be messy. I have not heard of any non-gang violence against ELLs, but can't attest that it doesn't happen.	Mar 1, 2011 7:50 PM
3	Minimal but at the Tech School	Feb 22, 2011 6:05 PM
4	no more than other students are	Feb 22, 2011 1:30 PM
5	Not tolerated in our school.	Feb 9, 2011 7:45 AM
6	We are advocates for zero tolerance at my school and teachers, staff, and administrators work closely to create a safe environment for all students.	Feb 4, 2011 7:33 AM
7	the violence stems from home	Jan 27, 2011 1:41 PM
8	Many Arabic and Asian students are targeted because of academic abilities.	Jan 24, 2011 6:55 AM

Page 2, Q11. Behaviors that I observe in my ELL students that I believe to be stress-related include: (Please check all that apply).

1	My students are not stressed.	Mar 17, 2011 7:29 AM
2	ADHD type of behavior, distractability	Mar 16, 2011 12:59 PM
3	lack of effort due to frustration	Mar 16, 2011 9:16 AM
4	sleeplessness	Mar 16, 2011 7:53 AM
5	absences, class skipping & tardies (primarily at the high school level)	Mar 16, 2011 7:37 AM
6	Absences from school	Mar 10, 2011 9:57 AM
7	lack of trust, absences	Mar 4, 2011 8:16 AM
8	They look confused and overwhelming in their regular classes	Mar 3, 2011 9:41 AM
9	fear of not being cool	Mar 3, 2011 6:50 AM
10	Once in awhile a child will exhibit a few of these behaviors, but I wouldn't say stress is 'common'.	Mar 2, 2011 1:58 PM
11	Hunger and extreme tiredness.	Mar 1, 2011 7:50 PM
12	The above are mostly seen in the new students until they become accustomed to their new environment.	Feb 26, 2011 4:43 AM
13	These behaviors are not typical for our ELLs but do affect some of our ELLs.	Feb 24, 2011 7:05 AM
14	running away	Feb 24, 2011 6:25 AM
15	in attentiveness	Feb 23, 2011 2:41 PM
16	Sleeping, thumb-sucking, silence (longer than the average "silent stage"), depression, high absenteeism.	Feb 23, 2011 8:18 AM
17	not doing their work/homework	Feb 22, 2011 8:04 PM
18	Wanting to go home to their country.	Feb 22, 2011 6:05 PM
19	Passive aggressive behavior in doing work.	Feb 21, 2011 11:27 AM
20	students have headaches in the afternoon classes, I attribute this to "just too much English." h	Feb 19, 2011 10:43 PM
21	these behaviors happen only in their first week of school or even after their first day...they adjust well in the school I teach at	Feb 16, 2011 9:33 AM
22	SLEEPY IN CLASS	Feb 15, 2011 1:40 PM
23	Standing up frequently	Feb 11, 2011 10:41 AM
24	absences, illnesses	Feb 11, 2011 6:24 AM

Page 2, Q11. Behaviors that I observe in my ELL students that I believe to be stress-related include: (Please check all that apply).

25	Students sometimes break rules to bring attention to OTHER problems. They are shy to disclose problems but will break a rule to have reason to discuss it.	Feb 9, 2011 7:45 AM
26	Excessive silliness.	Feb 9, 2011 6:02 AM
27	lack of motivation	Feb 7, 2011 1:15 PM
28	Overly social once that have communication skills	Feb 7, 2011 8:35 AM
29	Zoning out, Shaking, Shutting down	Feb 4, 2011 8:55 AM
30	refusal to do assignments and withdrawl from school work	Feb 3, 2011 3:10 PM
31	Refusal to attempt a task	Feb 3, 2011 11:29 AM
32	day-dreaming	Jan 31, 2011 12:57 PM
33	self harm, cutting	Jan 28, 2011 8:00 AM
34	cheating	Jan 27, 2011 12:42 PM
35	Have great difficulty focusing in large group without support	Jan 27, 2011 11:02 AM
36	Disruptive behaviors when the work is too hard.	Jan 27, 2011 10:15 AM
37	Refusal to do work, Teasing their ELL classmates, Challenging the teacher	Jan 25, 2011 7:55 AM
38	Use of avoidance behaviors when students feel they can't do what is asked.	Jan 24, 2011 5:31 PM
39	Not doing work that is assigned	Jan 24, 2011 1:11 PM
40	Not doing any type of work (homework, in-class work, etc.)	Jan 24, 2011 6:55 AM
41	N/A	Jan 23, 2011 6:44 PM

Page 2, Q14. Administration and faculty in my school/s seek me out as a resource to help them understand the social-emotional needs of ELL students.

1	The staff has a good understanding of the social-emotional needs of the students. Sometimes they seek me out as a resource when needed.	Mar 17, 2011 8:56 AM
2	Teachers will seek me out for help instructional strategies.	Mar 4, 2011 4:16 PM
3	Sometimes but I wish it would be all the time.	Feb 22, 2011 6:05 PM
4	Sometimes...	Feb 3, 2011 11:29 AM
5	I'm told if they are in trboule.	Jan 27, 2011 10:15 AM

Page 2, Q14. Administration and faculty in my school/s seek me out as a resource to help them understand the social-emotional needs of ELL students.

6 Believe it or not, I am the one they come to last.

Jan 24, 2011 6:55 AM

Page 2, Q15. My school/s provides formal supports (for example, newcomer support groups) specifically designed to help ELL students cope with social-emotional stress.

1	As the ESL teacher, I feel that I am their support because I see them in small groups and they become more attached to me.	Mar 18, 2011 6:53 AM
2	N/A	Mar 17, 2011 7:29 AM
3	ESL small group class, regular classroom teacher has a classmate work in pairs with a new ESL student.	Mar 16, 2011 1:37 PM
4	No supports outside regular Newcomer class	Mar 16, 2011 8:06 AM
5	KOM mentors for 9th grade students New Comers group at high school	Mar 16, 2011 7:53 AM
6	We do on paper, but we don't actually implement them and see them through to fruition.	Mar 10, 2011 9:57 AM
7	Although the school has a newcomer program, I worry about the size and location of classes. In one school students are bused to a different building. In another school they must travel to opposite ends of the campus.	Mar 4, 2011 8:16 AM
8	Parent Liason personnel	Mar 3, 2011 2:06 PM
9	I don't know of any at this time. I visit and call the families of all my students to ensure the parents know one teacher by name and by face and to attempt to help students with any issues they may be facing at school. I also like my students to know that with me, there is open and direct communication between me and their parents in order to help them succeed in school. This would be an excellent idea, though.	Mar 1, 2011 7:50 PM
10	We have discussed creating a newcomer support system, but there has not been any time to follow through at this point.	Feb 28, 2011 6:47 PM
11	The HS has a newcomer center, but in the middle schools, this is not available; however, counselors from D&A and MH/MR who are bilingual are available to students for anger management and stress related issues.	Feb 26, 2011 4:43 AM
12	newcomer center testing room for ELL levels 1 and 2 Read 180 and System 44 program	Feb 24, 2011 1:18 PM
13	We have one ELL teacher that specifically works with newcomers and we have at least 2 curriculums that are available to all of us for these students. we also ahve many activity supports for teachers to use when the newcomers are in the regular classroom during the school day.	Feb 24, 2011 8:17 AM
14	intake, assessment and orientation process	Feb 24, 2011 7:05 AM
15	parent workshops, cultural workshops	Feb 24, 2011 7:03 AM
16	i teach a newcomer group from Nepal of varying grade levels (typically we have an ESL techer for each grade)	Feb 24, 2011 6:25 AM
17	ELL Homework Club (address academic & social needs) ELL Social Worker	Feb 23, 2011 6:45 PM
18	I do take a beginner's group twice a week for 40 min.	Feb 23, 2011 9:03 AM

Page 2, Q15. My school/s provides formal supports (for example, newcomer support groups) specifically designed to help ELL students cope with social-emotional stress.

20	New Comer Program from Lakeshore; English in my Pocket; New Comer Supplemental materials from Harcourt Storytown	Feb 23, 2011 5:58 AM
21	after school tutoring program which also acts as a socializing medium; our own social worker	Feb 22, 2011 8:04 PM
22	The only group is a group of one...the ESL teacher	Feb 22, 2011 6:05 PM
23	The best support we give is not to separate "them" out. ALL staff works together to give support needed.	Feb 17, 2011 10:54 AM
24	Parent communications person.	Feb 16, 2011 1:41 PM
25	none	Feb 16, 2011 9:33 AM
26	newcomer classes	Feb 16, 2011 9:04 AM
27	Welcome Room	Feb 11, 2011 12:31 PM
28	Buddies Family Specialists	Feb 10, 2011 11:44 AM
29	ELL students are treated with all the same opportunities that are available to other students. They can and are encouraged to visit the ESOL teacher whenever and as often as they want. Bilingual guides.	Feb 9, 2011 7:45 AM
30	An after school program for our ELL's was just started. I believe this will be helpful.	Feb 9, 2011 6:02 AM
31	juinor high has a newcommer center. We don't.Only formal support is us if their not title.	Feb 7, 2011 12:19 PM
32	They would provide social groups like "lunch bunch" if needed.	Feb 7, 2011 9:31 AM
33	Support comes from me completely- they know I am their advocate	Feb 7, 2011 8:35 AM
34	ELLs have an open-door policy to my classroom and often seek solace here.	Feb 4, 2011 11:03 AM
35	We provide adult ESL classes in our district. This helps our ELL students and parents to deal with social-emotional stress as well as improving English language skills.	Feb 4, 2011 7:33 AM
36	ESL teachers are responsible for any support for new-comers.	Feb 4, 2011 6:41 AM
37	We have ESL Bridge classes in the content areas for newcomers in the high school.	Feb 3, 2011 1:34 PM
38	Though at one school one of my students was part of a newcomer group that was not specifically designed for ELLs	Feb 3, 2011 11:29 AM
39	informal: buddy that speaks newcomer's native language to be with student	Feb 2, 2011 7:12 PM

Page 2, Q15. My school/s provides formal supports (for example, newcomer support groups) specifically designed to help ELL students cope with social-emotional stress.

40	We have language guides who come and help with pre-production and beginner students. She also helps with school family coordinating at times. Also, although this is more informal, we do have a family center. The family center coordinator speaks Spanish and helps a lot!	Jan 31, 2011 12:57 PM
41	We help the new students feel welcome in ESL class. I also try to meet with the new students to show them around the school and introduce them to their teacher and classmates.	Jan 31, 2011 10:24 AM
42	There are no groups specifically for ELL support, but there are plenty of resources I use when I see a student in need- the Student Assistance Program, Referral to counselor, psychologist, and/or social worker	Jan 29, 2011 1:15 PM
43	I would love to see a program like this at my school. I would enjoy teaching a group like this, even as an after school program. It could be an Aspire program. Teachers can make it a fun socialization program.	Jan 28, 2011 10:49 AM
44	Bridge program for new entries Tutorial program Homework Club	Jan 27, 2011 6:40 PM
45	One school now has a bi-lingual guidance part-time that can be accessed.	Jan 27, 2011 10:15 AM
46	The ESOL teachers in my school do this but it's not a program.	Jan 25, 2011 6:52 PM
47	Again, availability of ESOL staff (teachers & Bilingual Counselor Assistants) are the primary support. If students have problems school Counseling staff and NTA ("school Mom") are definitely available & helpful	Jan 24, 2011 5:40 PM
48	Although support groups do exist in our school, they are not specifically for ELL students.	Jan 24, 2011 5:31 PM
49	A former psychologist made the rule that ELL students cannot be tested or evaluated for learning or emotional disabilities until they have 3 years of of USA schooling. No one can find this statement in writing but it's being spouted like gossip in our district.	Jan 24, 2011 6:55 AM
50	I am the only support..we do not have any formal support program	Jan 23, 2011 6:53 PM
51	New student orientation at the start of each term. Student support staff available daily.	Jan 23, 2011 6:44 PM
52	ESL Family Night in the fall; ESL Spring Picnic in the spring	Jan 23, 2011 3:22 PM

Page 2, Q16. In order to adequately address their social-emotional needs, my ELL students require more formal support than is currently available in my school/s.

1	N/A	Mar 17, 2011 7:29 AM
2	only true at the lower levels k-8	Mar 16, 2011 7:53 AM
3	We used to have an excellent crisis resource room which was marvelous last year. 10% of my student population were in psychiatric hospitals with breakdowns last year. They have been laid off and there is no such help, other than Guidance Counselors who are not trained in this at all.	Mar 1, 2011 7:50 PM
4	A few students need this.	Feb 24, 2011 7:05 AM
5	Because there are so many severe needs in our school stress is sometimes overlooked.	Feb 9, 2011 6:02 AM
6	This would be for my students that do not speak English and are having a difficult time adjusting.	Feb 7, 2011 9:31 AM
7	Our guidance counselors are available to all students, but most times, they do not have enough time in their day to meet with students(unless it is a crisis situation).	Feb 4, 2011 7:33 AM
8	Although I disagree that the students 'require' more support than they are getting, I would agree that such supports would be beneficial.	Jan 27, 2011 8:35 PM

Page 2, Q19. <i>Typical</i> behaviors that I observe in my ELL students during <i>ESL instruction </i> (meaning time that you provide direct instruction to your ELL students) include: (Please check all that apply).

1	The students are engaged in the activities during the lesson and their behaviors are positive.	Mar 17, 2011 8:56 AM
2	currently pushing into classroom/minimal pull-out	Mar 16, 2011 12:59 PM
3	Productivity depends on the nature of the assignment.	Mar 16, 2011 10:31 AM
4	differs student to student- most work consistently	Mar 16, 2011 7:53 AM
5	depending upon the child you can observe opposite behaviors from one student to another in the same class	Mar 16, 2011 7:37 AM
6	I need to redirect their attention numerous times.	Mar 10, 2011 9:57 AM
7	Because I work in the alternative setting, I'd have to say that all of the above are typical.	Mar 4, 2011 8:16 AM
8	Students' needs differ by individual	Mar 3, 2011 7:56 PM
9	focus depends on the student	Mar 3, 2011 12:15 PM
10	It is a student by student case	Mar 3, 2011 11:56 AM
11	redirection is needed at times and repetition is one of strategies used	Mar 3, 2011 10:43 AM
12	After filling this out, I asked my students what they thought. They are sure they are more productive in groups, especially when 'jigsawing' assignments. (My term, not theirs.)	Mar 3, 2011 10:11 AM
13	As with all students, these behaviors vary from child to child. Some kids are really attentive, some struggle with paying attention. It varies by child - by day - by minute sometimes!	Mar 2, 2011 1:58 PM
14	lack focus and appropriate school/learning behaviors, generally not motivated and strongly dislike reading (and are very poor readers)	Mar 1, 2011 8:03 PM
15	So many of my students come to my class (and the other ESL teachers' classes) pent up after being suppressed and quiet in their other classes where they can't, won't or afraid to participate. They come in and explode with energy (or from exhaustion). I can see all of the above behaviors. Since Hispanics are our largest population, they just want to talk in Spanish after being quiet for so long. The above behaviors manifested in my class depend a lot on each individual student's personality as well as the type of day they are having.	Mar 1, 2011 7:50 PM
16	We provide a lot of hands on small group activities and encourage talking and sharing during the learning.	Feb 24, 2011 8:17 AM
17	Every child is different.	Feb 24, 2011 6:27 AM
18	Some students are being questioned about ADHD when I feel that the requirements for solitary work is different in other cultures. Some students have never had to sit and pay attention for long periods of time before they came to the US.	Feb 23, 2011 9:03 AM

Page 2, Q19. <i>Typical</i> behaviors that I observe in my ELL students during <i>ESL instruction </i> (meaning time that you provide direct instruction to your ELL students) include: (Please check all that apply).

19	These behaviors vary by student, class, length of time in the program, previous education, and home life.	Feb 23, 2011 8:18 AM
20	each student is different and we se the gamut from one extreme to the other	Feb 22, 2011 8:04 PM
21	The students feel relieved and comfortable in class and are very willing to work hard.	Feb 22, 2011 6:05 PM
22	It varies by lesson and student	Feb 22, 2011 2:47 PM
23	These vary from student to student.	Feb 22, 2011 8:02 AM
24	Low level ELLs (1-2) get lost in the mainstream class room and typically do better with one on one instruction or small group instruction mostly due to pace of instruction	Feb 22, 2011 6:47 AM
25	They carry their insecurities throughout the day.	Feb 21, 2011 11:27 AM
26	It is really difcult to generalize. Time of day and individual differences in students backgroud impact this answer.	Feb 19, 2011 10:43 PM
27	The majority of my students to participate, pay attention, and demonstrate effort. But I do have some that are the complete opposite on a daily basis.	Feb 16, 2011 1:52 PM
28	These checks apply to a large group of these students. I have students that my checks donot apply, and they are annoyed by the behavior of the others	Feb 16, 2011 1:41 PM
29	all of my students do these at one time or another	Feb 16, 2011 11:48 AM
30	I see all of these behaviors because by nature, ELLs are such a diverse group	Feb 16, 2011 10:28 AM
31	They get chatty and lose focus when working in groups	Feb 16, 2011 8:14 AM
32	Level 1 ESL students are less focused.	Feb 16, 2011 7:27 AM
33	Behavior specific to the individual and their motivation.	Feb 16, 2011 7:10 AM
34	There is always one or two students who don't want to participate, but I always tried different options and he/she ended up little by little commfortable in doing it.	Feb 11, 2011 12:31 PM
35	I see all of these behaviors depending on individual student	Feb 11, 2011 7:31 AM
36	Small group effort is great.	Feb 9, 2011 7:45 AM
37	Each child is different so these do not apply to all.	Feb 9, 2011 6:02 AM
38	I've seen all of these behaviors. It depends on the personality of the individual.	Feb 8, 2011 4:27 PM
39	They get chatty in my ESL room because they feel comfortable in our class.	Feb 7, 2011 1:36 PM
40	some of t hese go both ways. Some of the non=speakers tend to be behavior problems becausd of the lang.barrier	Feb 7, 2011 12:19 PM
41	Small groups in a comfort zone, always engaged	Feb 7, 2011 8:35 AM

Page 2, Q19. <i>Typical</i> behaviors that I observe in my ELL students during <i>ESL instruction </i> (meaning time that you provide direct instruction to your ELL students) include: (Please check all that apply).

42	My students are well behaved, attentive and engaged.	Feb 4, 2011 11:03 AM
43	These observations are based on the subject, content, and activity of different lessons. For the most part, my students are on task and love to work with each other. They have told me that they love coming to ESL class. I try to make lessons/instruction low key and use all modalities, pointing out that not all us learn in the same way. Each student is given their chance to "shine" in front of their classmates.	Feb 4, 2011 7:33 AM
44	These answers apply only to their direct ESL instruction time. In the content classroom instruction time, the answers would be very different.	Feb 4, 2011 6:53 AM
45	productivity is dependent upon the student...everyone is different.	Feb 4, 2011 6:41 AM
46	the words consistent and the assumption of always or never make answering these questions a little difficult	Feb 3, 2011 3:10 PM
47	They are productive in group & individual activities.	Feb 3, 2011 11:29 AM
48	This really depends on the child and situation. When they are in large group settings most struggle to pay attention, but when they are pulled into small groups usually they concentrate and work hard.	Jan 31, 2011 12:57 PM
49	Some students work better individually; it depends on the class.	Jan 29, 2011 1:15 PM
50	I have observed all of these behaviors at one time or another in my students.	Jan 27, 2011 8:35 PM
51	Definitely depends on the child	Jan 27, 2011 12:42 PM
52	Students work much better with me in a small group than they do in their mainstream class without support.	Jan 27, 2011 11:02 AM
53	It varies with each student.	Jan 25, 2011 6:52 PM
54	Newcomers usually work better alone, but intermediate and advanced students seem to enjoy working with their peers.	Jan 25, 2011 9:19 AM
55	Some students always work hard, and some students never work hard. Other students are inconsistent.	Jan 25, 2011 7:55 AM
56	The above observations are seen, at times, in all of my ELL students.	Jan 24, 2011 5:31 PM
57	These are the primary behaviors, however I do have students who do not pay attention well.	Jan 24, 2011 1:11 PM
58	all are true for some students	Jan 24, 2011 5:56 AM
59	Are most productive when given clear instructions.	Jan 23, 2011 6:44 PM

Page 2, Q20. During <i>ESL instruction</i>, my ELL students <i>typically</i> appear to feel: (Please check all that apply).

1	They are quite enthusiastic and they like to get homework assignments.	Mar 17, 2011 8:56 AM
2	Sometimes a student is bored, disinterested or sad because of their home os family situation.	Mar 16, 2011 1:37 PM
3	this (bored/nervous/sad) would be true of the ones having the greatest difficulty with understanding English, otherwise for the most part they are happy	Mar 16, 2011 12:59 PM
4	Serious	Mar 16, 2011 10:31 AM
5	so many factors come into play, especially at the high schoo, where you can observe a variety of attitudes in a single class period	Mar 16, 2011 7:37 AM
6	Nervous when it comes to individual assignments when they cannot rely on a group for support	Mar 10, 2011 9:57 AM
7	Inattention and disinterest by students is often a behavior problem that manifests itself in all classes not just ESOL	Mar 4, 2011 4:16 PM
8	In the alternative setting, so much depends on the attitude the student comes to school with.	Mar 4, 2011 8:16 AM
9	Newcomers are typically sad, nervous, and upset for various reasons. This occurs in all age groups.	Mar 3, 2011 11:12 AM
10	most of time students are enthusiastic. Method of lesson plan instruction is critical.	Mar 3, 2011 10:43 AM
11	It can vary by day and by class.	Mar 3, 2011 10:11 AM
12	This is during small group pull out ESL.	Mar 2, 2011 12:33 PM
13	some are enthusiastic participants; others are bored and disinterested	Mar 1, 2011 8:03 PM
14	The economy is not helping ELLs as there is a lot of stress on a family who is experiencing financial problems and separation because of a job. Because of gang issues as well as typical teenage girl issues, some days can be a bit volatile in terms of emotional needs and displays. Other days the student(s) will be the total opposite. As an ESL teacher, one has to keep your ear to what is going on not only in their peer groups, but also what big tests are coming up (just occurred), etc. which might put more stress on a student.	Mar 1, 2011 7:50 PM
15	My students are generally involved unless they are experiencing personal problems. This is something that we discuss, if appropriate, refer to schoolbased counseling services.	Feb 26, 2011 4:43 AM
16	Some students, specially dual ID students feel bore due to their learning disability	Feb 25, 2011 8:40 AM
17	I can feel a sigh of relief as my students enter my classroom and are among other students who have a language barrier.	Feb 24, 2011 5:36 AM
18	They are very comfortable in the ESL environment	Feb 23, 2011 9:53 AM

Page 2, Q20. During <i>ESL instruction</i>, my ELL students <i>typically</i> appear to feel: (Please check all that apply).

19	Although I try to provide more hands-on activities, many of my students do not pay attention enough to follow the directions and need constant supervision or redirection.	Feb 23, 2011 9:03 AM
20	In my years of experience teaching ESL, my students have always felt safest and most comfortable while in the ESL classroom.	Feb 23, 2011 8:18 AM
21	They feel safe and able to say what is on their mind without fear.	Feb 22, 2011 6:05 PM
22	Again, varies with individual students.	Feb 22, 2011 8:02 AM
23	They seem to be happy to be all together in a safe place.	Feb 21, 2011 11:27 AM
24	I can say that I have a mixed bag. I see all of these emotions.	Feb 19, 2011 10:43 PM
25	this check applies to the group above	Feb 16, 2011 1:41 PM
26	We are a happy family at our school!	Feb 16, 2011 9:53 AM
27	Emotion specific to the individual.	Feb 16, 2011 7:10 AM
28	Always very few of them. Eventually they change their mood	Feb 11, 2011 12:31 PM
29	pull out instruction is highly effective	Feb 11, 2011 6:24 AM
30	Using appropriately leveled materials	Feb 10, 2011 8:27 AM
31	Students participate. They trust that they can be respected.	Feb 9, 2011 7:45 AM
32	They seem to like "sheltered time" outside the eyes and ears of their classmates. A safe place to struggle with communicating their thoughts and ideas.	Feb 9, 2011 6:02 AM
33	Same as above-it depends on the student.	Feb 8, 2011 4:27 PM
34	They relax in our room more than in content classes.	Feb 7, 2011 1:36 PM
35	same comment as above would apply	Feb 7, 2011 12:19 PM
36	These are typical feelings most of the time. Some students may say that they are bored at times and I hear them out. It usually turns out that they are confused, not bored as they stated earlier	Feb 4, 2011 7:33 AM
37	Same as with the above comment.	Feb 4, 2011 6:53 AM
38	My students consider "our classroom" a safe place to be themselves and to feel free to make mistakes	Feb 3, 2011 3:10 PM
39	Only one student does not typically show these characteristics. The student is quite hesitant in every setting.	Feb 3, 2011 11:29 AM
40	It all depends on what content/age group I am working with, 6-8th graders- if they are interested, they will be excited, if they are not, they will become bored.	Feb 2, 2011 7:12 PM
41	In the beginning many preproduction students are nervous in any classroom. This anxiety ends quickly in the small ESOL class.	Jan 28, 2011 10:49 AM

Page 2, Q20. During <i>ESL instruction</i>, my ELL students <i>typically</i> appear to feel: (Please check all that apply).

42	Definitely depends on the child	Jan 27, 2011 12:42 PM
43	My students enjoy coming to ESL class. They know they can be successful there.	Jan 27, 2011 11:02 AM
44	Varies by student	Jan 25, 2011 7:55 AM
45	Some can be disinterested at times.	Jan 24, 2011 1:11 PM
46	my room is the safe haven... you should ask about when they are in math or science or gym...	Jan 24, 2011 5:56 AM

Page 2, Q21. Successful transition to US culture, including school culture, is important to the social-emotional well-being of my ELL students.

1	Double THAT!	Mar 17, 2011 10:19 AM
2	But also honoring their culture and making adjustments when the two may clash.	Mar 17, 2011 7:29 AM
3	as long as they also preserve their own culture	Mar 16, 2011 9:16 AM
4	Our ELLs must first feel comfortable and safe before they can focus on academics	Mar 4, 2011 4:16 PM
5	giving support is important	Mar 3, 2011 10:43 AM
6	students need to learn to "do school" and adapt to our more structured environment	Mar 1, 2011 8:03 PM
7	The students who have participated more in school activities (eg: clubs, plays, and having non-ELL friends) appear to be far better adjusted, do better in school and are generally happier individuals. Otherwise, the general feeling becomes "us vs. them" and by remaining "us" this makes it more difficult for Americans to become friendly with them, as they don't want to use English except in an educational / survival sense. I worry a lot about this.	Mar 1, 2011 7:50 PM
8	Expectations are different in each class and school, let alone in each country. This needs to be addressed.	Feb 23, 2011 9:03 AM
9	Understanding the school culture, rules and regulations, is essential to the well-being of my ELLs. Often, NCs have a very difficult time understanding and following rules. Their cultural behaviors and beliefs clash with American cultural behaviors and conflict do arise. Administrators and teachers become frustrated with the cultural differences and need intensive and sustained professional development in this area to build a truly diverse school community culture.	Feb 23, 2011 8:18 AM
10	They need to know the US way of doing things to fit in.	Feb 22, 2011 6:05 PM
11	Teachers speak about children within listening range.	Feb 21, 2011 11:27 AM
12	this is a problem especially with my Puerto Rican students	Feb 16, 2011 1:41 PM
13	Students who don't want to be in us are highest risk	Feb 10, 2011 8:27 AM
14	Key issue is the parents who often remain uninvolved in the school community.	Feb 4, 2011 11:03 AM
15	Students who feel misunderstood or marginalized do not succeed. Social-emotional well-being of ELL students is crucial to their success.	Jan 27, 2011 11:02 AM
16	The essential, overlooked "ingredient!"	Jan 23, 2011 3:22 PM

Page 2, Q22. Cultural skills development is part of the ESL curriculum for ELL students in my school/s.

1	The parents meet with the guidance counselor to help orient them to the school procedures. They receive a resource book from the ESL teacher.	Mar 17, 2011 8:56 AM
2	Assign a peer buddy in a regular classroom.	Mar 16, 2011 1:37 PM
3	IT should be! Many classroom teachers do not understand what my ELLs are dealing with day to day, and don't make allowances for cultural differences.	Mar 16, 2011 11:23 AM
4	It's not part of my curriculum, although I embed this skill when the curriculum I follows lends to it.	Mar 10, 2011 9:57 AM
5	We instruct the children about holidays and important people in our culture and other world cultures. I teach American Symbols, practice and explain the Pledge of Allegiance.	Mar 9, 2011 11:03 AM
6	Teach US culture norms, figurative language. excessive examples.	Mar 9, 2011 10:39 AM
7	Stories/books related to culture, comparing/contrasting cultural aspects	Mar 3, 2011 7:56 PM
8	Use Oxford Picture Dictionary and Content Area to teach	Mar 3, 2011 11:59 AM
9	The ESOL materials reflect education that is multicultural. This has always been a part of my teaching philosophy.	Mar 3, 2011 11:12 AM
10	We use many multicultural trade books and fiction texts. We have presentations of non-American cultural celebrations and traditions.	Mar 2, 2011 3:26 PM
11	I work with how one shakes hands in this country. How one should look people in the eye when talking. I try to prepare them for a job interview and application process. I have them work on voice intonation and better enunciation of consonants - and especially over the phone (taking messages, giving information. How to address principals and teachers if you need something or feel as though you have been wronged. What is considered to be rude in a conversation with an American as well as using "conversation pauses". Work with them on using please, sorry, thank you and not using expletives... etc., etc.	Mar 1, 2011 7:50 PM
12	Cultural skills are things that the students need to know occur in the culture that they live in.	Feb 24, 2011 1:18 PM
13	social skills are integrated into all lessons	Feb 24, 2011 7:03 AM
14	I do things but it is not part of curriculum	Feb 24, 2011 6:46 AM
15	Their role as a student in the United States may look very different from the country from which they originated.	Feb 24, 2011 6:27 AM
16	We need to do more!	Feb 24, 2011 5:36 AM
17	The ESL curriculum includes multi-cultural materials, but there is no specific cultural skills programming in our program.	Feb 23, 2011 8:18 AM
18	description and mini celebrations of holidays; lessons on personal habits and cleanliness; introduction to American foods in small class settings	Feb 22, 2011 8:04 PM

Page 2, Q22. Cultural skills development is part of the ESL curriculum for ELL students in my school/s.

19	Social skills are taught as soon as they enter the classroom.	Feb 22, 2011 6:05 PM
20	Our ESL department has spent the time necessary to make sure that our ESL curriculum is supplemented with the opportunity to develop cultural skills	Feb 22, 2011 1:30 PM
21	Not enough time	Feb 22, 2011 6:47 AM
22	How can I? Teaching to "the test" consumes us.	Feb 19, 2011 10:43 PM
23	Academic development is our focus.	Feb 17, 2011 10:54 AM
24	Immersion in this urban elementary school gives insight to their culture but we don't have a formal program.	Feb 16, 2011 7:27 AM
25	Celebrate Heritage Day. I asked the principal about if in the menu in the Cafeteria also can be added Puerto Rican menu, and to have an Assembly about Puerto Rican Folklore. He has always supported this program.	Feb 11, 2011 12:31 PM
26	Black History Month and Hispanic History Month activities	Feb 10, 2011 11:44 AM
27	I like to focus on their development of listening skills, which enables them to follow explicit directions. Also the basic conversational / social skills.	Feb 10, 2011 10:20 AM
28	When a new student arrives, the teacher and I will discuss the "cultural" aspects of the students life-what is appropriate or not in school for that student. I will help the teacher become more familiarized with my students' cultural backgrounds.	Feb 7, 2011 9:31 AM
29	Teaching routines, changing for gym, how to take books out of the library, how to get lunch, discussing classroom behavior	Feb 7, 2011 8:35 AM
30	I take time to discuss cultural expectations and differences with my students.	Feb 4, 2011 11:03 AM
31	We learn about self and others through the use of various materials and lessons. I always stress the importance of their culture and how to keep it alive for their children and their children's children. We openly discuss our likenesses and differences.	Feb 4, 2011 7:33 AM
32	We all share and talk about our differences and our similarities, noting how we all are able to get along and enjoy each others cultures.	Feb 3, 2011 3:10 PM
33	Somewhat. For example, our curriculum has a social studies article about Independence Day. There are stories about immigrants incorporated into the curriculum.	Feb 3, 2011 11:29 AM
34	I don't specifically teach lessons on cultural skills, but I am sure to include cultural discussions within the curriculum. I often address questions/comments the students have as they come up, rather than teaching them what I think they should know. Cultural skill needs vary from student to student. Some are very culturally aware, and others lack basic knowledge. Students often "teach" each other school social norms, for example- what to do in the cafeteria. We often discuss comparisons between cultures and I always maintain good communication and look for teachable moments. So is cultural skill development officially part of my curriculum? No. Do I teach it? Yes.	Jan 29, 2011 1:15 PM

Page 2, Q22. Cultural skills development is part of the ESL curriculum for ELL students in my school/s.

35	With limited time in my schedule this year, I try to use multicultural literature to support my students. I mainly teach RTI and Guided Reading, so unfortunately I am an unable to do a lot of cultural skills development.	Jan 28, 2011 10:49 AM
36	Teaching students the American Culture (idioms, traditions, etc.)	Jan 28, 2011 6:21 AM
37	The stories and activities in our text series address cultural issues and expectations. Extended projects give students opportunities to reinforce cultural skills.	Jan 27, 2011 8:35 PM
38	Not sure what you mean by this statement, "cultural skills"	Jan 27, 2011 12:42 PM
39	There are parts in the curriculum where we role play cultural skills. This is where I invite students to share who it is different in their country.	Jan 27, 2011 11:02 AM
40	holiday celebrations	Jan 26, 2011 1:04 PM
41	We lack any materials to do this but I would love to do this with my kids.	Jan 25, 2011 6:52 PM
42	We have a sheltered program for newcomers where we teach them about the basic skills in American schools and life in general, including how to check out books in the library and how to purchase items at a grocery store.	Jan 25, 2011 9:19 AM
43	Cultural norms are modeled/ communicated intrinsically. If a gap is perceived, it is then taught directly.	Jan 24, 2011 5:40 PM
44	School culture, social culture, cutlural/holiday awareness,	Jan 24, 2011 5:31 PM
45	There is no such program. We have translators & bicultural assistants assigned to schools that have large populations of one particular language. But they must be anticipated and budgeted one year in advance.	Jan 24, 2011 6:55 AM
46	We use a series called Connect that addresses many parts of school culture. But that is just one class for newcomers.	Jan 24, 2011 5:56 AM
47	American culture elective classes. New student orientation. Frequent trips/programming to support understanding/exposure to American culture. Incorporation of American cultural aspects into class lessons.	Jan 23, 2011 6:44 PM
48	On-going socio-cultural dialogue which compares and contrasts home culture with school culture.	Jan 23, 2011 3:22 PM

Page 2, Q23. Supports that I provide to my ELL students to help them transition to US culture include: (Please check all that apply).

1	I am not encouraged to do any of these by my district, it's not part of my job description, just something I do on my own.	Mar 10, 2011 9:57 AM
2	During my years in education very few non-ESL teachers ask about cultural differences. In general, they don't seem to think about it in relationship to their homeroom as a whole picture. What being taught in social studies these days on the elementary level??? Mmmmmm???	Mar 3, 2011 11:12 AM
3	I would like to present or consult more with non-ESL teachers but it is not encouraged or acknowledged by administration.	Mar 2, 2011 3:26 PM
4	professional development once/month with all homeroom teachers to discuss sociocultural issues, accommodations, interacting with parents, how to obtain translators/translations, etc.	Mar 2, 2011 6:26 AM
5	My school is 70% Hispanic so they are the majority. Teachers are all familiar with the culture.	Mar 1, 2011 8:03 PM
6	I have taken students to concerts, shows, etc. as well as to private houses and prepared them as to how they should behave in certain situations.	Mar 1, 2011 7:50 PM
7	Assist teachers with adapting appropriate lessons.	Feb 26, 2011 4:43 AM
8	Although I try to help with the above skills, it is not consistent in the school so it is hard to be the only person doing the above activities.	Feb 23, 2011 9:03 AM
9	Most of the supports mentioned above are provided by our district. We as ESL teachers are not directly involved unless it is to notify a parent of his/her child's academic progress.	Feb 23, 2011 8:18 AM
10	I am physically isolated from the main campus. I return e-mails with content teachers if they reach out to me. Otherwise I spend most of my time trying to meet the language learning needs of my students.	Feb 19, 2011 10:43 PM
11	In class support and daily communication with general ed. instructors.	Feb 17, 2011 10:54 AM
12	I have tried to stimulate my Latino students to learn the home country's history and develop positive role models. Most know little or nothing about their native countries history. Also, I try to show them positive role models of persons from their native countries who are or were immigrants, or children of immigrants.	Feb 16, 2011 1:41 PM
13	Explain holidays, meaning of traditions etc and compare them to their homelands.	Feb 9, 2011 7:45 AM
14	Most students in this school are of similar culture.	Feb 9, 2011 6:02 AM
15	Lots of hands on and visuals to help them understand	Feb 7, 2011 12:19 PM
16	Hand scheduling- making selections and changes that help the ELL	Feb 7, 2011 8:35 AM
17	Cultural Role play is more often with my pre-production kids or newcomers. Also, the cultural practices are talked about as they come up.	Jan 31, 2011 12:57 PM

Page 2, Q23. Supports that I provide to my ELL students to help them transition to US culture include: (Please check all that apply).

18	Spend my prep or unassigned time to work with the students. I've recently had several students from places I know well in Puerto Rico. We communicate in Spanish sometimes to give them a break from their new language. When I had a student who spoke Punjabi, she showed the class how to write in her language and also in Hindi. The students asked her to write sentences for them to keep. She shared part of her culture with the ESOL group. (She was a fifth grader).	Jan 28, 2011 10:49 AM
19	I encourage mainstream teachers to assign a buddy but that does not always happen.	Jan 27, 2011 11:02 AM
20	Many of my students were born in the US	Jan 27, 2011 10:15 AM
21	ESL teachers meet with content teachers weekly to plan instruction together.	Jan 25, 2011 9:19 AM
22	Availability, friendliness.	Jan 24, 2011 5:40 PM
23	Correspondence in home-languages BUT district does not provide all languages served, only 10-12 "common" languages	Jan 24, 2011 6:55 AM
24	Monthly meetings with regular classroom teachers; Quarterly grade level meetings with all that address issues of cultural and linguistic diversity.	Jan 23, 2011 3:22 PM

Page 2, Q24. Establishing communication with the home/parents of my ELL students is an important part of my job.

1	Yes, we communicate through meetings, phone calls and notes.	Mar 17, 2011 8:56 AM
2	Provide a monthly meeting for Ell parents, make connect phone calls in their home language.	Mar 16, 2011 1:37 PM
3	It's completely up to me to build a home to school rapport.	Mar 10, 2011 9:57 AM
4	I reach out to all parents at the beginning of the school year, and keep them informed on their progress/behavior, whether positive or negative.	Mar 3, 2011 7:56 PM
5	translators, language line, trans. report cards, translators at conferences, monthly newsletters from curriculum and quarterly school newsletter that include academics and school events	Mar 3, 2011 10:43 AM
6	I make home visits every year - sometimes multiple visits to a family, depending on situation. If a student is out of school suspended, I take the work to their home and will tutor them there to ensure they don't fall behind.	Mar 1, 2011 7:50 PM
7	Our department plans and provides a parent involvement night every year. However, ELL parents rarely attend. In the 8 years I have been teaching ESL in this district, I have only had one parent attend Open House or Meet the Teacher night.	Feb 23, 2011 8:18 AM
8	we use interpretalk and have important letters translated in native languages	Feb 22, 2011 8:04 PM
9	Parents need to know their child is safe and cared for every minute they are in school.	Feb 22, 2011 6:05 PM
10	I struggle with this because I would like to have a good relationship with parents but the language barrier and many other reasons make it difficult.	Feb 16, 2011 7:27 AM
11	However, I find it next to impossible to maintain a constant because most of my parents do not have established phone numbers, and often move two to three times within one school term.	Feb 10, 2011 10:20 AM
12	Like to meet the parents so I can get a sense of what their home life is like and how much interest their parents have with their childs ed.	Feb 7, 2011 12:19 PM
13	The parents need to feel welcome and comfortable at asking questions.	Feb 7, 2011 9:31 AM
14	Making parents feel connected and important is my role	Feb 7, 2011 8:35 AM
15	We have an Parent Academy to teach English to our familes	Feb 4, 2011 11:03 AM
16	It helps bridge the gap between the classroom teachers and the parents as well.	Jan 28, 2011 10:49 AM
17	I work hard at getting parents into the school to share their culture with our ESL class and if possible with the mainstream class that the student is in.	Jan 27, 2011 11:02 AM
18	Can be difficult though	Jan 27, 2011 10:15 AM
19	we keep a parental communication log	Jan 25, 2011 9:19 AM

Page 2, Q24. Establishing communication with the home/parents of my ELL students is an important part of my job.

20	It helps though if they have a working phone. Many don't!	Jan 25, 2011 7:55 AM
21	Parents of ELL students are very eager to be included and involved in school activities. They feel especially welcomed when I reach out to them via interpreter/translator.	Jan 24, 2011 5:31 PM
22	It should be, but it is a long process to secure a translator to communicate (district process).	Jan 24, 2011 5:56 AM
23	I work with adult ELLs.	Jan 23, 2011 6:44 PM
24	Perhaps most important step I can take in order to make sure home becomes a part of the school "team."	Jan 23, 2011 3:22 PM

Page 2, Q25. Providing social service supports to my students and/or their families is an important part of my job.

1	We've mentioned local adult ESL classes to parents.	Mar 16, 2011 11:26 AM
2	I do this with great difficulty and roadblock from district administrators.	Mar 10, 2011 9:57 AM
3	Our Home/School Visitor does most of this.	Mar 9, 2011 11:03 AM
4	I can only direct parents toward help but cannot directly provide it	Mar 4, 2011 4:16 PM
5	This was much more common for me when I taught newcomer students.	Mar 3, 2011 7:56 PM
6	It is important to inform parents of services provided through the school and/ or they might be able to attain services.	Mar 3, 2011 11:12 AM
7	refer students and families to proper personnel such as nurse and support groups	Mar 3, 2011 10:43 AM
8	It's a great idea, but not very realistic.	Mar 3, 2011 10:11 AM
9	It is not part of the job, but if any student has specific needs I work on getting the right people involved to make sure he/she gets the service they need.	Mar 3, 2011 9:41 AM
10	I try to do this - often by referring them to the counselor.	Mar 2, 2011 1:58 PM
11	i think it is important, and when needed, I refer students to our counselor and/or a local agency that helps with these	Mar 2, 2011 6:26 AM
12	I have coordinated phone calls and given parents contacts within the community to help them.	Mar 1, 2011 7:50 PM
13	We have a hard time with this since our district has upwards of 70 languages and countries that our families bring to us.	Feb 23, 2011 9:03 AM
14	The district makes these services available to our student population and Migrant Ed works with parents regarding these services.	Feb 23, 2011 8:18 AM
15	our social worker does that	Feb 22, 2011 8:04 PM
16	Parents that are economically disadvantaged are made aware of programs for assistance.	Feb 22, 2011 6:05 PM
17	This would be impossible without the school-based family services center.	Feb 21, 2011 2:39 PM
18	My job is to teach them English.	Feb 19, 2011 10:43 PM
19	We have a bilingual home/school advocate.	Feb 17, 2011 10:54 AM
20	Usually the school takes care of this, otherwise I would	Feb 16, 2011 1:52 PM
21	Provide them with information as to how to acquire services	Feb 16, 2011 1:41 PM
22	But not one that I am readily able to provide.	Feb 16, 2011 10:28 AM
23	I direct parents to agencies that can help with their needs. At times I do it myself.	Feb 16, 2011 8:14 AM
24	We have a home and school liaison that is bilingual. We refer families to her.	Feb 16, 2011 7:27 AM

Page 2, Q25. Providing social service supports to my students and/or their families is an important part of my job.

25	Done through family center	Feb 10, 2011 11:44 AM
26	Indirectly - I have my eye out for families and students with needs and direct them to appropriate help - the family center, nurse, etc.	Feb 9, 2011 6:02 AM
27	We have family centers that help in this area	Feb 8, 2011 2:57 PM
28	I contact social organization when need be	Feb 8, 2011 12:32 PM
29	I don't do this we have a guidance counsler who provides this if needed	Feb 7, 2011 12:19 PM
30	Especially for new families arriving from a different country. They usually don't have anyone to help them so I try to do what I can for them. Translators are very important.	Feb 7, 2011 9:31 AM
31	with the help of guidance dept, nurses	Feb 7, 2011 8:35 AM
32	although it would be better suited for an individual with more qualified education/ ie guidance counselor instead of myself, I do not feel properly trained to provide such social service supports	Feb 7, 2011 6:40 AM
33	We provide lists of services available and translate as needed.	Feb 4, 2011 11:03 AM
34	We, the ESL Specialists, do not directly do this. We do alert administration to the needs of these students as they arise.	Feb 4, 2011 6:53 AM
35	I would not say that I provide those services, but I inform them of those supports.	Feb 3, 2011 11:29 AM
36	Well, I make sure they meet with our family center coordinator as I hear about needs.	Jan 31, 2011 12:57 PM
37	I don't provide these services, but if I think a student needs them, I make referrals.	Jan 29, 2011 1:15 PM
38	If I know there is a concern, I notify our Family Development Specialist or our Guidance Counselors.	Jan 28, 2011 10:49 AM
39	But this should be provided by others, such as counselors or others, in an ideal situation.	Jan 28, 2011 8:00 AM
40	There is no time for me to do this	Jan 28, 2011 6:47 AM
41	At the high school level this would be given to the counselors to provide.	Jan 27, 2011 12:42 PM
42	We have a Family Assistance program which works with the district. They are wonderful for working with ELL families. One school in the district does not want to use this resource which is disheartening as their ELL population has skyrocketed recently and they need the Family Assistance program. I worked hard to introduce it to teachers.	Jan 27, 2011 11:02 AM
43	Usually need to rely on guidance for this	Jan 27, 2011 10:15 AM
44	I usually do research for the families and refer them to the social worker.	Jan 25, 2011 9:19 AM
45	Those aren't my qualifications	Jan 25, 2011 7:55 AM

Page 2, Q25. Providing social service supports to my students and/or their families is an important part of my job.

46	We have counselors who are more knowledgeable about those resources.	Jan 24, 2011 6:55 AM
47	It should be and our district used to have a community worker who focused on this, but her position was cut. Since then we all do what we can, but none of us are fluent in all of the languages spoken by our families.	Jan 24, 2011 5:56 AM

Page 2, Q26. Social supports that I provide my ELL students and/or their families include: (Please check all that apply).

1	Many of these things apply to the Learning Facilitator and the Nurse.	Mar 18, 2011 6:53 AM
2	During Christmas Holidays our school gives food baskets and toys to many ELL families.	Mar 16, 2011 1:37 PM
3	finding ESL classes for parents	Mar 16, 2011 12:59 PM
4	Adult ESL classes, library location & how to get library card, Interpreters/translators	Mar 16, 2011 11:26 AM
5	Social supports are usually provided through the guidance counselor or our family connection people.	Mar 16, 2011 9:56 AM
6	information about community resources related to learning the English language, computer skills, library information	Mar 16, 2011 9:16 AM
7	all of the above through referral to school counselor	Mar 16, 2011 8:26 AM
8	other school officials provide these services	Mar 16, 2011 7:53 AM
9	primarily role of counselor	Mar 16, 2011 7:37 AM
10	Again, I have to push the issue to see results!	Mar 10, 2011 9:57 AM
11	Our counselor addresses these issues at my request.	Mar 9, 2011 11:03 AM
12	I refer my students/parents to our guidance counselor/nurse for these	Mar 4, 2011 4:16 PM
13	All through our school, but we always let our parents know	Mar 3, 2011 12:15 PM
14	Provided through the school district.	Mar 3, 2011 11:12 AM
15	nurse involved, guidance counselor and community supports programs and groups	Mar 3, 2011 10:43 AM
16	individual student problems	Mar 3, 2011 10:25 AM
17	I facilitate information to the families where they can go and get what they need.	Mar 3, 2011 9:41 AM
18	family communication	Mar 3, 2011 6:50 AM
19	I do not directly work with families with the above but we have a family program in the school that we can refer our families.	Mar 2, 2011 3:26 PM
20	Some of these I do on my own and some of them are done through the counselor.	Mar 2, 2011 1:58 PM
21	See above	Mar 2, 2011 6:26 AM
22	Most of the above are provided through our community outreach worker and guidance counselors	Mar 1, 2011 8:03 PM
23	I have given computers to families who do not have a computer at home. When I do this my husband and I set it up as password protected so the parent has the ability to turn off the student's time and access to the computer.	Mar 1, 2011 7:50 PM

Page 2, Q26. Social supports that I provide my ELL students and/or their families include: (Please check all that apply).

24	-Visits to Migrant Ed Center to talk with Director	Feb 24, 2011 1:18 PM
25	The office staff is helpful with connecting our families with resources.	Feb 24, 2011 7:05 AM
26	I have had to speak to landlords, utilities, and other legal entities	Feb 24, 2011 6:46 AM
27	None of the above. Although I have been involved with the family counseling part.	Feb 23, 2011 9:03 AM
28	name of social worker; letters for free clinics; free language classes for adults	Feb 22, 2011 8:04 PM
29	Done through our guidance department	Feb 22, 2011 8:02 AM
30	Not enough time to do this with any degree of success	Feb 22, 2011 6:47 AM
31	This would be impossible without the school-based family services center.	Feb 21, 2011 2:39 PM
32	I plan and deliver a language instruction.	Feb 19, 2011 10:43 PM
33	We have a bilingual home/school advocate who does this.	Feb 17, 2011 10:54 AM
34	I personally never had to provide my students with any of these things, but I have referred them to counselors and others who could assist them in such ways	Feb 16, 2011 1:52 PM
35	These services are supported by guidance.	Feb 16, 2011 9:33 AM
36	At the moment I offered to interpret in court for a grandmother who is seeking custody of her grandchild. Through the years I have made arrangements for medical attention for children, arranged for their transportation, etc.	Feb 16, 2011 8:14 AM
37	Refer students to home and school liason and the counselor for any other needs	Feb 16, 2011 7:27 AM
38	These services are available through our Communities In Schools office.	Feb 16, 2011 7:10 AM
39	Nurse and guidance counselors may do this	Feb 11, 2011 7:31 AM
41	I collect and bring clothes when needed. I direct families to our family center which they provide them with the above items if needed.	Feb 9, 2011 6:02 AM
42	Help to fill out free/ reduced lunch forms.	Feb 7, 2011 1:36 PM
43	done of these the school does this	Feb 7, 2011 12:19 PM
44	I started an adult ESL class (free) for parents in the district which makes them feel connected and supported	Feb 7, 2011 8:35 AM
45	I do not do this as the ESL teacher, however I direct the families to the proper people in the community/district ie our family connections person. or our esl department heads	Feb 7, 2011 6:40 AM

Page 2, Q26. Social supports that I provide my ELL students and/or their families include: (Please check all that apply).

46	The nurse, teachers and bilingual psychologist also work with me for these families.	Feb 4, 2011 11:03 AM
47	Our guidance and nurse offices have pamphlets on these issues.	Feb 4, 2011 7:33 AM
48	I provide information regarding those services only when necessary.	Feb 3, 2011 11:29 AM
49	I communicate with school personnel when food drives/fund-raisers are being done for the students.	Feb 3, 2011 5:52 AM
50	All of the above is provided by our family center. I make sure she contacts them about these.	Jan 31, 2011 12:57 PM
51	As their teacher I don't do this, but the school district does a very good job in striving to meet family needs.	Jan 29, 2011 1:15 PM
52	I notify the Family Development Specialist (he is bilingual). He does an excellent job with our families. He is very sensitive to their needs.	Jan 28, 2011 10:49 AM
53	none	Jan 28, 2011 8:51 AM
54	Academic counseling, career counseling, emotional support in times of crisis, which occur often!	Jan 28, 2011 8:00 AM
55	I wouldn't know how to access these things for them.	Jan 28, 2011 6:47 AM
56	Provide information about above, help with transportation needs, if necessary	Jan 27, 2011 6:14 PM
57	adult ELL lesson resources locally	Jan 27, 2011 1:41 PM
58	we have a social worker that works closely with me.	Jan 27, 2011 11:52 AM
59	This is through the Family Assistance Program	Jan 27, 2011 11:02 AM
60	through the district and with the help of the nurse	Jan 27, 2011 10:15 AM
61	Support for parents learning English	Jan 27, 2011 9:07 AM
62	Bilingual Counselor Assistants (BCAs) provide a lot of support.	Jan 24, 2011 5:40 PM
63	Our school social worker helps families with the items listed above.	Jan 24, 2011 5:31 PM
64	The district provides all of these.	Jan 24, 2011 5:56 AM
65	access to classes/academic resources that can help their English proficiency	Jan 23, 2011 6:53 PM
66	N/A.	Jan 23, 2011 6:44 PM

Page 2, Q27. I seek out information regarding the education/schooling history of my ELL students.

1	I contact a translator to get information from families, but again it's not a formal part of our registration process.	Mar 10, 2011 9:57 AM
2	Sometimes getting this information is very difficult. Some districts are notorious for not sending records. Sometimes parents give inaccurate or false information. To the best of my ability, I look for academic/personal history to help understand my students	Mar 4, 2011 4:16 PM
3	Again, I did this much more when I taught beginner ESL students.	Mar 3, 2011 7:56 PM
4	cumulative folders, emails with former teachers and esl folder in office	Mar 3, 2011 10:43 AM
5	We have tried to put together brief packets about our larger populations that include language differences, cultural and educational beliefs and non-verbal behavior.	Feb 23, 2011 9:03 AM
6	We keep portfolios on all our ELLs during their entire length in the program.	Feb 23, 2011 8:18 AM
7	I gather as much information as possible in order to better assessthe student's needs.	Feb 22, 2011 6:05 PM
8	This can be very difficult at times.	Feb 16, 2011 1:41 PM
9	I am very interested in looking deeper into the school history of my students.	Feb 16, 2011 7:27 AM
10	The administration provide us with tat information	Feb 11, 2011 12:31 PM
11	This is often times difficult to get a clear picture. Records are often spotty. Sometimes parents are able to provide useful information.	Feb 9, 2011 6:02 AM
12	Comes with their profiles.	Feb 7, 2011 12:19 PM
13	This is imperative, especially if they want to IST a student. There's a big difference in students who have not had a formal education or have a disability in their first language. We need to be aware of that. Any information that I can get regarding their prior school experience, is very helpful.	Feb 7, 2011 9:31 AM
14	Always interview student, parents, and check files	Feb 7, 2011 8:35 AM
15	This is part of our process to determine if students qualify for ESL services.	Feb 4, 2011 7:33 AM
16	it is often difficult to track down because of frequent moving, limited formal school, etc	Jan 23, 2011 6:53 PM
17	Essential for understanding the individual profile of each learner.	Jan 23, 2011 3:22 PM

Page 2, Q28. I inform myself about the cultural practices and the economic/political conditions of the countries of origin of my ELL students or their families.

1	I wish that I had more resources to do this.	Mar 16, 2011 9:16 AM
2	I research thier culture on-line as much as possible.	Mar 10, 2011 9:57 AM
3	I mostly do this by asking the students directly.	Mar 3, 2011 7:56 PM
4	I relate myself and try to understand my students	Mar 3, 2011 10:43 AM
5	I try to...sometimes there is just not enough time in the week.	Mar 2, 2011 8:01 AM
6	I use CultureGrams and web sites and also share this with their homeroom teachers, administrators, counselors, and instructional support team leaders	Mar 2, 2011 6:26 AM
7	Students come from limited number of countries. I do home visits whenever possible	Mar 1, 2011 8:03 PM
8	I listen to National Public Radio to keep updated about world events - and that has helped alert me to potential emotional upheavals when children are upset they can't reach family members back in their home countries. I also try to instill within my lessons a comparison of religions and cultural practices to show students that more than one culture may share similar religious and/or social practices.	Mar 1, 2011 7:50 PM
9	This is one of the first things I do.	Feb 22, 2011 6:05 PM
10	I get very little info. regarding the history of my students. I am isolated from the main campus and it is difficult for me to access info. No one volunteers any info on my students to me.	Feb 19, 2011 10:43 PM
11	I've lived and taught in Latin america. Also I've studied the history , political, social and economic, of Latin America	Feb 16, 2011 1:41 PM
12	The most interesting was the children from Burma because one of the children was in a refugee camp and the people in this village did not have a written language! I researched Burma and learned quite a bit about their political situation, education, etc.	Feb 16, 2011 8:14 AM
13	I will be working towards a Masters on this very subject in the Fall!	Feb 16, 2011 7:27 AM
14	If something is happening in their country I will call home to check on everyone and make teachers aware of concerns	Feb 7, 2011 8:35 AM
15	News, books, conferences	Feb 4, 2011 11:03 AM
16	I once had a student from a refugee camp in Africa. I educated my self about his country and the country of his parents. He talked to me about what it was like to live in a refugee camp. He tried to teach the students some Swahili and he was only in first grade. He was mature beyond his years due to his experiences.	Jan 28, 2011 10:49 AM
17	I am an avid reader and do learn about different countries.	Jan 27, 2011 11:02 AM
18	Try to	Jan 27, 2011 10:15 AM

Page 2, Q28. I inform myself about the cultural practices and the economic/political conditions of the countries of origin of my ELL students or their families.

19	I was once an ELL with no ELL support services. I faced major criticism because of my culture and my background. I am blessed to say my father and mother came to this country not knowing a word of English and trying to raise 5 children with no assistance from the government. My father put himself through college at Lehigh University and received his Professional Engineering degree. We were not the only ones facing a challenge in school, but so was he. Till this day I think educators and students lack the understanding of what newcomers of Middle Eastern students and parents have encountered currently and in the past.	Jan 27, 2011 9:07 AM
20	Again BCAs very helpful	Jan 24, 2011 5:40 PM
21	I inform the classroom teachers who often have little to no idea of the practices in the home countries	Jan 23, 2011 6:53 PM

Page 2, Q29. I provide opportunities for my ELL students to share information about their cultures, families, and personal stories in class.

1	I like the other students to understand where each of they came from and what their life was like.	Mar 18, 2011 6:53 AM
2	It helps other teachers, students and myself to understand and appreciate their culture.	Mar 17, 2011 8:56 AM
3	sense of belonging, being known, receiving positive interest and feedback from peers & teacher, increasing cultural awareness among students	Mar 17, 2011 6:55 AM
4	American students can learn about ELL student's culture and create a sense of community.	Mar 16, 2011 1:37 PM
5	showing that their culture is accepted and respected and we enjoy learning about one another's background	Mar 16, 2011 12:59 PM
6	Helps them feel more valued, increases self-esteem. I also have them share how to say different vocabulary in their native language.	Mar 16, 2011 11:26 AM
7	Helps them to feel like we know and understand them. Gives background knowledge to the activity.	Mar 16, 2011 10:31 AM
8	Sharing allows the students to feel more welcomed as a member of our ELL family. It also allows students the opportunity to learn more about another student in the room, possibly allowing a common interest to turn into a friendship.	Mar 16, 2011 9:56 AM
9	It places value on their culture, helps other students to relate to the ELL student, gives me insight into their culture etc, provides a teachable moment to the entire class.	Mar 16, 2011 9:16 AM
10	Promote self-esteem and pride.	Mar 16, 2011 7:37 AM
11	This allows students to use their prior experiences and gain self-confidence when speaking.	Mar 10, 2011 9:57 AM
12	Students develop a pride in their culture and language and learn about may other cultures.	Mar 9, 2011 11:03 AM
13	Makes them feel comfortable and important, a part of class/school.	Mar 9, 2011 10:39 AM
14	I only get to meet with my students once a week. We are so inundated with academic needs I feel certain important aspects often get ignored.	Mar 8, 2011 8:21 PM
15	I helps the ELLs show pride in their heritage; helps others understand why the ELLs do certain things	Mar 4, 2011 4:16 PM
16	Respect for each other and a sense of acceptance for all from other cultures	Mar 4, 2011 1:44 PM
17	Students enjoy talking about their cultures and traditions, and therefore are more interested in the lesson at hand.	Mar 3, 2011 7:56 PM
18	It helps show students how they are like others.	Mar 3, 2011 12:15 PM

Page 2, Q29. I provide opportunities for my ELL students to share information about their cultures, families, and personal stories in class.

19	pride about the country helps you understand their culture and what they believe	Mar 3, 2011 11:59 AM
20	orally or written projects, sharing time	Mar 3, 2011 10:43 AM
21	pride!	Mar 3, 2011 6:50 AM
22	Other students learn about various cultures. I learn about new cultures and it deepens my understanding.	Mar 2, 2011 1:58 PM
23	Students find commonalities amongst their cultures.	Mar 2, 2011 6:36 AM
24	1. the student who shares takes provide pride in his/her heritage and culture. 2. the other students become informed about the world and gain insight into their peers.	Mar 2, 2011 6:26 AM
25	-Their peers have a first-hand opportunity to learn about other cultures.	Mar 2, 2011 5:25 AM
26	Mostly through writing activities and also through conversation and compare/contrast activities.	Mar 1, 2011 8:03 PM
27	So students of different ethnic backgrounds can see their similarities, not their differences.	Feb 28, 2011 9:20 AM
28	I think it is important for students to maintain pride in their heritage - it also encourages them to feel that they are respected.	Feb 26, 2011 4:43 AM
29	they feel more comfortable, get a sense of belonging	Feb 25, 2011 9:33 AM
30	sense of belonging, sharing what is valued in their culture, allowing others to be aware of other traditions	Feb 24, 2011 6:46 AM
31	Sense of belonging, broaden awareness, promote uinderstanding	Feb 24, 2011 6:25 AM
32	students can see how similar rather than how different they are--we have over 70 cultures represented in our school; it is something they all know and feel comfortable sharing	Feb 22, 2011 8:04 PM
33	This gives the ELL confidence and a sense of belonging.	Feb 22, 2011 6:05 PM
34	oral language and social development	Feb 22, 2011 2:47 PM
35	It helped other kids in the class realize that everyone is on or about the same level with similiar background stories.	Feb 22, 2011 12:18 PM
36	Builds sense of community within class, emphasizes we all are different yet the same as humans!	Feb 22, 2011 8:02 AM
37	Gives peers a chance to know the ELL and give validity to the ELL (if done well)	Feb 22, 2011 6:47 AM
38	Helps with a sense of belonging because it helps other students understand we are all from different backgrounds and that is what we have in common.	Feb 21, 2011 4:59 PM
39	Select literature here they can use their heritage to teach others.	Feb 21, 2011 11:27 AM

Page 2, Q29. I provide opportunities for my ELL students to share information about their cultures, families, and personal stories in class.

40	Students develop a sense of community within the classroom after sharing personal info. It helps the	Feb 19, 2011 10:43 PM
41	Their cultures are valued and respected. They can embrace the culture of the U.S. school system when they are not being asked to forget their culture.	Feb 18, 2011 1:42 PM
42	Establishing self-worth.	Feb 17, 2011 10:54 AM
43	Builds a community and sense of respect among students; celebrates diversity	Feb 16, 2011 4:51 PM
44	The students will then know that I do have an interest in their lives and the other students also show more interest	Feb 16, 2011 1:52 PM
45	Knowledge stimulates respect and empathy. when students are willing to talk about these things, all benefit . I encouragwe it.	Feb 16, 2011 1:41 PM
46	Builds the students confidence; also helps with their writing skills when writing about something familiar to them.	Feb 16, 2011 11:41 AM
47	ELLs learn to be accepting of other cultures and other people because of these experience. It breaks down some of the cultural barriers between students of different ethnicities because they have an increased understanding of others. Working together is then more productive.	Feb 16, 2011 10:28 AM
48	when you take an interest in where a student comes from and what they like to do, it creates a bond.	Feb 16, 2011 10:09 AM
49	Students feel more comfortable in school setting when they share their own culture with classmates. Others learn to learn and respect everyone's culture an differences.	Feb 16, 2011 9:53 AM
50	they light up right away and get excited :)	Feb 16, 2011 9:33 AM
51	Letting students express themselves	Feb 16, 2011 9:04 AM
52	A sense of belonging and appreciation. As Mother Teresa said, the world has more hunger for love and appreciation than for bread...	Feb 16, 2011 8:14 AM
53	Making connections from what they know to what they are learning is an important part of their education. It helps me to understand my students' backgrounds and develop a relationship with them.	Feb 16, 2011 7:27 AM
54	Awareness, empathy.	Feb 16, 2011 7:10 AM
55	In their Journal writing they write about any story or concern that they wnt me to know about. They also give me permission to rea	Feb 11, 2011 12:31 PM
56	It opens a world of dialogue between peers, by better understanding why it is we do what we do. Every year I engage the students in an end of the year project we call Culture Day. Students from China, learn about the culture and healthcare issues plaguing Haiti; while my Spanish students learn and ponder the plight of our students from refugee camps in South Africa, as well as the many other countries we present.	Feb 10, 2011 10:20 AM

Page 2, Q29. I provide opportunities for my ELL students to share information about their cultures, families, and personal stories in class.

57	Camaraderie among ELLs	Feb 10, 2011 8:27 AM
58	Talking and listening make up a large part of my teaching time.	Feb 9, 2011 6:02 AM
59	They learn it's ok to be different.	Feb 8, 2011 4:34 PM
60	Students that have been insulated their whole lives (almost ethnocentric) can realize that there are other countries/cultures that value the same things as they do, even with differences.	Feb 8, 2011 4:27 PM
61	Teachable moments about diversity and compare/contrast of classmates' cultures.	Feb 8, 2011 4:09 PM
62	I get an understanding of where their coming from	Feb 7, 2011 12:19 PM
63	Background knowledge and making connections is very important.	Feb 7, 2011 9:31 AM
64	teachers and peers understand the ELL better and are usually amazed by their stories	Feb 7, 2011 8:35 AM
65	the sense that the students feel they belong and bring something of worth with their cultural differences/experiences	Feb 7, 2011 6:40 AM
66	Cultural awareness, understanding and acceptance	Feb 4, 2011 11:03 AM
67	Community	Feb 4, 2011 8:55 AM
68	My students share and listen to each other about cultures, families, and stories. We wrote a class book about celebrating diversity which included these topics. Every student had input and all received a copy of our class book!	Feb 4, 2011 7:33 AM
69	other students getting to understand and appreciate the culture of the ELL students...the ELL students getting to share their life and be a part of the class	Feb 4, 2011 6:41 AM
70	Comfort of student, pride in their culture	Feb 3, 2011 3:10 PM
71	Their culture/identity is valued	Feb 3, 2011 11:29 AM
72	I feel it helps the students feel comfortable and not ashamed of their cultural differences.	Feb 2, 2011 7:12 PM
73	They feel like they have something valuable to share with the others and something they can teach the other students about.	Jan 31, 2011 12:57 PM
74	I want the students to know that we are interested in knowing about their culture and family. I also want the students to respect each others' differences.	Jan 31, 2011 10:24 AM
75	Our ESOL class is a small family community. Even when I push into some of the classrooms we try to share and see how similar we truly are, while focusing on the uniqueness of each and every culture.	Jan 28, 2011 10:49 AM
76	All students have the opportunity to see how each culture is different.	Jan 28, 2011 6:21 AM

Page 2, Q29. I provide opportunities for my ELL students to share information about their cultures, families, and personal stories in class.

77	To establish less anxiety, to create a sense of belonging, and to create a positive, diversified learning environment.	Jan 27, 2011 6:40 PM
78	Encouraging sense of self as those things make them who they are	Jan 27, 2011 6:14 PM
79	the kids realize that we are all different, yet equally important	Jan 27, 2011 1:41 PM
80	tolerance if not acceptance	Jan 27, 2011 12:42 PM
81	They are able to use English to talk about something they are experts in. They enjoy educating other students and me about their backgrounds. It brings them out of their shells.	Jan 27, 2011 11:02 AM
82	I encourage the classroom teachers to do this, time schedules seem too tight for some classes to make time.	Jan 27, 2011 10:15 AM
83	Not only does it open students' eyes, but hope to share a sense of empathy towards eachother. I recall in my days of growing up, one of my teachers came to my house to get a feel of my culture. Today teachers demonstrate fear and lack of knowledge of cultural practices.	Jan 27, 2011 9:07 AM
84	making connections	Jan 26, 2011 1:04 PM
85	Each child sees how their culture is like the other kids in the class. It builds a sense of community in my class.	Jan 25, 2011 6:52 PM
86	To compare and contrast and help each other understand certain practices	Jan 25, 2011 7:55 AM
87	Validation of home cultures, sharing with other students and staff, chance to communicate about something with which students are very familiar.	Jan 24, 2011 5:40 PM
88	They are usually excited to share about things that are familiar to them. They are also more comfortable doing it in the ESL classroom with others who are from other countries than they are with peers in the regular classroom.	Jan 24, 2011 1:11 PM
89	To get background knowledge of learning and schooling history, family dynamics, let other students know what's important to that particular culture.	Jan 24, 2011 6:55 AM
90	I learn more about their history.	Jan 24, 2011 5:56 AM
91	It helps the students feel comfortable in my class and in the school. Also, sharing often gives them a sense of pride, and can help activate background knowledge, which is crucial for ELL student success.	Jan 23, 2011 6:53 PM
92	Cross-cultural knowledge sharing. Allowing students to see their own information as a fund of knowledge (Moll) & to see themselves as cultural experts. Helping students make comparisons between American and "home" cultures. Provide opportunities for authentic language use.	Jan 23, 2011 6:44 PM
93	they are proud to share personal information with their peers	Jan 23, 2011 5:48 PM
94	Students are able to validate who they are based upon their past, as well as come to grow their identity as newly forming Americans.	Jan 23, 2011 3:22 PM

Page 2, Q30. I voluntarily provide academic support to my ELL students before or after school hours.

1	I have offered it, but I have never had the opportunity to provide it.	Mar 16, 2011 9:16 AM
2	clinics after school when needed	Mar 16, 2011 7:53 AM
3	Every lunch and planning period, the kids come in to ESL.	Mar 10, 2011 9:57 AM
4	My students know that I am there for them to provide additional help all the time.	Mar 3, 2011 7:56 PM
5	my students come on a bus so this is not an option during the day I work with them but also have parent volunteers and peer buddies to help	Mar 3, 2011 11:59 AM
6	There are programs available in the school.	Mar 3, 2011 11:12 AM
7	not needed after school, but offer help during homeroom time	Mar 3, 2011 10:43 AM
8	when possible -- usually during school hours	Mar 3, 2011 6:50 AM
9	Some years I have, but I am not currently tutoring.	Mar 2, 2011 1:58 PM
10	THat is not an option at this school! All students are bused.	Mar 2, 2011 6:26 AM
11	I have gone to students' houses when they are out of school suspended to bring them their work and to tutor them. I also have gone to a home when I knew the student was having a hard time in a subject to tutor them. I began a special club for after school for students who do not complete my homework (or other classes). If they don't come, they will receive a detention for not respecting their brains. So far haven't had to give out a detention. And I have found this is more successful than giving a student a zero for not completing homework. I have students come during my lunch and prep period for assistance if they need it.	Mar 1, 2011 7:50 PM
12	I do some after school help myself, but the school has programs in place for students.	Feb 26, 2011 4:43 AM
13	I work with students 3:30- 5:30, M- Th	Feb 24, 2011 6:46 AM
14	My schedule does not allow me to do this at this time, but I used to.	Feb 24, 2011 6:27 AM
15	Students often come to me to talk about other things that are going on with other students and how they are being treated.	Feb 24, 2011 5:36 AM
16	Homework club two mornings a week for 1/2 hour.	Feb 23, 2011 9:03 AM
17	Few students take advantage of this.	Feb 23, 2011 8:18 AM
18	during thier recess time -- not before or after school	Feb 22, 2011 7:00 PM
19	When possible	Feb 22, 2011 6:05 PM
20	The children come to school on the bus.	Feb 15, 2011 2:20 PM
21	Unfortunately, I don't have time to go much beyond the school day.	Feb 8, 2011 4:27 PM
22	students are bussed to school in one of my two schools	Feb 8, 2011 12:32 PM

Page 2, Q30. I voluntarily provide academic support to my ELL students before or after school hours.

23	The Aspire Program provides support every day after school.	Feb 7, 2011 1:15 PM
24	Can't do this because they don't have transportation home. School doesn't provide this.	Feb 7, 2011 12:19 PM
25	I will get them information if they want extra help (tutoring, reading clubs etc.)	Feb 7, 2011 9:31 AM
26	I have time built in my schedule to do this, love my job but my family needs me too	Feb 7, 2011 8:35 AM
27	I use my planning time in the morning as a homework clinic for my ELLs whose parents cannot help	Feb 4, 2011 11:03 AM
28	I do this during the day, during my planning time or lunch as need be.	Feb 4, 2011 6:53 AM
29	I provide free tutoring twice a week for 2 hours after school	Feb 3, 2011 3:10 PM
30	If they want it.	Jan 31, 2011 12:57 PM
31	During study halls and lunch	Jan 31, 2011 7:49 AM
32	I don't volunteer often because I lead a tutoring program at the high school 2 days a week after school. Students take advantage of this opportunity.	Jan 29, 2011 1:15 PM
33	I have some of my ELLs in my first grade after school reading program.	Jan 28, 2011 10:49 AM
34	Most of them are in after school programs	Jan 28, 2011 6:47 AM
35	personal time does not allow for that right now, have done in past	Jan 27, 2011 6:14 PM
36	before school	Jan 27, 2011 11:52 AM
37	I have at times. Busers don't usually have transportation.	Jan 27, 2011 10:15 AM
38	I am fluent in Arabic and I am the only teacher who can relate to the Arabic speaking families in the school. Unfortunately, I am a substitute, not permanent and frequently at the same school. I experience all classes. I have taught an ESL class longterm. Because of my involvement and how I relate to ELL students I feel I am the advocate for them.	Jan 27, 2011 9:07 AM
39	I lead an after-school homework club for my ESL students.	Jan 25, 2011 9:19 AM
40	The majority of our students are not available before or after school hours.	Jan 24, 2011 5:31 PM
41	I provide support during the day-- study hall I work one on one with students. I take 10-15 min of class to work with students on other assignments, but I cannot stay until the late bus comes (an hour and a half after school dismissal) because I live an hour from where I work.	Jan 24, 2011 5:56 AM
42	This happens rarely due to the limited transportation of many of my families. 95% of my students are bus riders with parents working during school hours.	Jan 23, 2011 6:53 PM

**Page 2, Q31. Consultation time between ESL and non-ESL teachers to discuss ELL students in my school/s is:
(Please check all that apply).**

1	We plan time to meet during the school day to discuss the progress of the ESL students.	Mar 17, 2011 8:56 AM
2	I am travelling between 4 elementary buildings and the middle school and I teach PE part-time	Mar 16, 2011 12:59 PM
3	consistent and on-going	Mar 16, 2011 7:53 AM
4	and in a perfect world.....	Mar 4, 2011 4:16 PM
5	but not always attended	Mar 3, 2011 12:15 PM
6	I had to push for this time. It is now done during a prof development time held before school.It is possible that we might lose that time because of contract renegotiations.All teachers come to my presentations, even if they don't have ESL students, so they are not student-specific.	Mar 2, 2011 6:26 AM
7	We have a 15 minute professional development time which isn't enough to get round the teachers who are wanting assistance.	Mar 1, 2011 7:50 PM
8	Our PLCs have helped with this. Without PLCs there will be no time for coordination.	Feb 24, 2011 7:05 AM
9	This needs hige improvement in all schools.	Feb 22, 2011 6:05 PM
10	This is a vital, yet missing component of instruction.	Feb 16, 2011 7:10 AM
11	Mandated Time meetings/ Free time too	Feb 11, 2011 12:31 PM
12	More dedicated time is needed. Regular ed teachers need to realize that ELL students are not to be hselved for personal or other needs.	Feb 9, 2011 7:45 AM
13	There is never enough time in a school day, even though we team teach and are together daily.	Feb 9, 2011 6:02 AM
14	Not mandated but my professional responsibility to keep teachers informed and help them understand the ELL's background	Feb 7, 2011 8:35 AM
15	We make the best of every opportunity to talk; also utilize child study team	Feb 4, 2011 11:03 AM
16	Team teachers have common planning time. I have a difficult time meeting with them due to the fact that my ELLs are on every team and grade level in the school. I usually consult through emails and in-person on my time.	Feb 4, 2011 7:33 AM
17	done with consideration of this ELL teacher and her concern for the students	Feb 3, 2011 3:10 PM
18	I teach in more than one school, but my other role is reading, not ESOL. Because of the split, though, it really eats into time to meet with teachers.	Jan 31, 2011 12:57 PM
19	It is hard to find time to talk to the teachers when you are traveling between schools.	Jan 31, 2011 10:24 AM
20	There is insufficient time because there will ALWAYS be insufficient time to meet all needs as I would like. I have a good amount of planning time when I can usually find time to talk to most teachers.	Jan 29, 2011 1:15 PM

Page 2, Q31. Consultation time between ESL and non-ESL teachers to discuss ELL students in my school/s is: (Please check all that apply).

21	Some teaches are not willing to make time.	Jan 27, 2011 10:15 AM
22	We are mandated to meet weekly with every non-ESL teacher we work with. In addition, we also communicate via email or in person whenever possible.	Jan 25, 2011 9:19 AM

Page 2, Q32. I consult regularly with non-ESL teachers in my school/s regarding the <i>social-emotional</i> needs of our mutual ELL students.

1	Yes, we discuss behavior issues and emotional needs.	Mar 17, 2011 8:56 AM
2	because of all of my building responsibilities and teaching PE part-time, I do not feel as though I am available to my teachers	Mar 16, 2011 12:59 PM
3	I do this on my own for the support of my ELLs.	Mar 10, 2011 9:57 AM
4	I try but it is not always well-received.	Mar 2, 2011 3:26 PM
5	I teach a self-contained classroom so this doesn't apply to me.	Mar 2, 2011 1:58 PM
6	This part is usually done on my own time. (This is a footnote--not a different school).	Mar 2, 2011 6:26 AM
7	This is true with some caring teachers.	Feb 22, 2011 6:05 PM
8	self contained ESL	Feb 22, 2011 3:59 PM
9	as needed	Feb 4, 2011 11:03 AM
10	If teachers or I see a problem, then we consult, otherwise it does not happen regularly except during interim and end of marking periods.	Feb 4, 2011 7:33 AM
11	Teachers have 20 minutes of professional development in the morning. I use this time to conference with teachers, if I do not have any other meetings scheduled.	Jan 27, 2011 6:40 PM
12	There is no mandated time, but for teachers who are open to it, I do keep in close contact with them and educate them on the student's level, needs, possible reasons for behavior. I try to work with every teacher by just stopping by. Some teachers do not want anything to do with me and others are great.	Jan 27, 2011 11:02 AM
13	It's attempted but not always accepted at one school.	Jan 27, 2011 10:15 AM

Page 2, Q33. I consult regularly with non-ESL teachers in my school/s regarding the <i>academic</i> needs of our mutual ELL students.

1	Yes, we communicate through meetings and e-mails to coordinate instruction and provide supplemental materials as needed.	Mar 17, 2011 8:56 AM
2	I don't have to, I do it because I care about the ELLs success.	Mar 10, 2011 9:57 AM
3	see above	Mar 2, 2011 1:58 PM
4	This is true with those who care.	Feb 22, 2011 6:05 PM
5	self contained ESL	Feb 22, 2011 3:59 PM
6	daily	Feb 4, 2011 11:03 AM
7	I have access to the student's progress and can track grades/academics for the entire year. I know if my students are missing assignments or doing well/poorly in all classes, including specials(phys. ed., art, health, music, cooking, etc.).	Feb 4, 2011 7:33 AM
8	When they let me in to talk about it. Some teachers reject this.	Jan 27, 2011 11:02 AM
9	One school is great. The other is very challenging. Teachers aren't willing to make time arrangements outside of the school schedule.	Jan 27, 2011 10:15 AM

Page 2, Q34. I lose instructional time with my ELL students due to obligations to perform non-ESL related tasks in my school/s.

1	Instructional time is a priority. I complete the other tasks before or after school.	Mar 17, 2011 8:56 AM
2	Guidance will frequently call students out of my room to see them even if that student has a study hall!!	Mar 1, 2011 7:50 PM
3	Testing has a big impact on our schedules, and sometimes I have to assist in a class rather than work with my students.	Feb 28, 2011 9:20 AM
4	self contained ESL	Feb 22, 2011 3:59 PM
5	A times I am asked to translate for meetings. I am asked to contact ESL parents for other teachers	Feb 8, 2011 12:32 PM
6	My principal does not ask for my instructional time	Feb 4, 2011 11:03 AM
7	I am teaching in one building this year and do provide adequate time to meet the instructional hours for the beginners. In years past, when assigned to two schools, I lost important instructional time having to plan for many levels and grades and travel time.	Feb 4, 2011 7:33 AM
8	This is not as much a problem as it once was, since we have increased our ESL paraprofessional staff and ESL administrative supports.	Jan 27, 2011 8:35 PM
9	I have done long term substituting ESL positions so I have not had this problem yet.	Jan 27, 2011 11:02 AM
10	If there are lack of substitutes, the ESL teacher gets pulled to cover the mainstream class teacher.	Jan 27, 2011 9:07 AM
11	Coverages, mandatory meetings off-location and on-location	Jan 24, 2011 6:55 AM
12	This the #1 complaint of many of my colleagues in ESL.	Jan 23, 2011 3:22 PM

Page 2, Q35. Administration in my school/s views ESL teachers as an integral part of the school community.

1	I do think our new elementary supervisor/ESL advisor would like to be able to offer more but her hands are tied with the superintendent	Mar 16, 2011 12:59 PM
2	mostly in high school and elementary school	Mar 16, 2011 7:53 AM
3	Agree and disagree	Mar 3, 2011 11:12 AM
4	We were once called "fluff"	Feb 28, 2011 9:20 AM
5	Central Administration has set unrealistic expectations for our ESL students. They are ignorant of what an ESL student can accomplish.	Feb 23, 2011 7:57 AM
6	We are learning.	Feb 22, 2011 6:05 PM
7	Although our students are blamed for the schools failure to make ayp, we are given the worst teaching facilities and equipment.	Feb 16, 2011 1:41 PM
8	somewhat agree, I feel at times they treat us as translators instead of certified teachers	Feb 7, 2011 6:40 AM
9	There are some teachers who still don't understand ELLs or the importance of the ESL Specialist however it has improved GREATLY in the last 10 years	Feb 4, 2011 11:03 AM
10	To a certain extent, I agree that administration views ESL teachers as an integral part of our school community, but there are misconceptions based on the low numbers of ELLs in our schools. Administration does not want to know what our student's levels of proficiency are and do not understand the importance of time needed for instruction for our level1 and 2 students.	Feb 4, 2011 7:33 AM
11	We have a new principal so I'm not sure yet.	Jan 31, 2011 12:57 PM
12	I find only one out of the three schools I worked in actually valued the ESL teacher. The other two schools' administrations didn't treat ESL teachers or students as anything but something that had to be done, not encouraged or nurtured.	Jan 27, 2011 11:02 AM
13	We are not a subgroup for PSSA, so we tend to be ignored by central office.	Jan 25, 2011 6:33 AM
14	New administration has not had exposure to ELL students and does not know procedures or curriculum	Jan 24, 2011 6:55 AM
15	My principal does think ESL teachers are vital and supports me in everything I do. ESL is generally not a huge concern to the administration.	Jan 23, 2011 6:53 PM

Page 2, Q36. Non-ESL teachers view ESL teachers in my school/s as an integral part of the school community.

1	Agree and disagree	Mar 3, 2011 11:12 AM
2	depends on the teacher!	Mar 3, 2011 6:50 AM
3	Again this depends on the teacher themselves. Some are exceedingly interested and concerned. Others believe and will continue to believe that an ELL student who has been learning English for one year should be able to handle a 90 question mid-term in the 90 allotted minutes and nothing I do or say will change that. Actually in this case, I took the Science mid-term, and for 3 hours re-wrote 45 questions and reduced the level of English words and verbiage. I got a thanks, but the teacher is continuing to use the exceedingly high level tests for this one student.	Mar 1, 2011 7:50 PM
4	Subject to who the non-ESL teacher's point of view.	Feb 28, 2011 6:47 PM
5	They want someone else to teach these students.	Feb 24, 2011 5:36 AM
6	We are their lifeline though they may not always like it.	Feb 22, 2011 6:05 PM
7	We are getting there. Improvement is being noted.	Feb 9, 2011 7:45 AM
8	At one school I feel valued, at the other I feel I am questioned	Feb 8, 2011 12:32 PM
9	Most do to a degree but some still think of all specialists as outsiders	Feb 4, 2011 11:03 AM
10	As an ESL teacher in my building, it has taken seven years and various teacher training sessions to gain the respect of non-ESL teachers. They are more respectful/knowledgeable of ELLs and their needs than they were when I began 7 years ago.	Feb 4, 2011 7:33 AM
11	Non-ESL teachers respect my input and value my insights.	Jan 29, 2011 1:15 PM
12	Two schools absolutely not for most of the teachers. In one school, they teachers were great.	Jan 27, 2011 11:02 AM
13	One school yes. The other school, mostly with a few exceptions.	Jan 27, 2011 10:15 AM
14	Think our jobs are "cupcake" positions and that any one can be an ESL teacher	Jan 24, 2011 6:55 AM

Page 2, Q37. As an ESL teacher, I provide support to my ELL students that is critical to their successful school adjustment.

1	I think that ESL classes provide a safe place for ELL students to learn. It is a place that is less stressful, thus, lowering the affective filter and enabling the students to learn at a more realistic rate.	Mar 16, 2011 9:16 AM
2	I'm their school mom!	Mar 10, 2011 9:57 AM
3	communication with parents and documents sent translated	Mar 3, 2011 10:43 AM
4	I am the only one they have to go to for all their needs.	Feb 22, 2011 6:05 PM
5	Not readily accepted by too many students, and becomes a frustrating, no win endeavor.	Feb 16, 2011 1:41 PM
6	I hope !!	Feb 16, 2011 7:27 AM
7	Get visuals for them if not provided by teachers, try to explain lesson they are doing in class so they have a better understanding	Feb 7, 2011 12:19 PM
8	Only teaching in one building has given me the opportunity to provide support to my ELLs during the entire day. When traveling from building to building, I knew that my ELLs needed more support, but I was not able to be there for them. Sometimes, just the idea that they can come to the ESL classroom whenever they want or need is a comfort to them and supports will be available.	Feb 4, 2011 7:33 AM
9	I feel that my students exhale with relief when I come to their room or they come to mine. They feel accepted and know that the academic input will be delivered in a way that they will understand. They will be successful.	Jan 27, 2011 11:02 AM
10	The de fact "point person," and "case manager."	Jan 23, 2011 3:22 PM

Page 2, Q38. My ELL students provide feedback to validate that my support is important to their healthy school adjustment.

1	They will tell me that they understood vocabulary and concepts related to a topic that we had discussed and studied. It is wonderful when they make that connection!	Mar 17, 2011 8:56 AM
2	verbal, letters, and sometimes through their parents	Mar 17, 2011 6:55 AM
3	Students express their satisfaction for the way they feel and for what they learn when they come to ESL class.	Mar 16, 2011 1:37 PM
4	they are not officially reporting feedback of any kind	Mar 16, 2011 12:59 PM
5	Their smiles and demeanor during their time with me is very rewarding.	Mar 16, 2011 11:26 AM
6	Verbal & written	Mar 16, 2011 10:31 AM
7	informal discussions and letters from students and parents	Mar 16, 2011 7:53 AM
8	Usually after exiting ESL or moving, tell me that ESL was so important and has impacted their futures.	Mar 10, 2011 9:57 AM
9	Tell me how helpful I am. Caome to me with questions/concerns. Visit.	Mar 9, 2011 10:39 AM
10	How about thank you notes from students	Mar 4, 2011 4:16 PM
11	My students let me know if I could be doing more to help them in a certain situation, and are thankful when I do meet their needs.	Mar 3, 2011 7:56 PM
12	Students enjoy coming to ESOL and seem to be more excited about learning when in our classroom.	Mar 3, 2011 12:15 PM
13	during WIDA exams my students fell behind because I needed to administer test and could not help them in regular class curriculum	Mar 3, 2011 11:59 AM
14	my students don't usually provide feedback as they are in primary grades	Mar 3, 2011 10:43 AM
15	I am constantly in communication with parents and students as well regarding on how are they doing with all the changes they go through. Informal conversations.	Mar 3, 2011 9:41 AM
16	happiness with overall school life	Mar 3, 2011 6:50 AM
17	I teach young students so they don't really offer much feedback.	Mar 2, 2011 1:58 PM
18	Frankly, I don't ASK them, but this survey makes me think I should! They are happy to see me and to work with me, so that makes me think they value my support.	Mar 2, 2011 6:26 AM
19	Students come for lunch daily. Talk about concerns and problems. Write messages or bring gifts.	Mar 1, 2011 8:03 PM

Page 2, Q38. My ELL students provide feedback to validate that my support is important to their healthy school adjustment.

20	I have had students who have long left my care, and sent me a special present from their country when they returned for a visit (e.g.: Punjabi outfit) as a thanks. Students have drawn me beautiful pictures and addressed it to me "their second mom". Parents have said I am the first teacher to ever call with good news (I always call with detentions and concerns, but ALWAYS contact the parent once the child improves). Students say they hate my meddling (they tell me it's not part of my job), but later they thank me for that help and contact. I've had students accepted into pre-college programs after my recommendation and the students have come back and told me they had never thought they could do it until I pushed them. There are many frustrations working this job as one wears many hats (you're not just teacher), but the joys and experiences gained by my students and through my students far, far outweigh any of those worries. Being an ESL teacher is an amazing responsibility and a fabulous platform of opportunity to show how one can share tolerance and respect for others and how one can succeed in life with education.	Mar 1, 2011 7:50 PM
21	Whenever they have a problem, big or small, they come to me for help. Sometimes they forgot their homework or just need a pencil & other times, they have a serious problem. The fact that they feel comfortable with me validates that my support is helpful.	Feb 26, 2011 4:43 AM
22	I use monkey surveys and class meetings to make sure I am helping them move forward	Feb 24, 2011 6:46 AM
23	Respect from the students and their families	Feb 23, 2011 9:53 AM
24	Students will engage in open discussions about their lives and what is going on in their academic classes. They seek assistance with school projects and when they have problems with a particular subject or teacher. They say thank you. They visit throughout the day. They come back to say hi after they move to the next grade level or graduate.	Feb 23, 2011 8:18 AM
25	They and their parents are always thanking me for the time taken even when the student has exited the program. I feel they are my students forever and so do they.	Feb 22, 2011 6:05 PM
26	I have received letters from parents thanking me for the help I've given both the student and their families in various situations.	Feb 22, 2011 1:30 PM
27	smiles and overall their behavior and attitude while with the ESL teacher	Feb 22, 2011 6:47 AM
28	They take our time together seriously. Always staying on task and focused on the task at hand.	Feb 21, 2011 8:29 PM
29	A student wrote, "Teacher, thank you for loving us," on the board. That's my validation.	Feb 19, 2011 10:43 PM
30	They like esl class. They have better grades in esl than in math, science, or s.s. typically. They complain to me about the other teachers reprimanding them unfairly.	Feb 18, 2011 1:42 PM
31	I consider feedback to be improvement over time in terms of their academics, behavior, etc.	Feb 16, 2011 1:52 PM

Page 2, Q38. My ELL students provide feedback to validate that my support is important to their healthy school adjustment.

32	Some students, too few, provide feedback with good work and good attitudes inspite of the negative environment produced by other students	Feb 16, 2011 1:41 PM
33	Students always come to ESL teachers for help and support. ESL teachers are the "homebase" for these students even after they move on to another class.	Feb 16, 2011 10:28 AM
34	Students interact with me in a comfortable manner. They respond with ease and demonstrate proudness of their learning.	Feb 16, 2011 9:53 AM
35	they will come back when they have gone to high school and tell me that my instruction has helped them	Feb 16, 2011 9:33 AM
36	They seem happy.	Feb 16, 2011 7:27 AM
37	They have written notes and leave them on my desk, given me a treat or verbally telling me that they did good in class because he/she stayed after school.	Feb 11, 2011 12:31 PM
38	They tell me how they are doing. They tell me that they used the words we learned in our small group, in their classroom lesson. They come to me for help with assignments like book reports.	Feb 11, 2011 6:24 AM
39	I have a revolving door, and am still getting positive feedback from ELL's from 8 years ago. They let me know what they're learning in college, work, etc. I often ask former students to drop by and share with my "less motivated" students. After all, it takes a village!	Feb 10, 2011 10:20 AM
40	It becomes apparent when a child has adjusted to school, by their relaxed amnner and smiles. I usually see this first when they are in the small group and then watch it transfer to class time and then to school wide activities.	Feb 9, 2011 6:02 AM
41	I get letters from them thanking me for helping them. I have students come from middle school to see me at the elementary school.	Feb 8, 2011 12:32 PM
42	I have lower age group and they don't. Older children sometimes do. ex.older ones will be excited if they did wellin atest because their esl teacher willl have gone over the lesson and helped them understand or will have reviewed with them a few times. nderstand	Feb 7, 2011 12:19 PM
43	Often my students will not hand in work until they have it checked by me or ask their teachers if they can finish it with me. Our goal it to become independent, but support as needed	Feb 7, 2011 8:35 AM
44	They love coming to ESL and ask to come at times they are not assigned.	Feb 4, 2011 1:50 PM
45	My students are always appreciative and so are their parents. Conferences highlight this.	Feb 4, 2011 11:03 AM
46	Given the option, students frequently choose to come to ESL class instead of remaining in the regular classroom during extra or reward activities like movies. When I am absent, students look for me and are upset that I was not there for them. They feel more comfortable within the small-group in the ESL classroom.	Feb 4, 2011 8:55 AM

Page 2, Q38. My ELL students provide feedback to validate that my support is important to their healthy school adjustment.

47	My ELLs tell me all the time how they love to come to class. Those who I have had in the past are extremely excited knowing that I am here all day this year and my time is not "split" between two different buildings in our district.	Feb 4, 2011 7:33 AM
48	My students from previous years often stop by to say hello, ask for my opinion and for help on assignments, which I am always happy to provide.	Feb 3, 2011 3:10 PM
49	They enjoy coming to ESL class.	Feb 3, 2011 11:29 AM
50	My older students are aware of the necessity to learn reading, writing, speaking, listening to be successful in school.	Feb 2, 2011 7:12 PM
51	It's more nonverbal and emotional. They relax when I come and talk more in our group time. Also, because I can follow them throughout their years, I can build a stronger bond and support for them and their families.	Jan 31, 2011 12:57 PM
52	They tell me that they enjoy ESL class and that it is helpful.	Jan 31, 2011 10:24 AM
53	The ESL program is a "family" and when the students need help or support outside of direct instruction in ESL.. they will come to me. They will take me into their confidences when things are tough in school and at home.	Jan 31, 2011 9:35 AM
54	They write me thank you cards. They write essays about how I have helped them. They tell other people positive things about me. They tell me how I have helped them. Most importantly, the majority of my students graduate from high school and attend college or become productive members of society- THAT is all the validation I need.	Jan 29, 2011 1:15 PM
55	It is hard for Kindergarten and first grade students to verbalize and understand what a healthy school adjustment means, but they always want me to work with them. They give me hugs and seem very happy to see me when I go to their rooms.	Jan 28, 2011 10:49 AM
56	When I spend time with them after school, they express their appreciation. They sometimes write notes at the end of the year, to say "thank you" for the support I have given.	Jan 28, 2011 8:00 AM
57	About once a week, informally, we discuss how things are going for them, problems, successes, questions, etc.	Jan 28, 2011 6:47 AM
58	My students generally enjoy coming to ESL class. Especially for the entering & beginning students, ESL class is a haven. Students come to me for help with difficulties in the regular classroom.	Jan 27, 2011 8:35 PM
59	Students tell me and they are not shy about telling you either.	Jan 27, 2011 12:42 PM
60	They are always happy to see me. They extend their learning at home via personal journals, observations to share next time in class, reading at home.	Jan 27, 2011 11:02 AM
61	They are eager to work with me and welcome me warmly when I walk into the classroom.	Jan 27, 2011 10:15 AM

Page 2, Q38. My ELL students provide feedback to validate that my support is important to their healthy school adjustment.

62	They see me sharing conversations with their parents in their L1. I show an interest of their culture and ask them questions of current events or past events about their country. I inform them that I inform them and bring their concerns to authority if needed.	Jan 27, 2011 9:07 AM
63	They know that they can come to me if they need academic help or help in any area.	Jan 27, 2011 7:43 AM
64	When they feel comfortable enough to help new students adjust to the school.	Jan 25, 2011 6:52 PM
65	I exchange journals with some of my ESL students, and they always provide helpful feedback. The ESL team also gives out a survey to the students at the end of every school year to see how we are doing as teachers.	Jan 25, 2011 9:19 AM
66	oral conversation	Jan 25, 2011 8:21 AM
67	There is a strong, negative stigma to being in ESL classes. They resent me as much as they resent class, and I am told on a regular basis just how much my classes and myself are hated. A few students are grateful and polite, but they are the minority.	Jan 25, 2011 7:55 AM
68	The strongest validation feedback comes from students who have gone on to high school (I work in K - 8 school). Students currently in school show positive reaction to support given.	Jan 24, 2011 5:40 PM
69	Students frequently share how they are feeling about school.	Jan 24, 2011 5:31 PM
70	They tell me how things went with projects, or having to speak in front of a class. They ask me for help on things that stress them out.	Jan 24, 2011 1:11 PM
71	Keep in touch via email after leaving school or even the area. Ask for help with applications (proofreading) for MG programs or high school. Past students visit before/after school to talk about whatever is on their minds.	Jan 24, 2011 6:55 AM
72	I usually get a letter from at least one student a year telling me how much they have learned and how thankful they are.	Jan 24, 2011 5:56 AM
73	Students often personally thank me for help they've received. My students are K-5 and still can recognize the support that is crucial to their school success.	Jan 23, 2011 6:53 PM
74	Students show appreciation, as well as their families, for going that extra mile... students return year after year and express thanks for the assistance in growing through the whole adjustment process, socially, culturally, academically.	Jan 23, 2011 3:22 PM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

Frustration

1	Scheduling appropriate time schedules for Students/Classroom teachers accomodating for ELL's	Mar 18, 2011 7:04 AM
2	unwilling staff	Mar 17, 2011 10:35 AM
3	Non-ESL teachers who refuse to modify lesson plans, or wait for me to give them assignments in their content area for my ESL students. And the fact that they wait for me to contact the parent and not be at the conference when it is arranged.	Mar 17, 2011 10:26 AM
4	When some people don't take the time to understand how ELLs learn and that they need time to acquire the BICS and the CALP.	Mar 17, 2011 9:02 AM
5	Since the ESL population is so low, I do not feel that my input counts and at times it is ignored.	Mar 17, 2011 7:34 AM
6	testing requirements that are unrealistic and border on traumatic experiences for new ELLs	Mar 17, 2011 7:08 AM
7	Not being able to give more time to all my ELL students.	Mar 16, 2011 1:46 PM
8	not enough time/money/programs/staff	Mar 16, 2011 1:05 PM
9	non-ESL teachers not making accommodations for Ss, and these teachers not realizing that assignments are too difficult for ELL's.	Mar 16, 2011 11:34 AM
10	transitional student population	Mar 16, 2011 11:32 AM
11	Not enough time to get everything done	Mar 16, 2011 10:33 AM
12	lack of parent support	Mar 16, 2011 10:11 AM
13	lack of understanding of how to best help ELL students which involves encouraging them to preserve their native language and culture	Mar 16, 2011 9:22 AM
14	motivation, limited prior school	Mar 16, 2011 8:55 AM
15	Testing students in a second language	Mar 16, 2011 8:36 AM
16	None support from administration	Mar 16, 2011 8:32 AM
17	lack of appreciation on the part of administration and staff	Mar 16, 2011 8:20 AM
18	Getting cooperation/communication from administration/non-ESL teachers	Mar 16, 2011 8:08 AM
19	not enough time with students	Mar 16, 2011 8:04 AM
20	Not enough instructional time with my students	Mar 16, 2011 7:40 AM
21	Support from mainstream teachers and administration	Mar 10, 2011 9:59 AM
22	Determining the amount of support to give Special Ed students at levels 4 and 5.	Mar 9, 2011 11:12 AM
23	Language barrier	Mar 9, 2011 10:42 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

24	Time to teach the children!! Not enough time!!	Mar 8, 2011 8:22 PM
25	getting non ESL teachers to modify and adapt their instruction to meet the level of the student	Mar 7, 2011 10:36 AM
26	not being able to get my students the reading help they need	Mar 4, 2011 4:21 PM
27	I'd like more pull out time with my students	Mar 4, 2011 1:47 PM
28	That students do not have more time to develop English skills in a sheltered environment.	Mar 4, 2011 8:42 AM
29	Getting my students to understand the importance of education.	Mar 3, 2011 7:59 PM
30	Getting non-ESL teachers to understand the ELL are very capable students who are willing to learn and need the time to learn the materials. Also, non ESL teachers should include ELL students more often in their class discussions and activities	Mar 3, 2011 2:13 PM
31	Knocking off the chip on the Student's shoulder about having to move to another country	Mar 3, 2011 1:15 PM
32	Some teachers don't care to find ways to best support the large number of ELLs in the building. Blame is also thrown on our students for low achievements (PSSA).	Mar 3, 2011 12:19 PM
33	Ignorance of other staff regarding ELLs	Mar 3, 2011 11:58 AM
34	comprehension and writing	Mar 3, 2011 10:50 AM
35	standardized testing, working within a system that is ill-suited for ELLs, at so many meetings or in response to memos, I find myself thinking 'but not for my kids.'	Mar 3, 2011 10:28 AM
37	they move away	Mar 3, 2011 6:54 AM
38	The lack of understanding that non-ESL staff and administration of the needs of ELLs	Mar 2, 2011 3:30 PM
39	Not being able to move them as far as I would like	Mar 2, 2011 2:01 PM
40	Inability to exit ESL for some students with IEPs.	Mar 2, 2011 12:36 PM
41	Parental Support, non-ESL teacher modifications	Mar 2, 2011 8:05 AM
42	Getting core teacher's to accommodate/modify instruction.	Mar 2, 2011 6:39 AM
43	Getting colleagues and administrators to understand the background and stressors and needs of my students and their families	Mar 2, 2011 6:37 AM
44	-Non-ESL teachers lack of differentiating instruction to meet the needs of ESL students.	Mar 2, 2011 5:27 AM
45	apathy and low motivation to learn and low reading ability	Mar 1, 2011 8:07 PM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

46	This is actually a new frustration - how do I enlighten my students to the fact that there is something more beyond high school which they can achieve and they have desire and motivation to apply themselves across the broad spectrum of subjects and activities within high school. They see their own present world they are in now and can't see beyond it.	Mar 1, 2011 7:59 PM
47	Attendance	Feb 28, 2011 6:50 PM
48	Not being allowed to provide direct instruction to students that I feel need it, because our superintendent has made co-teaching our instructional method.	Feb 28, 2011 9:24 AM
49	not to see them reach the an level of their peers as they move up in grades.	Feb 27, 2011 8:14 AM
50	While our school is good about accepting our ELL students, often it is frustrating to deal with some community people who are not open-minded.	Feb 26, 2011 4:50 AM
51	lack of flexibility in my schedule	Feb 25, 2011 9:35 AM
52	Lower expectations from other professionals on my ELLs	Feb 25, 2011 8:44 AM
53	administration not understanding the needs and best program model for our students	Feb 25, 2011 8:29 AM
54	reaching all students	Feb 24, 2011 1:20 PM
55	state testing that is not valid for ELLs	Feb 24, 2011 10:15 AM
56	The lack of curriculum development for primary entering level students.	Feb 24, 2011 9:45 AM
57	people with no ESL background making decisions	Feb 24, 2011 7:14 AM
58	Spending more than 10 weeks of the school year on assessments (WIDA, PSSA, 4 Sight and intake eval.)	Feb 24, 2011 7:12 AM
59	Being forced to teach from specific reading programs and not be able to directly meet our students needs in more "ELL" friendly ways	Feb 24, 2011 6:30 AM
60	We do not have enough ESL teachers to service 95 ESL students, there are only 2.3 of us.	Feb 24, 2011 5:43 AM
61	Not enough time/resources to meet their varied individual needs	Feb 23, 2011 6:49 PM
62	support by administration for slower teaching time and pacing of units and subjects	Feb 23, 2011 2:43 PM
63	Getting Non-ESL teachers to understand the complexity of learning a second language.	Feb 23, 2011 2:10 PM
64	Time...never enough!	Feb 23, 2011 9:57 AM
65	Feeling like I am teaching to a 'test" like PSSA and not really teaching ELL skills needed in life. Also not being able to support families more	Feb 23, 2011 9:05 AM
66	Not having enough time to incorporate more cultural activities	Feb 23, 2011 8:42 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

67	Convincing other teachers that we are ALL responsible for educating our ELLs, it not just the ESL teacher's responsibility. Moreover, this should come from the superintendent, office administration, and building administration.	Feb 23, 2011 8:36 AM
68	Administration at all levels expecting our entering and beginning ESL students to receive proficiency on the PSSAs, and holding ESL teachers accountable when their students don't achieve proficiency.	Feb 23, 2011 8:05 AM
69	wanting to provide more than is possible	Feb 22, 2011 8:12 PM
70	Not have proper materials for teaching, especially for level 1 students	Feb 22, 2011 7:04 PM
71	Need more time with the students and would like the content teachers to be totally committed to helping them	Feb 22, 2011 6:12 PM
72	Expectation to follow grade level curriculum and pacing	Feb 22, 2011 4:01 PM
73	Giving the PSSA	Feb 22, 2011 2:50 PM
74	the inability to help my students reach the proficient or advanced status on the PSSA when I only have them for 1 year of instruction	Feb 22, 2011 1:33 PM
75	Getting ELL's tested for special education	Feb 22, 2011 12:29 PM
76	Colleagues lack of consideration for second language speakers	Feb 22, 2011 12:20 PM
77	not enough content classroom support so students sit by the sidelines, ELL students excluded from class activities.	Feb 22, 2011 10:45 AM
78	My inability to break through the cycle of poverty in which so many students live.	Feb 22, 2011 8:05 AM
79	not enough time with lower level ELLs	Feb 22, 2011 6:50 AM
80	Being only a pull-out teacher and part-time, itinerant teacher at that!	Feb 21, 2011 8:34 PM
81	Family difficulties and lack of support for some students	Feb 21, 2011 5:04 PM
82	inability to provide extracurricular experiences for students as well as opportunities for students to build background knowledge which would be commonly available to the non-ELL (and higher socioeconomic) population	Feb 21, 2011 3:04 PM
83	The part when I try to help a teacher with a student's test modification and they completely ignore my suggestions.	Feb 21, 2011 11:31 AM
84	lack of resources/materials and collaborative support	Feb 20, 2011 7:20 AM
85	26 newcomers and me! Lack of communication!	Feb 19, 2011 10:50 PM
86	too much testing for newcomers (pssa and wida and 4sight)	Feb 18, 2011 1:45 PM
88	Standardized tests	Feb 17, 2011 11:00 AM
89	Lack of parental involvement	Feb 16, 2011 1:55 PM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

90	Dealing with students who don't care about learning, administrations with nothing but lip service, and contrit to the problem with Dr, Benjamin Spock psycobabble that has not ever worked	Feb 16, 2011 1:53 PM
91	The transient nature of ELL students	Feb 16, 2011 11:48 AM
92	there is so much diversity and the massive amount of differentiation that is necessary	Feb 16, 2011 10:36 AM
93	Working in a school that does not support ESL teachers and program goals.	Feb 16, 2011 10:30 AM
94	Other teachers and administrators not knowing exactly what we do on a daily basis- for example our curriculum and our high expectations for our students.	Feb 16, 2011 10:13 AM
95	A Friendly and structured Curriculum would help	Feb 16, 2011 10:01 AM
96	none cooperative regular ed teachers	Feb 16, 2011 9:39 AM
97	standardized testing	Feb 16, 2011 9:36 AM
99	I wish that main stream teachers would call the students by their names instead of changing them or changing the pronunciation. I believe a child's name is his/her identity and should be respected. We expect these children to learn how to pronounce the teachers' names, which can be quite difficult to pronounce, however they will not make an effort to do the same for the children.	Feb 16, 2011 8:35 AM
100	Students that are not literate in their first language.	Feb 16, 2011 7:43 AM
101	administration says I don't teach English	Feb 16, 2011 7:24 AM
102	Insufficient time with content area teachers. Too many district mandates that do not translate into better instruction.	Feb 16, 2011 7:12 AM
103	Not having enough time to really help my students	Feb 15, 2011 2:27 PM
104	LOW FUNDING/PRIORITY GIVEN TO ESL	Feb 15, 2011 1:44 PM
106	Students completing at-home assignments.	Feb 11, 2011 10:47 AM
107	Supporting content area classwork	Feb 11, 2011 7:33 AM
108	I can't do the job I am capable of doing because I have to do so many other things unrelated to my ELLs, like testing the whole school, DIBELS, DRAs, etc... The co-teaching model isn't effective when you have to co teach wih 4 different teachers. I don't feel like I can give the ELLs the intense instruction that I gave them in the past, because of the reforms, and model in our school	Feb 11, 2011 6:33 AM
109	Learned helplessness	Feb 10, 2011 12:07 PM
110	Keeping my students MOTIVATED, not only to learn but to think past this year!	Feb 10, 2011 10:30 AM
111	Lack of differentiated instruction in contencent areas in classrooms so that makes me upset for my students.	Feb 9, 2011 8:28 AM
112	Not having sufficient time to continue the molding of the total student.	Feb 9, 2011 7:48 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

113	lack of scaffolded instruction by class room teachers- "that's the ESOL teacher's job"	Feb 9, 2011 6:54 AM
114	Not being fluent in the native languages of my students so that I can understand them fully and clarify for them when necessary.	Feb 9, 2011 6:22 AM
115	Difficulty communicating with parents.	Feb 8, 2011 4:37 PM
116	large-scale testing	Feb 8, 2011 4:31 PM
117	TIME WITH STUDENTS	Feb 8, 2011 4:10 PM
118	Observing teachers expect what is not possible of an ELL at a given proficiency level.	Feb 8, 2011 3:01 PM
119	teachers not understanding the needs of ELLs	Feb 8, 2011 12:42 PM
120	Not being able to influence the home environment.	Feb 7, 2011 1:20 PM
121	teachers not understanding them or willing to help them adjust	Feb 7, 2011 12:38 PM
122	I always feel like there isn't enough time to meet all of their needs.	Feb 7, 2011 9:35 AM
123	teachers not modifying	Feb 7, 2011 8:39 AM
124	My greatest frustration is that state testing (WIDA) does not account for students with special needs at the present time. Therefore, ESL students are held within the program, even though they may no longer need ESL services (they can not exit because they can not pass the WIDA test.) Also, another great frustration is that the PSSA does not take into account their ESL needs, last year for example our test had an opened ended question about a carnival or fair, however all of my students believed it to be the carnival during mardi gras and answered the questions completely incorrect.	Feb 7, 2011 6:46 AM
125	my job has now become administering reading instruction	Feb 4, 2011 1:54 PM
126	Time for intruction	Feb 4, 2011 11:14 AM
127	not enough time, regular classrrom teachers not accomodating	Feb 4, 2011 9:36 AM
128	Classroom Teacher Expectations & Scheduling ESL Classes	Feb 4, 2011 9:06 AM
129	The fear that I will have to travel to other schools to provide ESL and not give students the time they need to become successful.	Feb 4, 2011 7:46 AM
130	The inability to have the content teachers modify and/or adapt instruction to help the ELL's succeed in the classroom.	Feb 4, 2011 7:02 AM
131	scheduling times for pull-out support b/c of the requirements with the rTII model being implemented in our school	Feb 4, 2011 6:44 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

132	I am employed through an intermediate unit which provides services to several school districts. We are hired only as part timers with no paid holidays, snow days, or benefits. We are the only group within this IU that is treated this way. We are limited in our hours, therefore, we are limited in time to work with students, in addition, we are told to make groups rather than see individuals, when in fact, some students need more individualized attention.	Feb 3, 2011 3:17 PM
133	The lack of time I have to collaborate with my colleagues.	Feb 3, 2011 11:32 AM
134	Bridging the cultural gaps	Feb 3, 2011 6:00 AM
135	lack of time	Feb 2, 2011 7:19 PM
136	Students not doing homework and thinking school isn't that important	Feb 2, 2011 10:18 AM
137	Being in two schools and lacking time to really meet all of their needs and meet with the teachers to support them.	Jan 31, 2011 1:03 PM
139	My greatest frustration has been getting the content teachers to understand that the ESL students can not do all the projects and writing assignments.	Jan 31, 2011 9:41 AM
140	Lack of concern about learning English	Jan 31, 2011 8:52 AM
141	Inability to change outside factors that contribute to my students' academic performance and success in life.	Jan 29, 2011 1:37 PM
142	The academic bar keeps rising.	Jan 28, 2011 8:26 PM
143	I am not happy with my teaching schedule. I feel I do not have enough time to do some of the activities I would like to do which would benefit my ELLs.	Jan 28, 2011 11:07 AM
144	cultural differences in behavior between me and students	Jan 28, 2011 8:54 AM
145	home situations very challenging; students are developing poor attitudes about education, feel a sense of entitlement	Jan 28, 2011 8:37 AM
146	Lack of empathy on the part of non ESL teachers and admin	Jan 28, 2011 8:04 AM
147	Not enough time to spend with small group pull-outs	Jan 28, 2011 6:52 AM
148	Regular education teacher's difficulties differentiating instruction	Jan 28, 2011 6:23 AM
149	Scheduling	Jan 27, 2011 8:41 PM
150	inconsistency of student performance	Jan 27, 2011 7:13 PM
151	state testing	Jan 27, 2011 6:43 PM
152	not having more time with my students	Jan 27, 2011 6:14 PM
153	I am frustrated that I don't have more pull-out time with my students. Sometimes we just need to do our own thing and not be so structured according to lit maps and sequences.	Jan 27, 2011 1:44 PM
154	The Spanish culture is recognized and very little is done to make other cultures feel equal	Jan 27, 2011 12:53 PM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

155	not having enough time to teach ELLs	Jan 27, 2011 11:55 AM
156	Students' needs not taken seriously	Jan 27, 2011 11:09 AM
157	Working with teachers that don't understand the need to adapt.	Jan 27, 2011 10:21 AM
158	Lack of emotional support given to ELL.	Jan 27, 2011 9:27 AM
159	Seeing my students get frustrated when they are unable to complete tasks that are beyond their level.	Jan 27, 2011 7:52 AM
160	rigid curriculum	Jan 26, 2011 1:09 PM
161	lack of resources and time	Jan 25, 2011 6:58 PM
162	My case load! I feel like I'm not doing enough for each of my students because there is so little time I can give to each of them.	Jan 25, 2011 9:23 AM
163	Reading & Writing	Jan 25, 2011 8:43 AM
164	Attitude	Jan 25, 2011 8:27 AM
165	I don't spend enough teaching time with my students	Jan 25, 2011 8:24 AM
166	Because our students are not currently a PSSA subgroup, we are often ignored or unrepresented by central office and administration.	Jan 25, 2011 6:39 AM
167	Insufficient time, 0 collaboration time, teaching to TESTS!!!!	Jan 24, 2011 5:53 PM
168	Not enough time to instruct away from the language art curriculum of the school	Jan 24, 2011 5:36 PM
169	Fitting in the scheduling for them.	Jan 24, 2011 1:22 PM
170	Lack of ESL teaching experience for those with authority positions	Jan 24, 2011 7:05 AM
171	adults unwilling to be compassionate; ignorance of immigration issues and intolerance of Spanish speakers	Jan 24, 2011 6:00 AM
172	Providing all the supports needed by my students (academic and social-cultural) with less than a full school day devoted to ESL instruction/activities	Jan 23, 2011 6:59 PM
173	Lack of clear curriculum/assessment guidelines.	Jan 23, 2011 6:47 PM
174	not getting Reading support for my ELLs who are struggling readers	Jan 23, 2011 5:53 PM
175	helping learners and their families navigating the "system!"	Jan 23, 2011 3:27 PM
Satisfaction		
1	It's great to see their progress/I like to know that they will come to me for help in any sense of their needs	Mar 18, 2011 7:04 AM
2	hard working students	Mar 17, 2011 10:35 AM
3	Seeing the gleam of knowledge & understanding in their eyes when they grasp a concept. I live for that!	Mar 17, 2011 10:26 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

4	I am very happy and proud when my students are progressing and doing very well in their classrooms!	Mar 17, 2011 9:02 AM
5	Helping the students and their families.	Mar 17, 2011 7:34 AM
6	seeing my students succeed academically	Mar 17, 2011 7:08 AM
7	Being able to work with all my students and when I see them succeed academically.	Mar 16, 2011 1:46 PM
8	the joy of connecting with them and their family's respect for education and educators	Mar 16, 2011 1:05 PM
9	learning from my students, having them stop by my room just to say 'hi'	Mar 16, 2011 11:34 AM
10	student success- academic and social	Mar 16, 2011 11:32 AM
11	Student success	Mar 16, 2011 10:33 AM
12	watching the students as they grow and learn the English language	Mar 16, 2011 10:11 AM
13	I have the opportunity to learn more about them in a small setting and I learn so much FROM them	Mar 16, 2011 9:22 AM
14	knowledge of learned skills	Mar 16, 2011 8:55 AM
15	Seeing former students and their families	Mar 16, 2011 8:36 AM
16	Students academic success	Mar 16, 2011 8:32 AM
17	building relationships with students and their families	Mar 16, 2011 8:20 AM
18	Seeing my kids do well in other subjects/standardized tests and take ownership of their learning	Mar 16, 2011 8:08 AM
19	working with all grade levels	Mar 16, 2011 8:04 AM
20	Student successes--no matter how small	Mar 16, 2011 7:40 AM
21	Increase in listening, speaking, reading and writing skills, as well as when they go on to college!	Mar 10, 2011 9:59 AM
22	Seeing the growth as students build reading and content skills in English	Mar 9, 2011 11:12 AM
23	Teaching the english language	Mar 9, 2011 10:42 AM
24	Watching the students blossom!	Mar 8, 2011 8:22 PM
25	they appreciate my help and are so involved in my English class	Mar 7, 2011 10:36 AM
26	watching a scared level 1 become a confident student	Mar 4, 2011 4:21 PM
28	Our ESL program grows stronger every year.	Mar 4, 2011 8:42 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

29	The obvious language acquisition progress made from the beginning to the end of the school year.	Mar 3, 2011 7:59 PM
30	I think that teaching ELLs is the greatest reward a modern day teacher can and should experience	Mar 3, 2011 2:13 PM
31	seeing light bulbs go on in the room	Mar 3, 2011 1:15 PM
32	Seeing how much my students grow and learn over the course of a year.	Mar 3, 2011 12:19 PM
33	Watching the students grow and succeed	Mar 3, 2011 11:58 AM
34	be there for them as a former ESL student myself	Mar 3, 2011 10:50 AM
35	seeing kids make progress, seeing kids believe in themselves, instilling them with a sense of hope	Mar 3, 2011 10:28 AM
36	Being an ESL teacher and having the opportunity to work with children from many places around the world, and seeing them smile when they start speaking English.	Mar 3, 2011 9:47 AM
37	I give them all that I can!!!	Mar 3, 2011 6:54 AM
38	the attachments with the students; they come back years later to visit.	Mar 2, 2011 3:30 PM
39	Seeing growth - the look when a child 'gets it'	Mar 2, 2011 2:01 PM
40	Ability to watch the rapid growth of most Entering students.	Mar 2, 2011 12:36 PM
41	The genuine gratefulness the students exhibit makes it all worth while.	Mar 2, 2011 8:05 AM
42	Being the person who they can depend on to help them both academically and emotionally.	Mar 2, 2011 6:39 AM
43	helping kids learn skills and knowledge to access the curriculum and helping their parents with skills that help them	Mar 2, 2011 6:37 AM
44	-Knowing that I am making a positive impact on my ESL students' lives.	Mar 2, 2011 5:27 AM
45	Seeing kids mature and begin to succeed academically and seek help when they need it	Mar 1, 2011 8:07 PM
46	My greatest satisfaction is knowing I can help a child feel more comfortable with their English and use it in stressful situations to help their families (e.g.: hospital, doctor or police station, court room).	Mar 1, 2011 7:59 PM
47	Measuring success, wherever it may fall.	Feb 28, 2011 6:50 PM
48	Seeing students begin to understand English, helping them to be able to communicate and understand their new country.	Feb 28, 2011 9:24 AM
49	watching their advancements in class	Feb 27, 2011 8:14 AM
50	It is great to see the students who are able to move out of ESL and fly on their own.	Feb 26, 2011 4:50 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

51	I learn so much from my students and their countries.	Feb 25, 2011 9:35 AM
52	Seing them succeed academically and socially	Feb 25, 2011 8:44 AM
54	seeing their understanding of a concept	Feb 24, 2011 1:20 PM
55	helping my fellow ELLs	Feb 24, 2011 10:15 AM
56	Children relax and laugh when I am working with them in small group instruction.	Feb 24, 2011 9:45 AM
57	my students	Feb 24, 2011 7:14 AM
58	Providing students with a secure environment that encourages them academically and emotionally.	Feb 24, 2011 7:12 AM
59	I love working with a diverse population	Feb 24, 2011 6:30 AM
60	I love learning about the cultures of my students and feel like I can travel around the world each day and not leave my room.	Feb 24, 2011 5:43 AM
61	Working with students from other cultures & backgrounds - I learn so much from them too.	Feb 23, 2011 6:49 PM
62	seeing individaul invisiable growth in students	Feb 23, 2011 2:43 PM
63	Seeing my students grow socially, culturally, & academically and knowing that I was an integral part of it.	Feb 23, 2011 2:10 PM
64	Seeing students growth and achievements	Feb 23, 2011 9:57 AM
65	You see such progress with the students daily and they are so appreciative.	Feb 23, 2011 9:05 AM
66	When students exit the ELL program and join the mainstream	Feb 23, 2011 8:42 AM
67	Whenever I get a call from a former student telling me how successful they have become, and how thankful they are to me for all my help.	Feb 23, 2011 8:36 AM
68	Teaching my students the skills that will allow them to thrive in the U.S.	Feb 23, 2011 8:05 AM
69	seeing/hearing that "a ha" moment when they get it	Feb 22, 2011 8:12 PM
70	Having the same students year after year!!	Feb 22, 2011 7:04 PM
71	They ar ethe most willing students EVER!!!	Feb 22, 2011 6:12 PM
72	When connections are made and concepts are fully understood.	Feb 22, 2011 4:01 PM
73	Watching the children progress	Feb 22, 2011 2:50 PM
74	to see the students become confident and comfortable within the school setting	Feb 22, 2011 1:33 PM
75	Seeing the student(s) progress in the English language	Feb 22, 2011 12:29 PM
76	Getting students to speak from beginner and seeing them exit the program in a few years	Feb 22, 2011 12:20 PM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

77	The students are happiest in ESL class, the progress made when support is available and given.	Feb 22, 2011 10:45 AM
78	Academic success of students!	Feb 22, 2011 8:05 AM
79	Witnessing the "light go on" when a student understands	Feb 22, 2011 6:50 AM
80	Being such an important part of a child's life. They look forward to our time together every day.	Feb 21, 2011 8:34 PM
81	When I can help them understand they can succeed	Feb 21, 2011 5:04 PM
82	Witnessing the intense pride and joy ELL students and their families demonstrate when students achieve even small successes	Feb 21, 2011 3:04 PM
83	When other teachers listen to the suggestion and the child is successful.	Feb 21, 2011 11:31 AM
84	relationships and progress of students	Feb 20, 2011 7:20 AM
85	Seeing the progress the student make.	Feb 19, 2011 10:50 PM
86	students' gains	Feb 18, 2011 1:45 PM
87	Graduating all of the seniors	Feb 18, 2011 12:42 PM
88	My school staff - ALL of us	Feb 17, 2011 11:00 AM
89	Even though I am not bilingual, I enjoy seeing students' progress and developing skills.	Feb 16, 2011 1:55 PM
90	Students with little or no education stick to it and become leaders. Students who prevail and excel inspite of the adversity.	Feb 16, 2011 1:53 PM
91	Seeing ELL students be productive school citizens	Feb 16, 2011 11:48 AM
92	seeing a student go from not understanding a word in English to being an actively functioning student in the classroom	Feb 16, 2011 10:36 AM
93	Working with some of the best students in the school and feeling satisfaction with the work that I do.	Feb 16, 2011 10:30 AM
94	The look on my ell's faces when they get it or realize they can do it!	Feb 16, 2011 10:13 AM
95	To see the progress at the end of the school year.	Feb 16, 2011 10:01 AM
96	the look on the child's face the first time they recognize a word in English	Feb 16, 2011 9:39 AM
97	increasing reading levels in both languages	Feb 16, 2011 9:36 AM
98	daily progress	Feb 16, 2011 9:15 AM
99	My satisfaction comes from noticing the changes and progress from the moment they come in to us to the moment they leave. It can be very touching at the end of the school year.	Feb 16, 2011 8:35 AM
100	When there is enough language that my students can comprehend my teaching	Feb 16, 2011 7:43 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

101	Students come back to thank me	Feb 16, 2011 7:24 AM
102	Reaching students and inspiring them to achieve to their greatest potential.	Feb 16, 2011 7:12 AM
103	The gains they are getting even if they could be greater	Feb 15, 2011 2:27 PM
104	THE KIDS	Feb 15, 2011 1:44 PM
105	Great Satisfaction because I was an ESOL student myself	Feb 11, 2011 12:41 PM
106	Watching them grow and learn English quickly!	Feb 11, 2011 10:47 AM
107	Keeping in contact with some students for years after graduation	Feb 11, 2011 7:33 AM
108	Love to be with the kids, and watch them progress	Feb 11, 2011 6:33 AM
109	The entire process of watching children learn a new language	Feb 10, 2011 12:07 PM
110	I love learning from them!	Feb 10, 2011 10:30 AM
111	I am happy that my students love learning with me and I am rewarded with their progress.	Feb 9, 2011 8:28 AM
112	Their success now and in the next level	Feb 9, 2011 7:48 AM
113	the smiles on the faces of the ESOL students as they experience academic success and "fit in"	Feb 9, 2011 6:54 AM
114	Seeing the students grow, learn and smile.	Feb 9, 2011 6:22 AM
115	Their first A or first public speaking role.	Feb 8, 2011 4:37 PM
116	learning about students' cultures, languages, countries	Feb 8, 2011 4:31 PM
117	SEEING THEM EXCIT THE ESOL PROGRAM	Feb 8, 2011 4:10 PM
118	Teaching an ELL how to read in English	Feb 8, 2011 3:01 PM
119	When I get notes from students current and former thanking me for helping them.	Feb 8, 2011 12:42 PM
120	Addressing children's emotional needs, and watching them succeed	Feb 7, 2011 1:20 PM
121	seeing the improvement they make from one yr to the next.	Feb 7, 2011 12:38 PM
122	They are such awesome kids. I usually have my students for a couple of years and I love seeing them begin to succeed in English.	Feb 7, 2011 9:35 AM
123	being thanked and respected by parents	Feb 7, 2011 8:39 AM
124	My greatest satisfaction in being an ESL teacher is simple, that I see the greatest leaps and bounds in my students education as compared to non esl students/teachers. My students are eager to make the "mark" and be as their peers in all the four aspects of English language. This motivation is self driven and is specific to ESL students, it allows us to keep trudging ahead, even when it is so difficult for the students at times.	Feb 7, 2011 6:46 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

125	helping delightful, appreciative children	Feb 4, 2011 1:54 PM
126	Building relationships with many wonderful students and sharing in their learning experiences	Feb 4, 2011 11:14 AM
127	wonderful students, motivation and success of students	Feb 4, 2011 9:36 AM
128	Seeing ELL Students grow & progress throughout their K-5 years	Feb 4, 2011 9:06 AM
129	The greatest satisfaction in being an ESL teacher is knowing that my students are becoming successful by their smiles and ways they interact with other students and staff. It is their accomplishments that make my heart shine almost every day.	Feb 4, 2011 7:46 AM
130	The ability to see the growth both educationally and confidence-wise in my students as the L2 of English begins to strengthen.	Feb 4, 2011 7:02 AM
131	seeing the progress being made by my level 1 and 2 students	Feb 4, 2011 6:44 AM
132	Seeing the students smile, feel safe and willing to take risks with me. I love seeing them succeed. Small steps are wonderful.	Feb 3, 2011 3:17 PM
133	Watching the students grow in their language skills.	Feb 3, 2011 11:32 AM
134	Sharing the achievements of my students	Feb 3, 2011 6:00 AM
135	constant motivation and individual progress of students	Feb 2, 2011 7:19 PM
136	Seeing the students acquire English	Feb 2, 2011 10:18 AM
137	Being able to watch each child go from shy or quiet confusion blooming to confident members of the classroom who want to share all the time!	Jan 31, 2011 1:03 PM
138	I enjoy watching the students improve with their English.	Jan 31, 2011 10:27 AM
139	My greatest satisfaction is when I get a Limited Formal Schooling student and I see them succeed (with adaptations) in the classrooms.	Jan 31, 2011 9:41 AM
140	Helping ELL's speak fluent English	Jan 31, 2011 8:52 AM
141	Too many to name- But I LOVE the teaching part. There is nothing like having a group of students thoroughly engaged, sharing ideas and building confidence in themselves.	Jan 29, 2011 1:37 PM
142	Daily successes!	Jan 28, 2011 8:26 PM
143	Working with my students and seeing their progress over the school year and the years that follow.	Jan 28, 2011 11:07 AM
144	watching their progress in all academic and social areas	Jan 28, 2011 8:54 AM
145	students making progress/learning English; becoming comfortable in the school/country	Jan 28, 2011 8:37 AM
146	Seeing students gain confidence and competence in their second language and culture	Jan 28, 2011 8:04 AM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

147	Watching the children learn English and thrive in Bethlehem	Jan 28, 2011 6:52 AM
148	The joy of seeing my students' improve and succeed.	Jan 28, 2011 6:23 AM
149	The sense that I am really doing something good for my students and their families - both academically and in general.	Jan 27, 2011 8:41 PM
150	seeing the students progress and how excited they are for school and my class	Jan 27, 2011 7:13 PM
151	gratitude from students and parents	Jan 27, 2011 6:43 PM
152	Being the safety net/ safe harbor for my students	Jan 27, 2011 6:14 PM
153	I love to see my students learn to read. They are so proud!	Jan 27, 2011 1:44 PM
154	knowing I make a difference sometimes	Jan 27, 2011 12:53 PM
155	seeing the pride in the eyes of ELLs when there is success.	Jan 27, 2011 11:55 AM
156	Working with the students. They are amazing people.	Jan 27, 2011 11:09 AM
157	I greatly enjoy watching the growth in my ELL's.	Jan 27, 2011 10:21 AM
158	Experiencing their academic growth.	Jan 27, 2011 9:27 AM
159	Seeing the pride my students have in their accomplishments.	Jan 27, 2011 7:52 AM
160	working with the children	Jan 26, 2011 1:09 PM
161	When my students have "aha" moments .	Jan 25, 2011 6:58 PM
162	I love to see my students transition into the regular ed. classroom after working with me as newcomers.	Jan 25, 2011 9:23 AM
163	cultural learning	Jan 25, 2011 8:43 AM
164	When they make connections	Jan 25, 2011 8:27 AM
165	helping them succeed	Jan 25, 2011 8:24 AM
166	Our students are making significant gains both academically and socially.	Jan 25, 2011 6:39 AM
167	Seeing students make "the leap" to understanding English.	Jan 24, 2011 5:53 PM
168	having ELL students exit the program and go on to become top students in their class	Jan 24, 2011 5:36 PM
169	My students are really motivated to learn.	Jan 24, 2011 1:22 PM
170	Seeing students succeed academically and personally	Jan 24, 2011 7:05 AM
171	watching students who come into the school with no English, learn enough to communicate with peers and teachers	Jan 24, 2011 6:00 AM
172	Seeing students make progress and be successful in school (and life)	Jan 23, 2011 6:59 PM

Page 3, Q53. In closing, please note your greatest frustration and greatest satisfaction in being an ESL teacher.

173	Promoting student success & learning.	Jan 23, 2011 6:47 PM
174	My ELLs learning English	Jan 23, 2011 5:53 PM
175	Seeing students achieve and take advantage of great opportunities.	Jan 23, 2011 3:27 PM

Page 3, Q54. Please feel free to add any thoughts or comments.

1	It was a very nice and thorough survey.	Mar 17, 2011 9:02 AM
2	Weekly scheduled time for collaboration among ESL and non-ESL teachers would be beneficial to ELLs. Although we have meetings each marking period to discuss student data/achievement, other collaboration largely happens in whatever time we can fit in before or after school.	Mar 17, 2011 7:08 AM
3	Is it possible to know the results of your survey?	Mar 16, 2011 1:46 PM
4	this was great therapy, thank you for taking the time to gather this information, I would love to see the final results.	Mar 16, 2011 1:05 PM
6	My ESL students are as important to me as my own children. I look for them to be treated fairly and be successful in all aspects of their school day.	Mar 16, 2011 10:11 AM
7	One of my biggest frustrations is the ignorance of my fellow teachers. They do not make accomodations, have had little/no information about the reality of ELLs. It's not for lack of caring, it is a lack of training. I love working with these kids. They are miracles in progress. Working with an urban population is rough...low levels of motivation...extra low levels of life experience...low levels of native language literacy...my colleagues are my greatest support...we are five full-timers in my school...I think ESL teachers need extra emotional support, extra time, extra kudos for what we do. It's hard, we and the kids are misunderstood, I think, and are somewhat isolated. I do love my job, though..don't let me fool you ;)	Mar 3, 2011 10:28 AM
8	I wish that more of this survey had "somewhat" for an answer	Mar 3, 2011 6:54 AM
9	Best wishes in your research! I am doing my dissertation now too!	Mar 2, 2011 6:37 AM
10	I love what I do, I just do not love all the extra hoops I have to go through because others do not think we are a real discipline.	Feb 24, 2011 7:14 AM
11	We have had a huge influx of students from refugee camps in Nepal and they have been a breath of fresh air in my classrooms because they are here to learn and value education.	Feb 24, 2011 5:43 AM
12	I have been an ESL Teacher for 8 years now and am very happy with my students and would not want to teach any other content area.	Feb 23, 2011 9:57 AM
13	It gives me tremendous joy, and satisfaction to be an ELL Teacher, because I myself am an immigrant from India, and can relate to both the parents and the students, because my daughter was in third grade when we Immigrated to the US.	Feb 23, 2011 8:42 AM
14	Teaching ESL is one of the most stressful careers out there. I truly love my vocation but at times wonder how much longer I can go on. The population grows daily and class sizes are increasing. Space is at a premium, and ESL unfortunately is not always on the minds of administrators and the school board. As far as students, I am frustrated with the number of students who have interrupted/or lack of formal education. Add to that an increasing number of ELLs who have specific learning disabilities but Special Ed will not identify them for fear they will be subject to a law suit.	Feb 23, 2011 8:36 AM

Page 3, Q54. Please feel free to add any thoughts or comments.

15	It seems to me that almost everyone outside the ESL program i.e. building administration, central administration, teachers, etc. are all very ignorant of what an ESL student can accomplish and where they come from. I wish we could place all of these people in a public school in Russia and have them take their standardized tests, and we shall see how they do. :)	Feb 23, 2011 8:05 AM
16	most ell students are eager to learn and eager to please and they try so hard, so it is a good feeling when you see the progress that they make and feel frustrated if and when they come across a bump in the road	Feb 22, 2011 8:12 PM
17	In spite of the many flaws in the ESL system, I always look forward to teaching and getting to my students and their families. This year was light as many students either graduated or exited the program.	Feb 22, 2011 6:12 PM
18	As long as we are testing students on their grade level instead of the academic level we will not be successful on standardized testing.	Feb 22, 2011 1:33 PM
19	ESI has come a long way but still has a long journey ahead, especially in the non-ESL teacher areas of acceptance and student instruction.	Feb 22, 2011 10:45 AM
20	ESL students are underserved by my district. I have no visual technology available to me, and my class sizes are too large. We are 3 miles from the main campus so it is difficult from me to communicate with the content teachers of my students.	Feb 19, 2011 10:50 PM
21	This survey is biased towards educational systems that separate ELLs and the rest of the student body. ALL students need these supports!	Feb 17, 2011 11:00 AM
22	I think I covered it under frustrations .	Feb 16, 2011 1:53 PM
23	I believe some students that have learning/reading issues are in ESL but are not true ESL students. They can land in an ESL classroom because they can't pass the test but not because of language but because of other difficulties.	Feb 16, 2011 7:43 AM
25	I love teaching ESOL. It is absolutely fascinating when a non-speaker enters the program and I am able to watch them gradually pick up the language.	Feb 11, 2011 10:47 AM
26	I think I said it all. I wish I could quit my job and start my own school. I am seriously depressed about the way I have to teach. All these strategies we are to carry out, are meaningless without the proper infrastructure, and adequate staff on hand to carry it out. If the districts keep laying off teachers, the effectiveness of instruction suffers.	Feb 11, 2011 6:33 AM
27	The survey made me feel like it was looking to prove that ELL's need more social services, social interventions, school support, and cultural awareness. The questions seemed "leading".	Feb 10, 2011 12:07 PM
29	Teaching ELL students is a pure joy. The students are so appreciative of your efforts. Parents that care are fabulous. It is not a job but a valued opportunity to be part of their lives.	Feb 9, 2011 7:48 AM

Page 3, Q54. Please feel free to add any thoughts or comments.

30	teacher need to have more compasion for them and do what it takes to give them self worth. today one is more than just a teacher. We wear many hats. Our goal should be toencourage them and remind them how special they are and how proud we are of them. to many teachers have lost sight of this.	Feb 7, 2011 12:38 PM
31	I love my job. I wouldn't teach anything else! I learned so much from my students and their families.	Feb 7, 2011 9:35 AM
32	I love my job...the rewards are endless	Feb 7, 2011 8:39 AM
33	My comments indicated a low level of stress for my students. When I taught in the high school, the stress level was far higher and my responses would have been entirely different.	Feb 4, 2011 1:54 PM
34	Frustration: Teachers look to the ESL specialist to make the accommodations/modifications for their ELL. Teachers expect students to complete designated grade-level projects w/o considering the proficiency level of the ELL. Teachers do not know how to instruct or grade beginning ELLs. I still hear, "What I do with him?" Satisfaction: Making positive connections with students and families.	Feb 4, 2011 9:06 AM
35	I am not teaching at this time. Doing more administrative role for ESL.	Feb 3, 2011 1:36 PM
36	ESL is a wonderful profession and I feel you truly teach the child. The child is willing to learn and enjoys school for the most part. I tell everyone I know to be an ESL teacher because of the enjoyment of teaching small groups and having great kids.	Feb 3, 2011 6:00 AM
37	Despite the challenges, teaching ELLs is very worthwhile and enjoyable!	Jan 31, 2011 1:03 PM
38	I have been a teacher for over 20 years, and teaching the ESL population has been one of the best experiences I have had.	Jan 31, 2011 9:41 AM
39	I'm very fortunate to work where I do. I believe that I have the best ESL teaching job there ever could be. I stay in one building, have considerable autonomy over what I teach, have had excellent opportunities for professional development, have people in administration who support me and trust my professional opinion, have a good amount of planning time, and have the resources to go to when I have questions or students who need help beyond what I can provide. As a result of all of this, my students often receive help beyond academics. I know for a fact that many of my counterparts do not teach under these conditions.	Jan 29, 2011 1:37 PM
40	The challenges of teaching ESL are surpassed only by the rewards!	Jan 28, 2011 8:26 PM
41	This is a very good survey. I think the social-emotional well-being of our ELLS is largely ignored in the school system. The state wants to test, test, test. The district has limited resources (amount of teaching and support staff). The schools are overwhelmed with state standardized testing and making AYP. Most of the leading politicians have no idea what our students need. There is a lack of understanding of the importance between social-emotional well-being and academic success. I hope at some point the country changes some of this "testing" mentality. Education is not about scoring well on a test. I hope we are not creating a generation of students who dislike school and feel they can't deal with the demands of the schools. What will we do then?	Jan 28, 2011 11:07 AM

Page 3, Q54. Please feel free to add any thoughts or comments.

42	Sometimes we are everything to them...parent/counselor/friend/nurse even though we do not try to be. Best of luck to you in your studies!	Jan 27, 2011 12:53 PM
43	It is important that the schools make sure that ELLs are placed with teachers who can work with the ESL teacher. If an ELL student is placed with a mainstream teacher who is comparing him/her to other native speakers and the teacher is impatient, the ELL student's confidence is negatively impacted.	Jan 27, 2011 11:09 AM
44	There was a time when a newcomer arrived to enter 3rd grade. He spoke only Arabic. He cried everyday. The counselor called me at home and asked if I would come and talk to the student. I came into the school to comfort the student, even though there were other students in his class that spoke Arabic. He felt at ease when he would see me. I went to his parents'home and talked with them. Days I substituted I made the time to stop and assure him I was in and he could see me anytime when needed. During my prep time I would stop to see him in class and assist the teacher and give support to him. He knew I cared and I shared with him my stories starting school, how I was yelled at by my teacher because I could not tell her in English what I had for breakfast one morning.	Jan 27, 2011 9:27 AM
45	I love working with my kids because it's like working with a mini-UN. I learn just as much from my kids learn from me.	Jan 25, 2011 6:58 PM
46	I love what I do. Just at times, they students need to pay attention in my instruction. Parents are really not around in my school and at times, I really need them. I also do not like when the students get "Americanized". This means they lose thier culture and act like their peers (either good or bad). Overall~ I would not give this up for the life of me. This is what I was meant to do and I do not see myself doing other.	Jan 25, 2011 7:59 AM
47	Please note: I am the ESL coordinator for our district, so my responses may be differenet than "regular" teachers.	Jan 25, 2011 6:39 AM
48	Testing, as mandated by NCLB, & crucial to the school (AYP) places very unfair burden on all students, especially ELLs. Lack of time to collaborate w/ very willing classroom teachers is other major barrier. BCAs are WONDERFUL for ELLs, their families, as well as for us, other teachers.	Jan 24, 2011 5:53 PM
49	I find it incredible that my school district "handed-out" ESL positions to those who did not even hold an ESL Program Specialist certification at the time of their hire. When you try to clarify something, you get the runaround. Frustrating beyond words.	Jan 24, 2011 7:05 AM
50	Great idea-- please share results!	Jan 23, 2011 3:27 PM