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Teacher and Evaluator Perspectives on the Teacher Evaluation Process for Teachers of
English Language Learners

CHANGE LEADERSHIP PLAN

Nancy Martinez

Educational Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education
in the Foster G. McGaw Graduate School

National College of Education

National Louis University

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This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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ABSTRACT

This paper examines the need to add indicators to the current teacher evaluation system that are specific to English Language Learners (ELLs). Florida teacher evaluation protocols do not specify ELL-specific instructional strategies. This study explores perceptions of ELL teachers and school administrators on the fairness of current evaluative practices for ELL teachers. I considered research that supported the need for differentiated instruction for ELLs. I used the diagnostic framework by Wagner et al. (2006) to identify “arenas” of change: culture, context, conditions, and competencies. I used these arenas to present the existing situation in a school district. I then presented how the district would be after implementing suggested changes. I designed a set of action steps to address anticipated challenges.

PREFACE

The focus of this study is to identify ELL teachers' perceptions of current teacher evaluation practices. As an ELL teacher, I understand the difference between instruction in a mainstream classroom and an ELL classroom. There are many challenges that ELL teachers encounter that mainstream teachers do not. For this reason, I decided to conduct a study to determine if other ELL teachers' perceptions of the teacher evaluation system were similar or different than mine.

Through the enormous amount of research available on teacher evaluation, the several teacher evaluation frameworks currently available, and the state and district requirements, I realized this topic is not considered a priority. It made me understand that not only are ELL students' needs not being met, but neither are their teachers'. The common theme resulting from the series of surveys and interviews that I conducted with teachers and administrators was the need for differentiation in evaluation protocols.

This process allowed me to explore the viewpoints of ELL teachers on current teacher evaluation practices. I was able to use the findings to create a series of action strategies that would lead to better performing and more effective ELL teachers. These strategies provide information to identify those teachers who need assistance to improve their instructional practice for their ELL students. Most importantly, these findings will direct attention to those areas of improvement needed in our schools that could result in better academic performance of our ELL student population.

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SECTION ONE

Introduction

Statement of the Problem

On August 14, 1990, a Consent Decree was signed in the United States District Court for the Southern District of Florida. It was the result of a class action complaint filed on behalf of the *League of United Latin Americans Citizens (LULAC) et al. v. State Board of Education et al.* The decision addressed the civil rights of English Language Learners (ELL) to have equal access to comprehensible instruction. The intent of the settlement agreement was to protect all ELL students who are enrolled in every school in the state of Florida by making sure they receive “equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs” (*LULAC et al. v. State Board of Education et al.*, 1990, Section II).

I can attest personally to the importance of this guarantee of equal access to comprehensible educational programming for ELL students. My understanding of the problem I analyzed in this study stems in part from my personal experience learning a second language, and teaching English and reading to newcomer students who do not speak English. I understand, at a personal level, the struggles of learning a second language, and have observed how challenging it is for these students to succeed in our schools. I can also attest to the benefits of having someone take the time to teach me in a manner that was comprehensible and specific to my needs and level of English proficiency.

The Florida Senate passed Bill SB 736, the Student Success Act, and signed it into law effective on July 1, 2011. The Student Success Act (2011) revised current teacher evaluation systems, compensation, and employment practices for instructional and administrative personnel. The law required districts to revise or create new teacher evaluation systems focused on student performance. After the approval of this bill, a variety of research-based teacher evaluation frameworks surfaced. The Art and Science of Teaching (Marzano, 2007), and Framework for Teaching (Danielson, 2012) are the two main models approved by the Florida Department of Education (FLDOE, 2013). Another model districts implemented is a combination of both Marzano and Danielson, known as the hybrid model. School District A, one of the counties that participated in my research, chose a combination of both Marzano and Danielson as its hybrid version to use as their teacher evaluation framework.

Both of these frameworks organize indicators of effective instructional practice in various domains which consider skills in the areas of planning, classroom environment, professional responsibilities, and collegiality. They both also account for evaluating areas specific to teacher instruction. However, neither of them takes account of the extent to which the specific needs of ELLs are being met by the classroom teacher. Although both frameworks are evidence-based, I believe there is still a lack of specificity and differentiation which are necessary for teachers of ELL.

In the past, I witnessed every day how teachers listed mandated accommodations for ELLs on their lesson plans. I also have witnessed how often those accommodations were just recorded on paper, but rarely became a reality in the classroom. I believe there has been continuous advocacy for the fair instruction of the ELL student population.

However, accountability for that level of instruction has not been sufficient. For most educators, ELLs are being supported by providing them a dictionary, extra time to complete tests, or pairing the student with a classmate who speaks the same language. Research proves these are effective accommodations that do support ELLs' learning (Abedi, Courtney, & Leon, 2003); however, they are not enough and much more is needed to reach ELL students.

Rationale

I relocated from New Jersey to Florida in 2006. Since I became an educator, I have been teaching ELLs and witnessing different instructional approaches at different grade levels. My educational experience at the graduate level, along with professional development acquired while living in the North, have given me a different perspective on how to approach my ELL students. I was surprised to notice that in Florida, students were not allowed to be pulled into smaller groups for more one-on-one instruction. I was overwhelmed by the number of ELL students, particularly newcomers, who were placed in mainstream classes with regular teachers. When questioned about their practices and how they were able to handle ELL students in their classrooms, most teachers expressed their frustration and lack of ability to effectively teach these students. When asked about the type of accommodations they were using, most teachers referred to student pairing, the use of dictionaries or online translators, and allowing them extra time to complete assignments and tests. Teachers also indicated they relied on the assistance of paraprofessionals who would come a few times a week for a few minutes at a time to check and “support” these students.

As I continued working closely with teachers and students across various counties in the state of Florida, I was able to learn more specifically how ELLs are taught in Florida. In my last teaching assignment as a reading and developmental language teacher, I experienced the lack of support and the disconnection between school and district administration and the ELL world. My students' stories about their experiences in their mainstream classes led me to ponder possible solutions to this unfortunate situation. These experiences and my passion for educational equity for all students have inspired my interest in this cause. It is my belief that, to ensure that ELLs are provided with equal access to educational opportunities, we must implement evaluative practices that reward those teachers who effectively instruct them, and identify and develop those who do not.

Goals

Among the goals of this change leadership plan (CLP) was to first identify and analyze teachers' and evaluators' perceptions of the teacher evaluation system in classrooms where ELLs are present. Secondly, based on those perceptions, the plan aims to identify the evaluative indicators that need more differentiation to support teachers in becoming effective teachers of ELL students. These results will assist in the design of professional development for teachers and evaluators on the specific techniques required to effectively instruct ELLs. The new evaluation system requires that its results be used to determine the areas in which teachers need improvement so that more relevant and specific training could be offered to them. Providing professional development on instructional practices for ELLs should improve teachers' instructional practice and positively affect ELL student achievement.

Through this CLP, I intend to establish the differences between differentiated instructional techniques for ELL teachers and the instructional strategies generally used by mainstream teachers. I also aim to establish the benefits of differentiating teacher evaluation instruments between these two groups of teachers. In addition, I correlate the evaluators' level of knowledge of ELL instructional techniques to the fairness of the evaluation of ELL teachers. Understanding these teaching imperatives will give teachers and administrators the necessary perspective to recognize the urgency and importance of providing an equitable, effective, and rigorous curriculum to ELLs, which will support the ultimate goal of increasing these students' academic achievement.

Setting

For my CLP, I targeted two different counties and one elementary school in the state of Florida. The two districts are District A and District B, and the elementary school is School S. These districts are very different in size, have different demographics, and are using different teacher evaluation frameworks. School S is part of District A.

District A is one of the eighth largest districts in Florida (FLDOE, 2013). It has 108 school sites and centers with more than 94,000 diverse students. In District A, over the past two years, minority students have become a majority minority with 46% Caucasian, 22% African-American, and 29% Hispanic (FLDOE, 2013). In District A, ELL students are 9.4% of the total student population

District B has 12 public schools, serving 7,786 students (FLDOE, 2013). Minority enrollment is 31% of the student body, the majority of which are African-American and Hispanic, which is less than the Florida state average of 57% (FLDOE, 2013). The ELL student population comprises 4.4% of the student population of District B, with a total of

331 students identified as ELLs. Although the size and the number of ELL students in these districts are very different, both have a very similar academic performance level in the reading portion of the Florida Comprehensive Assessment Test (FCAT) 2.0 (FLDOE, 2013).

Tables 1 and 2 show the percentage of ELLs in each achievement level in the (FCAT) for third grade through 10th grade in both Districts A and B. The similarity in the performance of ELLs in the reading portion of the FCAT is apparent. In both districts, the majority of ELL students performed at Level 1.

Table 1

District A ELL Percentage in Achievement Level in 2013 FCAT

ELL Percentage in Achievement Level in FCAT					
District	Grade	Subgroup	Level 1	Level 2	Level 3
A	3	ELL	45	37	13
A	4	ELL	31	39	22
A	5	ELL	38	37	19
A	6	ELL	49	35	14
A	7	ELL	64	26	8
A	8	ELL	63	31	5
A	9	ELL	66	26	7
A	10	ELL	63	30	5

Note. District Demographic Report - FCAT 2.0. Adapted from Florida Department of Education, 2013.

Table 2

District B ELL Percentage in Achievement Level in 2013 FCAT

ELL Percentage in Achievement Level in					
FCAT					
District	Grade	Subgroup	Level 1	Level 2	Level 3
B	3	ELL	21	47	26
B	4	ELL	14	52	29
B	5	ELL	35	48	17
B	6	ELL	*	*	*
B	7	ELL	*	*	*
B	8	ELL	*	*	*
B	9	ELL	*	*	*
B	10	ELL	58	33	8

Note. * indicates students not tested. District Demographic Report - FCAT 2.0. Adapted from Florida Department of Education, 2013.

My intent when selecting two broadly different school districts was to show that even in the smaller districts, ELLs perform academically at the lowest level. Therefore, the low performing levels of these students cannot be justified based solely on their limited proficiency in English, their culture, and their socio-economic levels. Rather, it is necessary to do an introspective analysis to find the reasons for this performance disparity and address them.

Conclusion

A “one size fits all” approach to education ensures that learning opportunities remain unequal, and we will continue to fail to meet the particular needs of ELLs. As long as teachers use the same techniques across all classrooms, we will continue to

perpetuate the myth that students' inability to speak a language fluently is the main reason for low academic performance. Districts have designed observation instruments that are applied in the same format in all classrooms and to all teachers, regardless of the type of content taught and the type of students these teachers have. One of my expectations is to see ELL-specific teaching practices included in the evaluation instruments applied across all classrooms.

I collected and analyzed teachers' and administrators' perceptions of the current teacher evaluation processes in two different Florida school districts.. The focus of the study was on the importance of differentiating evaluative practices based on the type of students teachers have in their classrooms, specifically, ELLs. The underlying premise was the consideration that if, by law, ELL teachers have to use specific instructional practices with their ELL students, these should be accounted for in a teacher's evaluation protocol. I believe the observation and evaluation of teachers should not be done using the same rubric for all. Rather, the context in which teachers deliver their instruction should be considered in order to assess the instructional practices and effectiveness of teachers of ELLs.

SECTION TWO

Assessing the 4 Cs (As-Is)

Senge (1990) made reference to the illusion that the world is created of separate and unrelated forces. He believes that it will not be until organizations give up that illusion that they will be able to expand their capabilities to generate the results they truly want (Senge, 1990). His work inspired Wagner's change leadership guide, which I used as the framework for this plan.

I used Wagner's 4Cs change model framework to identify four areas of change. The four areas of change in this model are (a) context, (b) culture, (c) conditions, and (d) competencies (Wagner et al., 2006). The 4Cs model uses a systematic thinking approach to the challenges and goals of change in schools and districts. Wagner et al. (2006) believe that efforts in educational improvement must be focused on the ongoing improvement of instruction.

Wagner et al.'s (2006) theory of change is that student achievement will not improve unless and until we create schools and districts where all educators are learning how to significantly improve their skills, as teachers and as instructional leaders. Identifying the four components of the 4Cs will allow me to identify both the current practices used, the As-Is, and what the situation will look like after the change, the To-Be. For the purpose of this plan, I used information from Districts A and B.

Context

Context is defined as the skill demands all students must satisfy to be able to function at the level of expectation, concerns, and aspirations of the families and community that the school or district serves (Wagner et al., 2006). The context is continuously changing as the reality of the students and the community evolves. Context is beyond our control and can directly affect the efforts made by the organization. Understanding the context allows us to influence the changes in the other components of the 4Cs, as they are interdependent (Wagner et al., 2006).

District A is considered a medium size district with a Pre-Kindergarten to 12th grade student population of 94,000 (FLDOE, 2013). The total number of ELL students is approximately 8,847 students. Among racial/ethnic groups in the 2011-2012 school year, the Hispanic/Latino population was the largest percentage of ELL students in the district with 24.4% of the student population. The Asian population was the second-largest, with 15.5% (FLDOE, 2013). To establish the context used in the 4Cs diagnostic tool, I used data from one of District A's elementary schools, which I will refer to throughout this project as School S.

School S had a minority rate of 64%, and a free and reduced lunch rate of 83% (FLDOE, 2013). It is a Title I school and its school grades have been decreasing during the last three years. In 2012, School S earned a grade of B, dropping to C in 2013. More recently in 2014, School S earned a grade of D. The results from the reading portion of the 2013 FCAT assessment for third grade illustrated the typical gap between ELLs and non-ELL students. Thirty-three percent of ELLs showed proficiency in reading and 27%

in math. In contrast, their non-ELL peers showed 73% proficiency in reading and 93% in math.

Based on the reading achievement and learning points, the FLDOE created a report for the school year 2013-2014 showing the 300 lowest performing elementary schools. The report listed 24 of District A's elementary schools. School S was one of these, showing the highest percentage of free and reduced lunch rates and the lowest reading achievement level (FLDOE, 2013).

Culture

The second component of the As-Is diagnostic tool is culture. Culture in an educational context involves the quality of the relationships among stakeholders (Wagner et al., 2006). Culture represents the dynamics between adults and students, the level of expectations for all students, and the flow of communication between district, school leaders, and teachers; as well as their relationships in and outside of school (Wagner et al., 2006). It is about values and beliefs.

District A is a very diverse school district. The majority of the schools are part of the Title 1 Plan. Through this program, all schools with more than 75% poverty qualify for benefits (FLDOE, 2013). The plan provides additional funds to schools in high poverty areas to be used in increasing student achievement through effective instruction. Some of the benefits of being a Title 1 school include using funds to hire highly qualified teachers, provide professional development opportunities to staff, and promote parental involvement. Most schools in District A have an average poverty rate of 70%, and over a 50% minority rate, represented mostly by ELLs.

In the year 2014, School S went through a series of changes that included the appointment of a new principal during the second half of the school year. During the 2013-2014 school year, students suffered the loss of 478 instructional days because of frequent teacher absences. Teacher morale and student expectations were very low. School S is one of the three schools which offer the Two-Way Dual Language-Immersion Program. Although research has proven the positive impact of this program on student achievement, only 20% of ELLs in this school performed at grade level in the reading portion of the FCAT (FLDOE, 2013). The existence of a negative culture in schools affects the performance of the students (Klem & Connell, 2004). District A's schools with high ELL demographics often face problems with the academic achievement, discipline, and health problems of the students. Parental involvement is also very low. Consequently, parent-teacher partnerships in learning are challenging to create. All these conditions, along with the extensive requirements imposed on teachers on a daily basis, affect teacher morale and the culture of the school.

Due to the high number of ELLs in District A's classrooms, all teachers are expected to support these students' learning through the use of ELL strategies. However, sometimes it is difficult for teachers to comply with this requirement. They feel overwhelmed with the level of accountability and the amount of documentation they are required to complete. Differentiated instruction for ELLs is challenging for some of these teachers. Their inexperience and lack of knowledge in this area prevent them from meeting their students' needs. Most of the time, teachers rely on ELL paraprofessionals to support the learning of their ELL students. Unfortunately, paraprofessionals are not always able to handle the task effectively because they do not have the proper training.

Often, paraprofessionals are placed in these positions based on their ability to speak the first language of the ELL students.

The new evaluation system brings a higher level of accountability for teachers. Student achievement accounts for 50.3% of the teacher's overall annual performance (FLDOE, 2011). The remaining 50% includes evidence-based teaching practices and self-assessment (FLDOE, 2011). This could potentially result in low scores on performance evaluations for teachers working with high numbers of ELL students. As a result, District A's teachers are unmotivated and tired. There is a high level of concern regarding the effects of their ELL students' academic performance on their own evaluation.

Conditions

Conditions signify the resources and the infrastructure surrounding student learning (Wagner et al., 2006). Conditions encompass the tangible surroundings that delineate the operations of a district or school (Wagner et al., 2006). District A provides high levels of support in the area of reading and writing. District A is one of Florida's pilot districts for the reading coach model (FLDOE, 2014). The focus of this model is to provide opportunities to monitor the progress of students. Another priority is to offer teachers professional development in the area of reading, assessments, and data analysis to drive instructional decisions. District A also provides training on differentiated instruction and research-based reading strategies. The district has 37 reading coaches distributed across all elementary, middle, and high schools in the district (FLDOE, 2014).

In the year 2014, although District A's reading plan seems very comprehensive, 24 of its 59 elementary schools were listed on the 2013-2014 Florida's Lowest 300 Performing Elementary Schools (FLDOE, 2013). Out of the 24 schools listed, three

earned a grade of F, 18 schools received a grade of a D, two a grade of C, and one received a B. Of all 23 elementary schools, 18 dropped one grade level from 2012 to 2013 (FLDOE, 2013). One would think that the abundance of resources at District A's disposal would be reflected in the improved academic achievement of its students, particularly ELL students.

As part of the array of support District A provides to the ELL community, a K-5 Spanish Dual Language model is offered in three of its elementary schools. School S is one of the schools offering the dual language model and it is also one of the schools listed on the lowest 300 schools report (FLDOE, 2013). Changes in the school administration and low morale levels have affected the successful implementation of the program.

A report on how to align education resources with student learning goals recommended reinforcing the connection between resources and student learning by explicitly and strategically using the resources to accomplish the results (Loeb, 2008). It is not just the dollar amount and the commodities one can buy that are important, but also the elements that give meaning, such as individuals' motivation, flexibility, knowledge, information, and knowledge. The intangibles affect the way students learn and are as important as the tangible resources (Loeb, 2008).

Competencies

The development of competencies, or adult skills, is critical to successful change (Wagner et al., 2006). These skills are most effective when they are developed and enhanced through job-embedded professional development and collaborative practices (Wagner et al., 2006). In the ELL instructional arena, there is still the assumption that the same effective strategies used in mainstream classrooms are as effective in ELL

classrooms (Harper & De Jong, 2004). In District A there is a strong focus on reading, math, and science. With the demands of the Next Generation Standards and the level of text complexity, many efforts are being made to develop students in those areas. For ELLs, this brings their learning obstacles to another level. For these students, the absence of the support they will need to meet these new academic requirements will only increase the achievement gap between them and their non-ELL peers (Echevarria, Short, & Powers, 2006).

In District A, most schools have one or two ELL paraprofessionals to be shared among the whole school's ELL population. These teacher assistants do not necessarily possess the proper training on ELL instruction (Echevarria et al., 2006). Although it is a state requirement for ELL teachers to be ELL certified or endorsed, those who are not, are allowed 1 year to comply with the requirements. Understanding effective ways to teach ELLs is very important. When teacher qualifications, skills, and experience are disregarded, ELLs suffer and continue to fall behind. There are specific skills and characteristics unique to ELL teachers. Research indicates that teachers with specific experience teaching ELLs can be more effective in their instruction to ELLs than those teachers who have only experienced teaching non-ELL students (Master, Loeb, Whitney, & Wyckoff, 2012). Similarly, it shows those teachers with training on ELL-specific instructional strategies provide more effective instruction to ELLs than those teachers who have not experienced that type of training (Master et al., 2012)

Conclusion

Looking at all the components of the 4Cs diagnostic tool separately allowed me to have a more holistic picture of the performance of schools and districts. Understanding

the interrelation of its different components is essential to identify what to improve, and where, why, when, and how to implement change (Wagner et al., 2006). Schools and districts need to understand the importance of considering the needs of ELLs on each of the 4Cs (context, culture, conditions, and competencies).

ELLs' academic achievement can no longer continue to be disregarded when making academic decisions, such as designing programs, meeting increasing demands, and recruiting personnel. We are living in times when our schools' minorities are becoming the majority. We need to find solutions and improve the academic performance of the minority groups of students. If we do not, their economic future, as well as that of the country, could be at risk. We need to put program modifications in place in our schools and districts in a systematic manner. In order to achieve the ultimate goal of increasing student achievement, we need to improve all the interrelated components preventing us from achieving that goal.

SECTION THREE

Research Methodology

Research Design

At the time when I conducted my research for the CLP, I had previously spent five of my 11 year teaching career working with newcomer high school students and adult ELL students. The data I gathered from my program evaluation proposal (PEP) provided ample evidence regarding the level of dissatisfaction of my ELL students. They did not feel there was enough differentiation and language support in their classrooms. Similarly, teachers expressed their frustration with the lack of administrative and district support, the very limited personnel assistance in the classroom, and the limited instructional resources available for their ELL students.

Based on my personal experience with the new teacher evaluation system, and the sentiment expressed by my students regarding their learning experiences in mainstream classes, I decided to explore the perspectives of teachers and administrators on the new teacher evaluation system. I took an improvement-oriented formative approach as the research method in this project. The focus of the improvement-oriented evaluation method is to “make things better rather than rendering summative judgment” (Patton, 2008, p. 116). The intent of this research is to identify areas of weakness in teacher evaluative practices that, if improved, could have a positive impact on the academic achievement of ELLs as well as improve ELL teachers’ instructional practices.

Participants

Participants included 11 ELL teachers, two elementary school principals, and one district administrator. I selected to include teachers as a participant demographic on the basis that they not only deliver instruction to ELL students, and are directly affected by the results of their evaluations, but they also are the primary source of information about their experiences teaching ELLs. They also could provide an organic perspective on the teacher evaluation system.

Principals are the school leaders responsible for the implementation of programs, allocation of resources, and the performance of teachers. As instructional leaders, they can bring a top down perspective and a more holistic view of the effects that new district requirements can have on student achievement. District administrators monitor school performance, ensure that programs are implemented with fidelity, and enforce all related public policy.

Data Collection Techniques

I used a combination of qualitative and quantitative data collection methods in my study. Qualitative data provides depth and detail through direct quotation and descriptive information, while quantitative data produces a broad and general set of findings (Patton, 1987).

Surveys. I conducted two different surveys with teachers and school principals. I designed survey questions in correlation with the employment level of the participant. The survey administration was paper-pencil based and personally delivered to all participants (see Appendices G and H. I asked surveyed participants to participate in interviews (Appendices I, J, and K). The surveys contained 13 Likert-type responses. The

teacher survey also included two open-ended questions and the administrator survey included three open-ended questions. I collected descriptive data in order to explore variations in experience and capture a range of individualized outcomes (Patton, 1987).

Interviews. I interviewed one teacher, two school principals, and one district administrator (see Appendices I, J, and K, respectively). I utilized an in-depth interviewing approach. I recorded the answers and asked additional follow-up questions to solicit details and acquire a broader understanding of the participant's point of view (Patton, 1987).

Data Analysis Techniques

The analysis of the data includes a description of the participants' experiences in the program of study. Interview responses elicited personal opinions and participants' perspectives on the delivery of instruction to ELL students and the new teacher evaluation practices. These descriptions represent teacher, school principal, and district administrator perspectives. I set out participants' answers in a narrative form to "provide a holistic picture of what has happened in the reported activity" (Patton, 1987, p. 147).

Ethical Considerations

Participants in this study did not have any risks relative to participants. I treated all participants with respect and in accordance with the ethical guidelines of the American Educational Research Association (AERA), the American Psychological Association, and National-Louis University (NLU) Instructional Review Research Board (IRRB). I provided participants with a consent form clearly stating that their participation was voluntary and they could withdraw at any time. The form also included an explanation of the guidelines regarding privacy and safeguarding of information

regarding confidentiality of their identities and responses. In order to support and respect their feelings and opinions, and guarantee their anonymity, pseudonyms were used on the interview recordings, transcripts, and narratives of this CLP.

Conclusion

The ELL student population is rapidly increasing in our schools. One in five students in a given classroom is Hispanic. They comprise the largest minority group in our educational system. Now, more than ever, mainstream teachers have ELLs in their classrooms. For many, the level of training in instructional strategies for ELLs is very limited. Teachers find themselves struggling to meet the needs of this student population. New teacher evaluative practices account for student performance as part of the teacher's evaluation score. If the students do not perform as expected, the teachers are at risk of being labeled as ineffective teachers and, as a result, losing their jobs.

Reducing the academic gaps between ELLs and mainstream students is a daunting task. It can only be accomplished if all staff members make it a priority and do their part. As educators, we must develop and implement an equitable program to prepare those who have the disadvantage of not speaking English to learn and prosper.

SECTION FOUR

Relevant Literature

Introduction

Five years ago, in 2009, the Obama administration initiated an education improvement program called *Race to the Top* (RTTT; U.S. Department of Education, n.d.). Through this grant, if selected, states could acquire millions of dollars to improve their state's educational system and close the achievement gap. As part of the reform plan criteria, states were required to "design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that would take into account student growth" (U.S. Department of Education, n.d.). Florida was awarded \$700 million and was required to have the new teacher evaluation system fully implemented by the end of the 2014-2015 school year (McNeil, 2014).

From the moment the RTTT application process began, civil rights groups criticized the reviewers of the state applications (Zehr, 2010). These groups accused these officials of not adequately considering the needs of ELLs. These groups disapproved of how reviewers did not consider the buy-in from ELL and Hispanic advocacy groups. They condemned the failure of the new system to address the achievement gap between ELLs and non-ELLs (Zehr, 2010).

There seems to be a pattern of disregard for the ELL population when designing and implementing new policies, and the new teacher evaluation system is no exception. As an ELL, I can attest to the struggles ELLs and their teachers go through. I believe schools should acknowledge the efforts teachers make on a daily basis to meet the needs of this group of students differently and specifically. For this reason, I decided to embark

on this investigative journey to find research evidence that would support the differentiation of ELL teachers' evaluations.

Achievement of English Language Learners

The academic achievement of ELLs is the force that drives this CLP and is also a matter of national concern that requires serious attention. On October 19, 2010, President Obama signed the Executive Order No. 13555, renewing the White House Initiative on Educational Excellence for Hispanics. During the signing ceremony, President Obama shared a few facts about the presence of Latino students in our educational system. He said, "Hispanic students are the largest minority group in our Nation's schools, numbering more than 11 million in our public elementary and secondary school system, and constituting more than 22 percent of all pre-K–12 students" (Exec. Order No. 13555, 2010, Section 1: Policy). With figures of this magnitude, the quality of education delivered to ELLs should be of concern for all citizens.

Research has established that teachers have a significant effect on student achievement (Darling-Hammond, 2010). Teachers' academic backgrounds, levels of education, certification status, and teaching experience can make a difference in the academic success of their students (Darling-Hammond, 2010). For ELLs, in addition to these findings, other factors can hinder their academic achievement (Tellez & Waxman, 2005). Because of Florida's Consent Decree, ELLs spend most of their school day in mainstream classrooms for their core content areas (*LULAC et al. v. State Board of Education et al.*, 1990). The expectation is that the content area teachers will provide the ELLs with ESOL accommodations. However, many times teachers do not provide the necessary support and do not realize the levels of cognitive demand that ELLs must meet

(Tellez, & Waxman, 2005). On one level, the students need to learn the subject content, but on another level, they have the linguistic demand of processing that content in a language in which they are not fully proficient (Carrasquillo & Rodriguez, 2002).

Many teachers believe that if a student can speak the language, they should be able to comprehend the content and perform at the same level expected of non-ELL students (Walker, Shafer, & Liams, 2004). For ELLs to be academically successful, they must learn to use academic English. Academic English is necessary for students to achieve a deeper level of understanding of academic content, and to be able to demonstrate appropriately through oral and written modes what they have learned (Minaya-Rowe, 2012). Academic language “has more complex grammatical forms, more technical vocabulary, less use of slang and idioms, clearer references, and a more objective sense” (Cook, Boals, & Lundberg, 2011, p.67). This means ELLs need to be able to comprehend and explain their understanding of complex content across all content areas. This is the level of academic achievement that we in the field of education should strive to attain. For ELLs, this requires twice as much effort on their part as well as from their teachers. While there may be many reasons for the disproportionate performance between ELLs and non-ELLs, it is a reality for which we need to find rapid solutions. According to the National Assessment of Educational Progress (NAEP, 2011), in 2009 a report on five states with large proportions of ELLs showed that fourth graders and eighth graders performed far below proficiency level.

There are many reasons for the low levels of proficiency of ELLs. Besides their limited knowledge of English, socioeconomic factors contribute to their low academic performance as compared to their non-ELL counterparts (Wallace, 2014). In many cases,

the inadequate level of training of their teachers continues to widen the gap between ELLs and their non-ELL peers (Wallace, 2014). A high-quality teacher can have a significant effect on student achievement (Darling-Hammond, 2010). “Improving the policies that stipulate teacher knowledge and skills for working with ELLs is one way to improve the educational outcome for these students” (Samson & Collins, 2012, p. 7).

Language Acquisition

Acquiring a second language is a difficult process affected by multiple factors. The level of proficiency in the first language affects the acquisition process of the second language. “For second language acquisition to occur, there must be interaction in which speakers are concerned with meaning, not with the form of their utterances, but with the understanding of the messages they are conveying” (Carrasquillo & Rodriguez, 2002, p.60).

According to Carrasquillo and Rodriguez (2002), there are six specific manifestations of language in the process of language acquisition. The first one is the silent period that language learners experience. It is during this silent period that language learners focus on the message they are trying to understand or the reading they are trying to comprehend. The second one is how motivated the ELL is regarding acquiring a second language. The third one is related to the meaning making process. The fourth is affected by the level of understanding shown by the person listening to what the ELL is communicating. The fifth involves the empowerment of ELLs to learn English. They need to want to learn English for their own personal reasons and must desire to achieve competency and autonomy. The sixth involves the recognition and validation of the first language’s culture and language skills (Carrasquillo & Rodriguez, 2002).

Instructional Practices for English Language Learners

With the high levels of underachievement of ELLs, it is important to carefully plan for instruction in ELL classrooms. Carrier (2005) identified three key issues for teaching ELLs in mainstream classrooms. The first one is the amount of time it would take to learn and develop academic language. The second key issue is the double cognitive effort ELLs have to make when learning academic content. ELLs not only have to learn the content, but at the same time, they have to learn a new language. They have to work harder and need more support than the average English-speaking student. For this reason, ELL teachers need to provide continuous academic language support with content specific vocabulary, sentence structure, and organizational text structures (Carrier, 2005).

A third key issue is the use of multiple modes to present content in a way that is comprehensible, as well as allowing ELLs to produce and represent what they have learned in different ways (Carrier, 2005). The use of manipulatives, realia, pictures, videos, demonstrations, movements, gestures, drama, graphic organizers, and hands-on activities do not emphasize the use of language. This allows ELLs to communicate information in a comprehensible, safe, and helpful way (Carrier, 2005).

Haneda and Wells (2012) describe several principles that are helpful when instructing ELLs. Allowing ELLs multiple opportunities to speak and write for a wide variety of purposes is one strategy. Normally, in their community environment, this happens easily because survival depends on it. However, in a classroom, activities are not necessarily relevant to their everyday lives. Therefore, teachers are responsible for creating environments where ELLs are afforded opportunities to speak and write for social and curricular reasons. Similarly, teachers need to organize curricula and create

lessons that are connected to ELLs' interests, experiences, and the things they know. This way, the students are able to connect their background knowledge with topics discussed in the classroom. When designing and selecting the topic of discussion in the classroom, ELL teachers should provide several topic choices. This practice would allow for students with similar interests to work in pairs or small groups. Working in pairs or small groups would promote collaboration, class discussion, and exchange of perceptions and opinions. As a result, the development of the English language increases. Lastly, requiring ELLs to work toward a tangible outcome that represents what they have learned necessitates interaction and communication among members of the group. As a result, ELLs must practice language while learning the linguistic genres of the different curricular disciplines (Haneda & Wells, 2012).

Teacher Evaluation

Peterson, Kromrey, and Smith (1990) compared teaching evaluation systems to evaluation in the medical profession. Doctors are not evaluated on the basis of whether their patients live or die, but rather on the process of diagnosing and treating their patients. Peterson et al. (1990) believe that teachers, like doctors, should be evaluated based on the actions over which they have control. Teachers have control over their instructional practice. They determine what strategies they will use to reach their students. For this reason, I believe teachers should be held accountable for the implementation of those specific strategies that positively influence ELLs' academic achievement.

Effective ELL teachers implement strategies that elicit positive responses from ELLs. If those strategies or techniques are not required in an evaluation instrument,

teachers may not feel the need to utilize them. Depending on the language acquisition stage of the students, their responses may vary. When evaluators enter a classroom where ELL students are present, particularly if evaluators are unfamiliar with ELL instructional needs and strategies, they may get the impression that learning is not taking place or that the students are not engaged. It could be interpreted as a lack of effectiveness on the teacher's part. It is a scenario that allows room for erroneous perceptions and assumptions about the abilities of the teacher and, as a result, the teacher can receive lower scores. In retrospect, if the teacher evaluation provides opportunity to differentiate instruction and recognize ELL-specific teacher behaviors, the scores could produce more accurate and fair results.

Marzano (2007) explained how educational research provides direction to districts, schools, and teachers regarding their unique circumstances. However, he further suggested that “research will never be able to identify instructional strategies that work with every student in every class” (Marzano, 2007, p. 5). Marzano believed that teachers are to “determine which strategies they need to use with the right students at the right time” (p. 5).

I believe the one criterion which can be used to identify teachers as effective is the ability to use the correct strategy to reach their students. Marzano's (2007) teacher evaluation model organizes 41 classroom strategies, or elements, in three categories under Domain 1. These categories are identified as lesson segments for routine events, addressing content, and enacted on the spot. These elements represent those teaching behaviors expected of an effective teacher. According to his framework, these series of strategies should work effectively with any student. As part of his teacher evaluation

framework, he also has three additional domains. Domain 2 includes strategies for planning and preparing; Domain 3 refers to reflecting and teaching; and Domain 4 includes elements relative to collegiality and professionalism (Marzano, 2007).

Interestingly, Marzano included Element 47: Needs of English Language Learners, as a general category under Domain 2: Planning and Preparing. Element 47: Needs of English Language Learners, does not provide specific evaluative indicators. It therefore does not afford opportunity for teachers to be held accountable for providing ELL-specific instruction ELLs. As a result, those teachers who are not using the appropriate instruction for ELLs, and those lacking the skills necessary to teach them, cannot be easily identified using Marzano's framework alone. By not identifying those teachers, we continue to do a disservice to this growing student population.

Marzano's (2007) framework has received its share of criticism. The Internet blogger community is one source of information for reviews and points of view on published work, such as Marzano's. Regarding Marzano's evaluation system, Baeder (2011), a blogger from *Education Week*, wrote, "There is no specific research validating the framework itself, much less its godlike causal power." He accused Marzano of using "his own previous meta-analyses of teaching techniques to throw more weight behind his framework." Baeder further suggested that Marzano's message is that simply implementing all his research-based practices can "magically improve student learning without limit." Baeder wrote, "Obedience is the dark side of this evaluation framework."

Danielson's *Framework for Teaching* is another teacher evaluation model approved by the FLDOE. The framework for teaching is grounded in the constructivist approach (Danielson, 2007). Within this model, the primary goal of education is for

students to understand important concepts and develop cognitive skills (Danielson, 2007). Danielson's (2007) model is organized into four domains focusing on student learning. Domain 1 includes elements for planning and preparation, Domain 2 is focused on classroom environment, Domain 3 targets instruction, and Domain 4 relates to professional responsibilities. Each of these domains is divided into five or six smaller components (Danielson, 2007). In contrast to Marzano's (2007) teacher evaluation model, Danielson's framework for teaching allows for more specificity regarding demonstrating knowledge of students. Under Domain 1, Component 1b, Demonstrating Knowledge of Students, the model allows for more opportunities to observe teacher knowledge on language and culture. However, it does not provide opportunity to identify those instructional strategies particular to ELLs.

Conclusion

Through this literature review, a common theme emerged: the instruction of ELLs is a complex process that requires differentiation, time, and continuous modification. Each ELL student presents a unique challenge for the teacher. Creating ELL-specific teacher evaluation instruments would allow for the recognition of those challenges; it will provide opportunities to identify the specific areas of weakness ELL teachers may have, which could hinder the progress of their ELL students. Teachers raise student achievement more effectively during a school year when they are being evaluated (Taylor & Tyler, 2012). Providing ELL teachers with specific feedback on ELL instructional practices would facilitate the improvement of teachers' skills and, as a result, increase ELL student achievement. "Teachers learn new information about their own performance during the evaluation and subsequently develop new skills" (Taylor & Tyler, 2012).

The literature also revealed the stages of the language acquisition process. If evaluators or teachers are not well versed in the process, their ELL students' behavior and academic performance could be misinterpreted. By ensuring that effective ELL instructional practices are differentiated and accounted for in the teacher evaluation, this potential risk could be reduced. ELL students do not learn in the same way as their non-ELL peers; therefore, ELL teachers should not be evaluated using the same instruments used to evaluate mainstream and non-ELL teachers.

One of the purposes of a teacher evaluation is to provide teachers with opportunities to grow and improve their craft. Deliberate practice is critical to accomplish this goal. It is the personal reflection, persistence, and repetition of skills that help us to improve. However, for teacher evaluation to successfully lead to improvement, differentiation is necessary. Darling-Hammond, Wise, and Pease (1983) concluded with the following thought: "If teacher evaluation is to be a useful tool for teacher improvement, the process must strike a careful balance between standardized, centrally administered, performance expectation, and teacher- specific approaches to evaluation and professional development" (p. 320).

SECTION FIVE

Data Analysis and Interpretation

Findings

I conducted my research in two Florida school districts. A combination of ELL and mainstream teachers, school principals, and central office administrators were invited to be part of this study. Ten teachers, two school principals, and one district administrator agreed to participate. Both principals completed the survey and agreed to answer questions in a face-to-face interview. Of the 15 teachers invited, 10 completed the surveys and one gave consent to be interviewed over the phone. One district administrator gave permission to be interviewed in person.

Survey Data

Teachers. I personally delivered the surveys (Appendix G) to each one of the participant teachers. I provided an envelope in which to place the completed survey for collection at a later time. I asked 15 teachers to participate in the survey. 10 returned the survey for a response rate of 67%. Each one of the 10 surveyed participant teachers answered 13 questions.

In Teacher Survey Question 1, teachers responded to the prompt, “Do you have ESOL students in your classroom?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 0% sometimes, 40% most times, and 60% indicated always. The responses to Teacher Survey Question 1 imply that most teachers have ESOL students in their classrooms. These data are significant for this study because they indicated that all teachers at one point or another have had ESOL students in their classrooms. Table 3 presents the data collected in response to Teacher Survey Question 1.

Table 3

Teachers' Responses to Whether They Had ESOL Students in Their Classes

1. Do you have ESOL students in your classroom?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	0	0										
3	Most times	4	40	X		X	X				X		
4	Always	6	60		X				X	X		X	X

In Teacher Survey Question 2, teachers responded to the prompt, “Are you familiar with your ESOL students’ background?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 30% sometimes, 40% most times, and 30% indicated always. The responses to Teacher Survey Question 2 imply that all teachers may be aware of their students’ background. These data are significant for this study because they indicated that all teachers may know something about their students’ background. Table 4 presents the data collected in response to Teacher Survey Question 2.

Table 4

Teachers' Responses to Whether They Were Familiar with Their ESOL Students' Backgrounds

2. Are you familiar with your ESOL students' background?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	3	30	X		X				X			
3	Most times	4	40		X				X		X	X	
4	Always	3	30				X			X			X

In Teacher Survey Question 3, teachers responded to the prompt, “Do you understand the process of language acquisition?” Of the 10 teachers who participated in

the survey, the results were: 0% responded never, 20% sometimes, 40% most times, and 40% indicated always. These data are significant for this study because they indicate that all teachers believe they have some knowledge of the process of language acquisition.

Table 5 presents the data collected in response to Teacher Survey Question 3.

Table 5

Teachers' Responses to Whether They Understand the Process of Language Acquisition

3. Do you understand the process of language acquisition?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	2	20			X			X				
3	Most times	4	40	X	X			X				X	
4	Always	4	40				X			X	X		X

In Teacher Survey Question 4, teachers responded to the prompt, “Do you include ESOL accommodations in your lesson plan?” Of the 10 teachers who participated in the survey, the results were: 10% responded never, 10% sometimes, 10% most times, and 70% indicated always. The responses to Teacher Survey Question 4 imply that most teachers provide classroom accommodations to their ESOL students. These data are significant for this study because they indicated that not all teachers include their ESOL accommodations on their lesson plans. Table 6 presents the data collected in response to Teacher Survey Question 4.

Table 6

Teachers' Responses to Whether They Include ESOL Accommodations in their Lesson Plans

4. Do you include ESOL accommodations in your lesson plan?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	1	10							X			
2	Some times	1	10					X					
3	Most times	1	10	X									
4	Always	7	70		X	X	X				X	X	X

In Teacher Survey Question 5, teachers responded to the prompt, “Do you keep in mind students’ language acquisition levels to determine the accommodation you will implement?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 10% sometimes, 40% most times, and 50% indicated always. The responses to Teacher Survey Question 5 imply that all teachers believe they consider their students’ English proficiency levels, at least to some extent, and use it as a basis to select the appropriate accommodations for their ESOL students.

These data are significant for this study because they indicated that most teachers seem to be prioritizing their students’ language acquisition levels as an important consideration for determining appropriate accommodations in the classroom. Teachers’ abilities to accurately assess students’ language acquisition levels would therefore appear to be vitally important to providing ELL students with the accommodations they need.

Table 7 presents the data collected in response to Teacher Survey Question 5.

Table 7

Teachers' Responses to Whether Consider Students' Level of Proficiency to Determine Accommodation in the Classroom

5. Do you keep in mind students' different language acquisition levels to determine the accommodation you will implement?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	1	10							X			
3	Most times	4	40			X					X	X	X
4	Always	5	50	X	X		X	X					X

In Teacher Survey Question 6, teachers responded to the prompt, “Do you differentiate your instruction between ESOL students and native English speakers?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 30% sometimes, 40% most times, and 30% indicated always. The responses to Teacher Survey Question 6 imply that differentiation of instruction for ESOL students is not consistent among all participants. These data are significant for this study because they indicated that all of the teachers at one point or another had ESOL students in their classrooms, but that not all consistently differentiated their instructional practices to meet the specific needs of these students. Table 8 presents the data collected in response to Teacher Survey Question 6.

Table 8

Teachers' Responses to Whether They Differentiate their Instruction

6. Do you differentiate your instruction between ESOL students and native English speakers?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	3	30	X								X	X
3	Most times	4	40				X	X	X				X
4	Always	3	30		X	X					X		

In Teacher Survey Question 7, teachers responded to the prompt, “Do you feel accommodation should be accounted for during any teacher observation and evaluation?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 20% sometimes, 30% most times, and 50% indicated always. The responses to Teacher Survey Question 7 imply that most would like to be held accountable for implementing classroom accommodations for ESOL students. These data are significant for this study because they indicated that all teachers have at least some appreciation for the importance of accounting for ESOL accommodations should be accounted for during classroom observations, although to differing levels. When read together with the results to the survey questions dealing with teachers’ use of students’ level of language proficiency as a basis to determine appropriate accommodations, and teachers’ differentiation of instructional practice for ESOL students, it is possible these teachers feel their own evaluations would benefit from recognition of the accommodations they implement in their classes. Another possible reason for these answers is their interest and concern for their ESOL students’ academic achievement. Table 9 presents the data collected in response to Teacher Survey Question 7.

Table 9

Teachers’ Responses to Whether They Feel Accommodations Should be Accounted for During Classroom Observations

7. Do you feel those accommodations should be accounted for during any observation?													
Code Number	Code Description	Participants		Participants’ Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	2	20			X				X			
3	Most times	3	30	X					X				X
4	Always	5	50		X		X				X	X	X

In Teacher Survey Question 8, teachers responded to the prompt, “Do you perceive teacher evaluation for ESOL teachers as fair?” Of the 10 teachers who participated in the survey, the results were: 30% responded never, 40% sometimes, 30% most times, and 0% indicated always. The responses to Teacher Survey Question 8 imply that some teachers perceive teacher evaluation as fair while other teachers perceive it as unfair. These data are significant for this study because they indicated that most teachers perceive a certain degree of fairness in the teacher evaluation. Table 10 presents the data collected in response to Teacher Survey Question 8.

Table 10

Teachers’ Responses to Whether They Perceive ESOL Teacher Evaluation as Fair

8. Do you perceive teacher evaluation for ESOL teachers as fair?													
Code Number	Code Description	Participants		Participants’ Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	3	30							X	X		X
2	Some times	4	40	X		X		X					X
3	Most times	3	30		X		X					X	
4	Always	0	0										

In Teacher Survey Question 9, teachers responded to the prompt, “Do you feel that teacher evaluations for mainstream teachers and ESOL teachers should be the same?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 20% sometimes, 60% most times, and 20% indicated always. The responses to Teacher Survey Question 9 imply that all teachers feel that generally, teacher evaluation for mainstream teachers and ESOL teachers should be the same. These data are significant for this study because they indicated that the majority of teachers do not feel that teacher evaluation should be differentiated between mainstream teachers and ESOL. One possible reason for these responses is the fear of accountability. Teachers cannot be

certain that evaluators will be trained to accurately recognize and assess effective ELL teaching strategies. Teachers also may not have received effective professional development for ELL instructional practices. Teachers may therefore be concerned about the impact that accountability, if not backed up by a systemic emphasis on ELL learning, could have on their final evaluation score. Table 11 presents the data collected in response to Teacher Survey Question 9.

Table 11

Teachers' Responses to Whether the Teacher Evaluation for Mainstream Teachers and ESOL Teachers Should be the same

9. Do you feel that teacher evaluation for mainstream teachers and ESOL teachers should be the same?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	2	20		X			X					
3	Most times	6	60	X		X	X			X	X	X	
4	Always	2	20						X				X

In Teacher Survey Question 10, teachers responded to the prompt, “Do you feel that teaching ESOL students is more challenging than teaching mainstream students?” Of the 10 teachers who participated in the survey, the results were: 10% responded never, 50% sometimes, 30% most times, and 10% indicated always. The responses to Teacher Survey Question 10 imply that most teachers feel that teaching ESOL students is more challenging than teaching mainstream students. These data are significant for this study because they represented how challenging teachers view the instruction of ESOL students. Most teachers feel teaching ESOL students is challenging while only one indicated that it is not as challenging. One possible reason for this perception is that ESOL students need to learn the subject matter at the same time they are also acquiring

English language proficiency. In addition, schools may not be providing teachers with the professional development, paraprofessional support, or other resources they need to meet ELL students’ needs. Table 12 presents the data collected in response to Teacher Survey Question 10.

Table 12

Teachers’ Responses to Whether They Feel that Teaching ESOL Students is more challenging than Teaching Mainstream Students

10. Do you feel that teaching ESOL students is more challenging than teaching mainstream students?													
Code Number	Code Description	Participants		Participants’ Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	1	10										X
2	Some times	5	50	X		X		X			X	X	
3	Most times	3	30		X		X						X
4	Always	1	10							X			

In Teacher Survey Question 11, teachers responded to the prompt, “Should evaluators use different evaluative measures and/or instruments for ESOL teachers instead of using the same for all teachers?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 30% sometimes, 40% most times, and 30% indicated always. The responses to Teacher Survey Question 11 imply that all teachers believe that teaching ESOL students is different than teaching mainstream students. These responses show that ESOL teachers feel they should not be evaluated using the same measures used with mainstream teachers. These data are significant for this study because they indicated that all participant teachers agree that evaluators should use different teacher evaluative measures. Table 13 presents the data collected in response to Teacher Survey Question 11.

Table 13

Teachers' Responses to Whether Evaluators Should Use Different Instruments to Evaluate ESOL Teachers

11. Should evaluators use different evaluative measures and/or instruments for ESOL teachers instead of using the same for all teachers?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	3	30	X							X	X	
3	Most times	4	40		X		X	X	X				
4	Always	3	30			X					X		X

In Teacher Survey Question 12, teachers responded to the prompt, “How important do you feel differentiating teachers’ evaluations is?” Of the 10 teachers who participated in the survey, the results were: 0% responded Not Important, 40% Somewhat Important, 20% Important, and 40% Very Important.” The responses to Teacher Survey Question 12 imply that teachers wish to be held accountable and recognized for what they do for their ESOL students in the classroom. One possible reason is that teachers feel that to meet ESOL students’ academic needs, they have to use different strategies. These data are significant for this study because they indicated that all teachers believe that teacher evaluation for ESOL teachers should be differentiated. Table 14 presents the data collected in response to Teacher Survey Question 12.

Table 14

Teachers' Responses to Whether the Differentiation of Teachers' Evaluation is important

12. How important do you feel differentiating teachers’ evaluations is?													
Code Number	Code Description	Participants		Participants' Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Not Important	0	0										
2	Somewhat Important	4	40	X	X	X							X
3	Important	2	20					X			X		
4	Very Important	4	40				X		X	X			X

In Teacher Survey Question 13, teachers responded to the prompt, “As an ESOL teacher, would you rather be accounted for specific accommodations you use in your classroom as part of your differentiated observation/evaluation protocol?” Of the 10 teachers who participated in the survey, the results were: 0% responded never, 50% sometimes, 30% most times, and 20% indicated always. The responses to Teacher Survey Question 13 imply that all teachers implement accommodations specific to ESOL students and would like the implementation of these accommodations to be accounted for in their evaluation protocols. Based on these responses, it could be assumed that all teachers believe they implement ESOL accommodations in their classrooms. These data are significant for this study because they represent ESOL teachers’ consensus on the need for differentiated observation and evaluation protocols. Table 15 presents the data collected in response to Teacher Survey Question 13.

Table 15

Teachers’ Responses to Whether Specific Accommodations Used in Their Classrooms Should be Accounted for in Observations

13. As an ESOL teacher, would you rather be accounted for specific accommodations you use in your classroom as part of your differentiated observation/evaluation protocol?													
Code Number	Code Description	Participants		Participants’ Answers									
		NUMBER	PERCENT	A	B	C	D	E	F	G	H	I	J
1	Never	0	0										
2	Some times	5	50	X		X					X	X	X
3	Most times	3	30		X		X	X					
4	Always	2	20							X			X

The survey also included two open-ended free response questions. Teacher Survey Questions 14 and 15 provided participants with opportunities to add comments at the end of the survey. Five out of the 10 surveyed teachers added comments to the surveys. Question 14 on the Teacher Survey prompted the teachers to “make any

comments they would think may clarify your perception about current teacher evaluative practices.” Question 15 on the Teacher Survey prompted the teachers to “make any comments and/or share your opinion about having a more differentiated evaluation protocol for ESOL teachers.” I have analyzed and grouped the teachers’ responses according to common themes, as presented in Table 16

Table 16

Teachers’ Open-ended Free Responses about Their Perceptions on Current Teacher Evaluative Practices

Teachers	Perception on Current Evaluation	Opinion on Differentiated Evaluation
A	“If students are significantly below grade level when they enter a room then test scores should be accounted for.”	Look at level of growth they make not the grade level assessments.”
B	“I feel it is flawed in many ways. One issue is the inconsistencies of administrators’ observations which can be very subjective. An administrator may do a walk through and base that evaluation –good or bad- on his/her personal feelings toward a teacher. The teacher will receive an evaluation without the administrator not knowing events that happened before she/he walked in the room. Some administrators will talk with the teacher and/or give the benefit of doubt. Other administrators will just mark and talk later.”	“Accommodations used should absolutely be a part of the evaluation process. Working with a non-English-speaker student or students, require lots of extra planning with differentiated instruction.”
C	“The evaluation is a principal’s opinion of your teaching. I don’t find this fair.”	“Not sure!”
D	“Teacher pedagogy should be scored to the same as well as knowledge of content.”	“Since differentiation is already a chunk of the evaluation process, I think differentiating the whole evaluation process would not be beneficial at this time.”
E	“I feel the teacher evaluation process is extremely subjective. One teacher could be a “needs improvement” teacher at one school. Teaching with the same strategies, a teacher could be “highly effective” at another.”	

Additional teacher comments. Several teachers made additional comments on their surveys. These comments consistently revealed teachers' concerns about the lack of ELL-specific differentiation in District A's current evaluation system. A few respondents commented on evaluative practices, with one representative comment qualifying them as "subjective, inconsistent, and unfair." A number of respondents included observations on how challenging teaching ELLs can be, with one commenting "Requires a lot of extra planning and differentiated instruction." A common trend across respondents' additional comments revealed that ELL teachers favor the differentiation of the evaluation instruments between ELL teachers and mainstream teachers. Also, they suggested that student growth be prioritized over their often low performance on grade level assessments on teacher evaluations.

Principals. I asked two principals to participate in the survey (Appendix H). Two elementary school principals completed the survey, for a response rate of 100%. In Principal Survey Question 1, principals responded to the prompt, "Do you have ELL teachers in your school?" Of the two principals who participated in the survey, the results were: 0% responded never, 0% sometimes, 0% most times, and 100% indicated always. Both principals reported they always have ESOL teachers in their schools. These data are significant for this study because they imply that these principals can relate to the issues that are relevant to ESOL students and teachers. Table 17 presents the data collected in response to Principal Survey Question 1.

Table 17

Principals Responses to Whether They have ESOL Students in their Schools

1. Do you have ESOL students in your school this year?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	0	0		
3	Most times	0	0		
4	Always	2	100	X	X

In Principal Survey Question 2, principals responded to the prompt, “Are you familiar with your ESOL students’ background?” Both principals answered the questions for a response rate of 100%. Of the two principals who participated in the survey, the results were: 0% responded never, 50% sometimes, 0% most times, and 50% indicated always. One respondent indicated always being familiar with the ESOL students’ background, while the other one stated being familiar with the background of the school’s ESOL students only sometimes.

These data are significant for this study because they indicate that principals are not always aware of the particular background and circumstances of the ESOL students in their schools. If principals are not aware of their ESOL students’ situations, they are less likely to be able to interact with them effectively and make them feel part of the school community. Table 18 presents the data collected in response to Principal Survey Question 2.

Table 18

Principals Responses to Whether They are familiar with their ESOL Students' Background

2. Are you familiar with your ESOL students' background?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	1	50		X
3	Most times	0	0		
4	Always	1	50	X	

In Principal Survey Question 3, principals responded to the prompt, “Do you understand the process of language acquisition?” Both principals answered the question for a response rate of 100%. Of the two principals who participated in the survey, the results were: 0% responded never, 0% sometimes, 50% most times, and 50% responded always. These data are significant for this study because they imply that principals do not always understand the process of language acquisition. Only by understanding the process of language acquisition, will principals be able to support their ESOL teachers in providing effective instructional practices for their ESOL students. Table 19 presents the data collected in response to Principal Survey Question 3.

Table 19

Principals Responses to Whether They Understand the Process of Language Acquisition

3. Do you understand the process of language acquisition?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	0	0		
3	Most times	1	50	X	
4	Always	1	50		X

In Principal Survey Question 4, principals responded to the prompt, “Can you identify ESOL accommodations in a classroom” Both participants answered the question for a response rate of 100%. One principal indicated only some of the time, while the other responded most times she could identify if ESOL accommodations in the classroom. Of the two principals who participated in the survey, the results were: 0% responded never, 0% sometimes, 100% most times, and 0% indicated always. These data are significant for this study because they imply that although principals believe they recognize if accommodations are being implemented in the classroom most of the time, they cannot always do so. This is concerning since these principals are responsible for evaluating their ESOL teachers. This means that sometimes, accommodations implemented by their ESOL teachers, are not recognized by the principals. Table 20 presents the data collected in response to Principal Survey Question 4.

Table 20

Principals Responses to Whether They Can Identify ESOL Accommodations

4. Can you identify ESOL accommodations in a classroom?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	0	0		
3	Most times	2	100	X	X
4	Always	0	0		

In Principal Survey Question 5, principals responded to the prompt, “Do you know if the teacher has ESOL students in her classroom when you come in to do a teacher’s evaluation?” Both principals answered the question for a response rate of 100%. One principal indicated knowledge of the teacher having ESOL students in the classroom, while the other one indicated this was only sometimes true. Of the two

principals who participated in the survey, the results were: 0% responded never, 50% sometimes, 0% most times, and 50% indicated always. These data are significant for this study because they imply that the principals believe they can most often identify ESOL students when they enter a classroom to conduct a teacher evaluation. Their ability to identify ESOL students upon entering a classroom would direct principals to look for certain instructional strategies specific to ESOL students. It would also allow principals to be more understanding of the students' behaviors without making assumptions that could negatively affect the teacher's evaluation. Similarly, it would allow principals to determine if teachers are implementing effective instructional strategies specific to ESOL students in the classroom. Table 21 presents the data collected in response to Principal Survey Question 5.

Table 21

Principals Responses to Whether They Know if ELL Students are Present upon Entering a Classroom

5. Do you know if a teacher has ELL students in her classroom when you come in to do a teacher evaluation?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	1	50		X
3	Most times	0	0		
4	Always	1	50	X	

In Principal Survey Question 6, principals responded to the prompt, "Do you recognize differentiated instruction specific to ELL students in a classroom where ESOL students and mainstream students present? Both principals answered the question for a response rate of 100%. Both principals felt that ESOL specific instructional practices should be accounted for during teacher observations and evaluations. Of the two

principals who participated in the survey, the results were: 0% responded never, 50% sometimes, 50% most times, and 0% indicated always. These data are significant for this study because they imply that principals not always are able to recognize instructional strategies that are specific to ESOL students. This could potentially result in an inaccurate teacher evaluation. If the evaluating principal cannot always identify if ESOL strategies are being implemented, both teachers and students suffer. Students' academic needs may or may not be met, effective teachers may not receive due credit, and ineffective teachers may not be identified. In a study conducted by The National Comprehensive Center for Teacher Quality, it was concluded that the lack of understanding of specific practices that could improve student outcomes, could result in inaccurate assessment of teacher effectiveness (Holdheide, Goe, Croft, & Reschly, 2010). Table 22 presents the data collected in response to Principal Survey Question 6.

Table 22

Principals Responses to Whether They Recognize Differentiated Instruction Specific to ELL Students

6. Do you recognize differentiated instruction specific to ELL students in a classroom where ESOL students and native English speakers are present?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	1	50	X	
3	Most times	1	50		X
4	Always	0	0		

In Principal Survey Question 7, principals responded to the prompt, “Do you feel ESOL specific instructional practices should be accounted for during any observation and evaluation? Both principals answered the question for a response rate of 100%. Of the two principals who participated in the survey, the results were: 0% responded never, 0%

sometimes, 0% most times, and 100% indicated always. These data are significant for this study because they imply that principals believe that it is important to hold teachers accountable for the implementation of ESOL strategies during classroom observations.

In the *Evolution of Teacher Evaluation Policy* (1995), Iwanicki and Rindome refer to teacher evaluation as a conversation about teaching between the teacher and evaluator that should be centered on how the teacher can improve the level of learning in the classroom (p.94). This statement supports these principals’ responses to this question. It could be inferred that the principals believe that the use of ELL specific instructional practices in the classroom is necessary to facilitate and improve the learning of ESOL students. Table 23 presents the data collected in response to Principal Survey Question 7.

Table 23

Principals Responses to Whether They Feel ESOL Specific Instructional Practices Should be Accounted for During any Teacher Observation and Evaluation

7. Do you feel ELL specific instructional practices should be accounted for during any observation and evaluation?					
Code Number	Code Description	Participants		Participants’ Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	0	0		
3	Most times	0	0		
4	Always	2	100	X	X

In Principal Survey Question 8, principals responded to the prompt, “Do you perceive teacher evaluation for ESOL teachers as fair?” Both principals answered the question for a 100% response rate. Both participants also expressed that most of the time, they perceived teacher evaluations as being fair. Of the two principals who participated in the survey, the results were: 0% responded never, 0% sometimes, 100% most times, and 0% indicated always. These data are significant for this study because they imply that

principals do not always view ESOL teachers' evaluations as fair. Table 24 presents the data collected in response to Principal Survey Question 8.

Table 24

Principals Responses to Whether They Perceive Evaluation for ESOL Teachers as Fair

8. Do you perceive teacher evaluation for ESOL teachers as fair?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	0	0		
3	Most times	2	100	X	X
4	Always	0	0		

In Principal Survey Question 9, principals responded to the prompt, “Do you feel that teacher evaluations for mainstream teachers and ESOL teachers should be the same?” Both principals answered the question for a 100% response rate. Both principals indicated that most of the time teacher evaluation should be the same for both mainstream teachers and ESOL teachers. Of the two principals who participated in the survey, the results were: 0% responded never, 0% sometimes, 100% most times, and 0% indicated always. These data are significant for this study because they imply that principals expect that both mainstream and ESOL teachers can be evaluated in the same way. Table 25 presents the data collected in response to Principal Survey Question 9.

Table 25

Principals Responses to Whether They Feel that Teacher Evaluation for both ESOL and Mainstream Teachers Should be the Same

9. Do you feel that teacher evaluation for mainstream teachers and ESOL teachers should be the same?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	0	0		
3	Most times	2	100	X	X
4	Always	0	0		

In Principal Survey Question 10, principals responded to the prompt, “Do you feel that teaching ESOL students is more challenging than teaching mainstream students?” The surveyed principals indicated that teaching ESOL students is more challenging than teaching mainstream students. Both principals answered the question for a 100% response rate. Of the two principals who participated in the survey, the results were: 0% responded never, 50% sometimes, 0% most times, and 50% indicated always. These data are significant for this study because they imply that principals can understand the challenges that teachers face when teaching ESOL students. Although not all participating principals agree on how challenging the instruction to ESOL students is, at least they may understand it involves more effort, scaffolding, and the use of specific strategies to reach this group of students. Table 26 presents the data collected in response to Principal Survey Question 10.

Table 26

Principals Responses to Whether They Feel that Teaching ESOL Students is More Challenging than Teaching Mainstream Students

10. Do you feel that teaching ESOL students is more challenging than teaching mainstream students?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	1	50	X	
3	Most times	0	0		
4	Always	1	50		X

In Principal Survey Question 11, principals responded to the prompt, “Should evaluators use different evaluative instruments for ESOL teachers instead of using the same for all teachers?” Both principals answered the question for a 100% response rate. They both expressed the belief that evaluators should use different instruments to

evaluate ESOL teachers instead of using the same for all teachers. Of the two principals who participated in the survey, the results were: 0% responded never, 50% sometimes, 50% most times, and 0% indicated always. These data are significant for this study because they imply that principals believe they need more specific protocols that would allow them to capture and identify ESOL specific instructional strategies. It could be assumed that principals would like to conduct more objective and evidence-based observations to ensure that ESOL students' needs are being met. Table 27 presents the data collected in response to Principal Survey Question 11.

Table 27

Principals Responses to Whether Evaluators Should Use Different Evaluative Measures for ESOL Teachers

11. Should evaluators use different evaluative measures and/or instruments for ESOL teachers instead of using the same for all teachers?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	1	50	X	
3	Most times	1	50		X
4	Always	0	0		

In Principal Survey Question 12, principals responded to the prompt, “How important do you feel differentiating teachers’ evaluations is?” Both principals answered the question for a 100% response rate. The two surveyed principals expressed the opinion that differentiating the teacher evaluation is somewhat important. Of the two principals who participated in the survey, the results were: 0% responded Not Important, 100% Somewhat Important, 0% Important, and 0% Very Important. These data are significant for this study because they imply that principals feel to a certain degree that teacher

evaluations should be differentiated but it is not necessarily a very high priority. Table 28 presents the data collected in response to Principal Survey Question 12.

Table 28

Principals Responses Regarding the Importance of Differentiating Teachers' Evaluations

12. How important do you feel differentiating teachers' evaluations is?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Not Important	0	0		
2	Somewhat Important	2	100	X	X
3	Important	0	0		
4	Very Important	0	0		

In Principal Survey Question 13, principals responded to the prompt, “As an administrator, would you rather hold teachers accountable for specific ESOL accommodations they use in ESOL classrooms as part of their differentiated evaluation protocol?” Both principals answered the question for a 100% response rate. One principal indicated that she would sometimes like to hold teachers accountable for specific accommodations they use in their classrooms, while the other one indicated that most times she would like to hold teachers accountable for the accommodations they implement in their classrooms. The results were: 0% responded never, 50% sometimes, 50% most times, and 0% indicated always. These data are significant for this study because they imply that principals do want to hold teachers accountable for the implementation of accommodations in the classrooms and have it reflected in their evaluations. Table 29 presents the data collected in response to Principal Survey Question 13.

Table 29

Principals Responses to Whether They Would Rather Hold Teachers Accountable for Specific Accommodations They Use in the Classroom as Part of Their Evaluation Protocol

13. As an administrator, would you rather to hold teachers accountable for specific accommodations they use in their classrooms as part of their differentiated observation/evaluation protocol?					
Code Number	Code Description	Participants		Participants' Answers	
		NUMBER	PERCENT	A	B
1	Never	0	0		
2	Some times	1	50		X
3	Most times	1	50	X	
4	Always	0	0		

The survey also included two open-ended response questions. Principal Survey Questions 14, 15, and 16 provided participants with opportunities to add comments at the end of the survey. Two out of the two surveyed principals wrote free-responses to these survey questions. Question 14 on the Principal Survey asked the principals to make any comments that may clarify their perception about current teacher evaluative practices. One principal indicated that “all teachers must use different instructional strategies to meet the needs of all students.” The other principal commented “our district does have a few essential performance criteria that allow us to evaluate ESOL strategies.

Question 15 on the Principal Survey asked the principals to make any comments and/or share their opinion about having a more differentiated evaluation protocol for ESOL teachers. One principal stated “our evaluation gives weight or consideration to factors that are out of the teachers’ control such as the percentage of students; free and reduced lunch, Exceptional Education Students (ESE), and ESOL. They get extra points on their evaluation.” The other principal did not make any comments on Question 15.

Question 16 asked the principals regarding the impact they believed differentiated evaluative practices could have on ESOL students’ achievement. Both principals responded this question. One principal stated “we must differentiate for all students and giving credit to teachers on their evaluation for showing this in lesson plans, instruction, and assessments, may encourage them to meet the needs of all students. The other principal indicated “teachers need to be evaluated effectively so they can receive appropriate feedback on improving their instructional practices.

I have analyzed the principals’ open-ended responses and presented them in Table 30.

Table 30

Principals’ Open-ended Responses about Their Perceptions of Current Teacher Evaluative Practices

Principals	Perception on Current Evaluation	Opinion on Differentiated Evaluation
A	“Our evaluation gives weight or consideration to factors that are out of the teachers’ control such as the percentage of students; free and reduced lunch, Exceptional Education Students (ESE), and ESOL.”	“We must differentiate for all students and giving credit to teachers on their evaluation for showing this in lesson plans, instruction, and assessments, may encourage them to meet the needs of all students.”
B	“our district does have a few essential performance criteria that allow us to evaluate ESOL strategies.”	“Teachers need to be evaluated effectively so they can receive appropriate feedback on improving their instructional practices.”

When compared to the teachers’ open-ended responses (Table 16), the principals’ responses show a much different perception of the teacher evaluation. The principals’ open-ended responses are indicative of their satisfaction with the current teacher evaluation practices existing in their district. Although they seem to understand the

importance of differentiated instruction for ESOL students, they do not reflect the same understanding regarding differentiating teachers' evaluative practices for those teachers of ESOL students as teachers do.

Interviews

Teachers. Two respondents expressed interest in being interviewed, but only one was able to attend the interview over the phone. The teacher indicated that of her 18 third-grade students, eight were ELLs. During the interview, I inquired about her opinion on current evaluative practices. Some of the areas I inquired about included the level of knowledge of her school's teachers and administrators, the differentiation of instructional practices between ELL and mainstream classrooms, the challenges of teaching ELLs, and the differentiation of teacher evaluation instruments for ELL teachers.

During the interview, the difference in knowledge of ELL strategies between teachers and administrators was evident, at least in the perception of this participant. The participant indicated that school administrators are "very knowledgeable" and can identify ELL instructional practices upon entering a classroom. However, the participant indicated that the level of knowledge of mainstream teachers of ELL instruction strategies is very basic.

When asked about differentiation of instructional practices between ELLs and mainstream classrooms, the participant stated that they are very different. She indicated that ELLs do not have the vocabulary or the necessary background knowledge, and sometimes they do not even have it in their first language. She offered an example, "If the students have never gone to Disney World and the lesson is talking about theme parks, you have to relate it to something they know, so they can make a connection."

In relation to the challenges of teaching ELLs, the participant stated, “It’s very challenging because they don’t have the vocabulary.” She indicated that teaching vocabulary to ELLs is very different from teaching non-ELLs. To teach vocabulary to ELLs, “you need visuals, pictures, not just definitions. Real world objects and you need to relate it to something they know from their lives.”

Regarding the differentiation of the teacher evaluation instruments for ELL teachers, the participant responded,

I believe that they would make a difference because they are based on the population of student that a teacher has. What I am going to do as an ELL teacher is going to be different than someone else that does not have ELL students.

One specific comment the participant made regarding teacher evaluation for ELL teachers summarizes the ultimate argument in this CLP: the evaluation is not a “one-size-fits-all.” One of the limitations of the process that the participant noted was that “ELL strategies are not specified in the rubric.” She stated, “They don’t mark it if they don’t see it.” The participant indicated that the evaluation instruments should be tailored to ELL teachers. She commented, “If the next classroom teacher does not have any ELL students, we should not be evaluated the same way.”

Principals. Two elementary school principals participated in interviews (Appendix J). I asked them 13 questions and provided them the opportunity to make additional comments. Similar to the teacher interview, the areas of significance that emerged were related to the principals’ knowledge level on ELL strategies, the challenges of teaching ELLs, and the level of support principals receive from the school district office. The interview also elicited information on their views on differentiation of

instructional practices between ELL and mainstream classrooms and their opinions on the differentiation of teacher evaluation instruments for ELL and mainstream teachers. The administrators indicated that their districts had adopted a hybrid model, which was a combination of the Marzano and Danielson teacher evaluation models.

When asked about the way they feel when conducting evaluations of ELL teachers, both principals indicated they felt very comfortable and very competent to recognize ELL strategies. They indicated they know what these practices look like and if they have been used properly or not. In regards to the general knowledge of other administrators, one principal remarked, "It's hit or miss." They further explained that the higher the number of ELLs, the better the understanding of ELL strategies the administrator would have. One principal stated, "If you have 30 ELLs in a population of 1,000, you probably don't see them. You don't think about them as much." She elaborated that having a high number of ELLs in the school forces administrators to do something about it. According to this principal, it is a district expectation that an administrator will learn what is important to the school.

Both principals had similar opinions regarding how challenging it is to teach ELL students. Both administrators agreed that the task is "very challenging." They both shared their personal teaching experiences with ELLs as well as their struggles to find ways to reach and meet the needs of these students. When asked about differentiation instruction for ELLs in the classroom, they both indicated that they expected to see it in every classroom they observed. Both principals were in agreement on the main purpose of the teacher evaluation. One of them stated, "The evaluation is really about student learning, if a student is learning in the classroom, because we are not even watching what the

teachers are doing.” The other principal stated, “Every classroom that I am in, whether it is inclusion, ELL, or regular, I look for the child that is not getting it and look if the teacher is addressing it.” A common trend in the principals’ statements regarding their teacher evaluation system is that there is a section in the protocol to identify whether the teacher is differentiating and meeting the needs of all students. Both administrators stressed the importance of making the teacher aware when they do not meet performance standards. They both recalled previous times when they had to personally train the teacher.

When asked about the level of support they receive from the district office, they both agreed that it is not enough. One principal explained that ELL guidelines require one paraprofessional for every 15 students. However, in her school, she has 128 ELLs, but only two paraprofessionals to provide support for all these students. The other administrator shared a similar situation. In her school of 800 students, from which 200 are ELLs, only two paraprofessionals can be allocated to provide services to ELLs.

In relation to the differentiation of teacher evaluation instruments, both administrators expressed their satisfaction with the instruments used by their district. They emphasized how their current evaluation system allows identifying whether teachers are differentiating their instruction. Through student observation, they can make that assessment. As one of them stated, during classroom observation, “one of things you can find is differentiation and the type of questioning the teacher is asking.”

District administrators. Two district administrators were invited to participate in the interview, but only one agreed to answer questions (Appendix K). The district administrator that was interviewed is from a different school district. In this district,

teacher evaluators use the Danielson teacher evaluation model. It is also important to note that the ELL population in this county is very low.

When asked about the perception of the teacher evaluation, the respondent stated, “Teacher evaluation systems were designed to increase student learning growth by improving the quality of instructional, administrative, and supervisory services.” The respondent further stated, “It is intended to be a positive, growth-oriented process that strengthens instructional knowledge and skills.”

Regarding the level of knowledge that ELL teachers have on ELL specific instructional practices, the participant responded, “I don’t presume anything.” The respondent explained that having a degree in ELL theory does not mean the person will be able to put it into practice. This administrator emphasized that this district uses “proven, research-based instructional practices, individual screening, and differentiation.”

When asked about the level of knowledge of school administrators on ELL specific instructional practices, the respondent indicated, “Unless the administrator grew up in a culturally diverse area, has a degree in that area, or has a background working with culturally diverse students, they probably are not very knowledgeable about ELL instructional practices.”

According to this administrator, teacher evaluation instruments are differentiated under the Danielson model for classroom and non-classroom teachers. “All of the rubrics highlight instructional practice techniques and best practices to include a wide variety of learners.” The participant further explained that while this district has created different rubrics for non-classroom personnel, it would be “next to impossible” to write a separate

evaluation rubric for all the teachers. “Teachers must adjust their instructional role based on the changing needs of their students.”

Interpretation

There are similarities and differences between the perceptions of teachers and administrators regarding the differentiation of teacher evaluations for ELL teachers. While the majority of teachers felt that evaluators should use different evaluative instruments for ELL teachers, only one principal indicated that it should be used most times. The principals and district administrator clearly expressed their satisfaction with the instruments currently being used in their respective districts.

There is a different perception across all three groups of participants regarding the knowledge level of ELL strategies. The teacher participants indicated that while ELL teachers are knowledgeable of these strategies, mainstream teachers are not. Principals considered themselves very knowledgeable, but other administrators not as much. While the district administrator indicated a lack of assumptions about teachers’ previous experiences dealing with diversity, the participant administrator also observed that unless administrators had previous experience in culturally diverse areas, they probably were not knowledgeable about specific ELL instructional practices.

Overall, the data supports the inference that ELL teachers feel in need of more differentiated evaluative practices. The school principals validated their preference for a differentiated teacher evaluation protocol, while expressing their satisfaction with the level of differentiation their district’s evaluative instrument provides. For the district administrator, further differentiation specific to ELLs was not necessary, since the current evaluative protocols already provide differentiation.

In conclusion, it is evident that the specific needs of students drives the level of urgency to differentiate the instruction. Throughout these processes, different perceptions of this matter emerged. The level of urgency is different for ELL teachers, school administrators, and district administrators. To ELL teachers it seems very important to be evaluated differently. They understand the complexity of ELL instruction and for that reason they believe their instructional practice should be acknowledged through differentiated teacher evaluation instruments. It is not just differentiated instruction, it involves knowledge of the students' backgrounds, level of education in their first language, and vocabulary.

On the other hand, while administrators recognize how challenging it is to teach ELLs, when conducting evaluations, they focus on the same behaviors that the students exhibit in a mainstream classroom. To determine the effectiveness of ELL teachers, they must focus on what the student is doing and not what the teacher is doing. Based on the district administrator's responses, the intention of the teacher evaluation system is to be a positive and growth-oriented process that strengthens instructional knowledge and skills. When teacher evaluations do not take into account specific and differentiated techniques utilized by teachers, and observations are focused only on students' behaviors, results can be biased and unfair.

SECTION SIX

A Vision of Success (To Be)

This teacher evaluation process brings high levels of anxiety to teachers, staff, and administrators, affecting the four arenas of change: (a) context, (b) culture, (c) conditions, and (d) competencies of the school. The initial assessment, or As-Is, facilitated the identification of the existing challenges under each one of the arenas. The vision for this change plan includes the differentiation of current teacher evaluation instruments for teachers of ELLs. This change possibly will generate improvements in instructional practices of ELL teachers. As a result, the instruction for ELLs will be more effective and specific to their needs.

Context

The diversity of the student population in District A is representative of all its constituent demographics. In my As-Is context, the diversity of needs would be respected and supported by providing students with high quality and effective instruction. The district would recruit and place instructional personnel who represent this population diversity in a more balanced fashion. This would send a welcoming message to students and families and provide a sense of belonging to the ELL community. Finally, there would be an increase the effectiveness of ELL instructional practices, and positive results in the academic achievement of these students.

Culture

This change plan promotes horizontal and vertical collaboration. In the As-Is Culture, achievement of ELL students would be relevant not only to ELL teachers, it would be an important priority requiring the participation of the whole school

community. Mainstream teachers would incorporate topics that are relevant to the diverse cultures represented in the school. All teachers would have high expectations for all students. They would implement instructional strategies that support the development of the linguistic, cognitive, and academic abilities of ELLs. Through book studies, peer observations, and professional learning communities, teachers would develop awareness of students' culturally diverse backgrounds. Teachers also would share and learn effective ways to differentiate their instruction in order to meet the needs of their ELL students. It would not be necessary to create and develop parent-school partnerships. Rather there would be ongoing efforts to enhance existing collaborative relationships between parents, teachers, and administrators toward the betterment of all (Carrasquillo & Rodriguez, 2002).

Conditions

The As-Is conditions for the district and schools would include instruction that is academically challenging, culturally relevant, and integrated with ELL programs. There would be a commitment to establish and maintain high standards for the education of ELLs and demands for the implementation of districtwide policies and procedures that establish the accountability of all teachers for the success of ELL students (Acosta et al., 2012). Consequently, this level of accountability would include that professional development be provided to all teachers and paraprofessionals. A comprehensive professional development program focusing on effective instruction and the language acquisition process would be offered to all educators.

A tutoring program would be developed to provide academic support to ELLs. A pool of approved bilingual volunteers would be established. These volunteer tutors would

support ELLs with translation during instruction. This strategy would provide students with academic support in the student's native language.

Competencies

The limited number of paraprofessionals affects the consistency and continuity of academic support for ELLs. The district would offer competencies development in the areas of small group work and ELL instructional strategies to all paraprofessionals in the district and school. Every ELL teacher would create lessons for each content area, integrating practices of vocabulary, reading, and writing. An ELL instructional coach would provide support to teachers in these areas.

SECTION SEVEN

Strategies and Actions for Change

For many years, the general perception has been that ELLs need to be taught in a more simplistic manner than their non-ELL peers. I have witnessed in mainstream classrooms the common practice of pairing ELL students with a friend who speaks the same language, sitting in the back of the classroom, disengaged from the classroom dynamics, and most likely invisible to the teacher. Many teachers have justified these actions with the excuse that the child does not speak English. The implementation of the following strategies is recommended to improve the instructional performance of ELL teachers and consequently improve ELLs' academic achievement.

The commitment of all stakeholders is essential to change the typical cultural disregard toward the ELL population. Horizontal and vertical accountability across district, schools, and communities will support the realization of this plan of change. This form of accountability involves “the collective expectations people have for others in the system and delineate what people can be counted on to do to help all students learn a new skill” (Wagner et al., 2006, p.135).

It has been said that it takes a village to raise a child. In education, this African proverb is a truth that school districts and schools must understand and use to guide their work. Building on the concept of it taking a village, Fullan (2008) shared six secrets that have proven to increase the chances of bringing lasting change to organizations. His second secret, connecting peers with purpose, requires a purposeful peer interaction. It works best when the values of the organization and those of individuals are interrelated. A second condition that needs to be present for purposeful interaction is for information

and knowledge about effective practices to be shared. A third condition involves the implementation of monitoring mechanisms to address ineffective actions (Fullan, 2008).

The education of all our children is a matter that should concern all stakeholders. Particularly, the academic progress of ELLs requires immediate attention in order to find solutions to reduce the achievement gap these students must close. One strategy that I will implement is the creation of an awareness program to be incorporated as a required workshop. An online overview of the process of language acquisition should be implemented across the districts. In this way, the staff would have a better understanding of this process.

Another critical area that I will address through the CLP is the addition of differentiated teacher evaluation protocols for teachers of ELLs. A task force including teachers, administrators, and district ELL specialists will be responsible for creating such protocols. All teaching strategies included will be research-based and supported by evidence of successful results. The district will require all teachers to attend professional development on best practices specific to ELLs, and to share experiences and celebrate successes through professional learning committees. An in-house instructional coach, specialized in ELL instruction, needs to be hired to provide professional development, coach teachers, and create, model, and develop lessons and strategies that will allow a more effective and differentiated delivery of instruction.

As suggested by Fullan (2008), and with the support and guidance of the district's multicultural department, the administration must implement monitoring mechanisms to address ineffective actions and make corrections. The district and schools have to collect and analyze data regularly to determine improvements in the performance of ELLs.

A great resource at the disposal of the district and the school is the pool of approved volunteers. These individuals are residents of the community and many speak other languages. A tutoring program needs to be created. The district and schools must recruit these volunteers as tutors for ELLs and to support learning in the classroom. The school administrator will need to designate a team of teachers to oversee the program.

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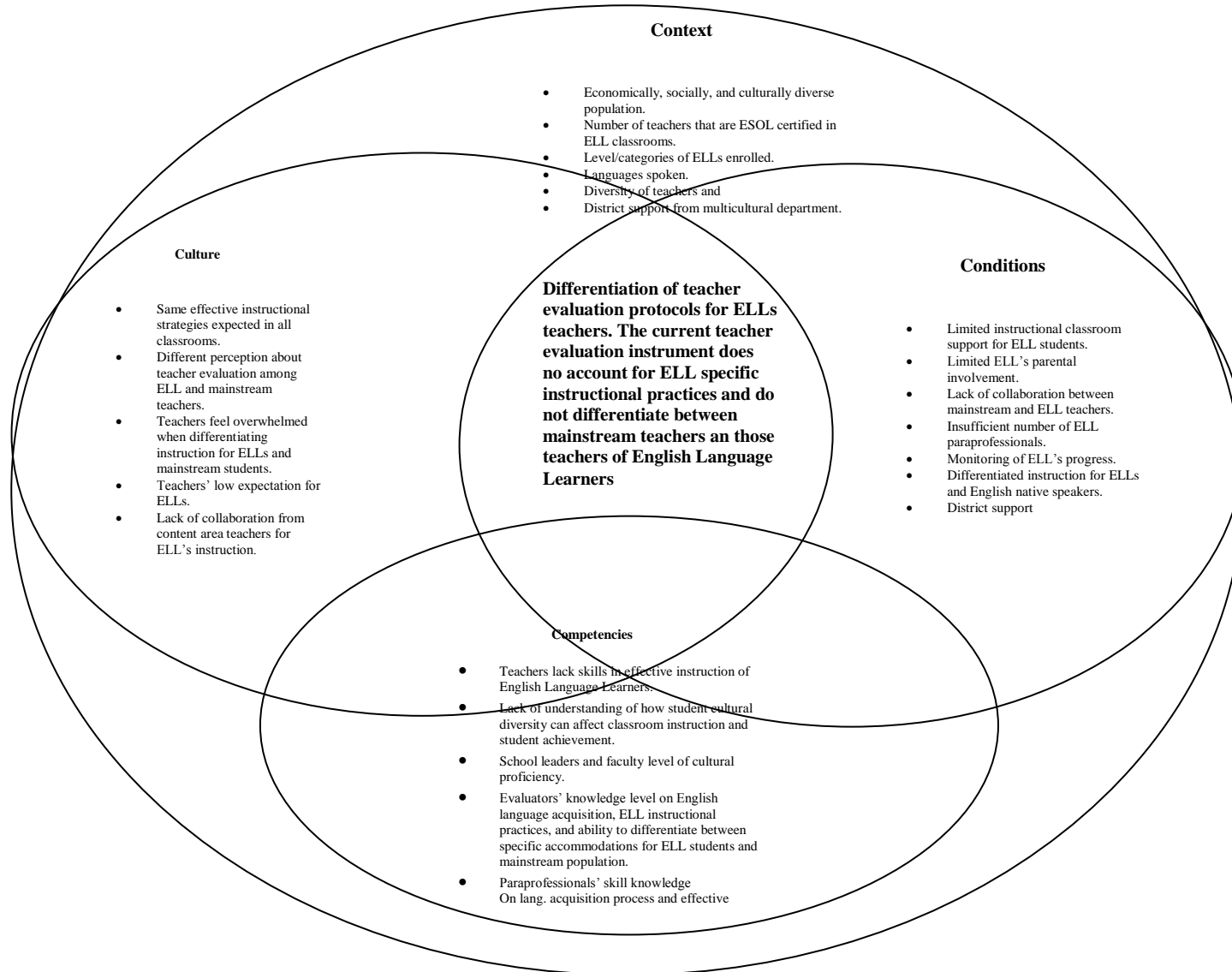
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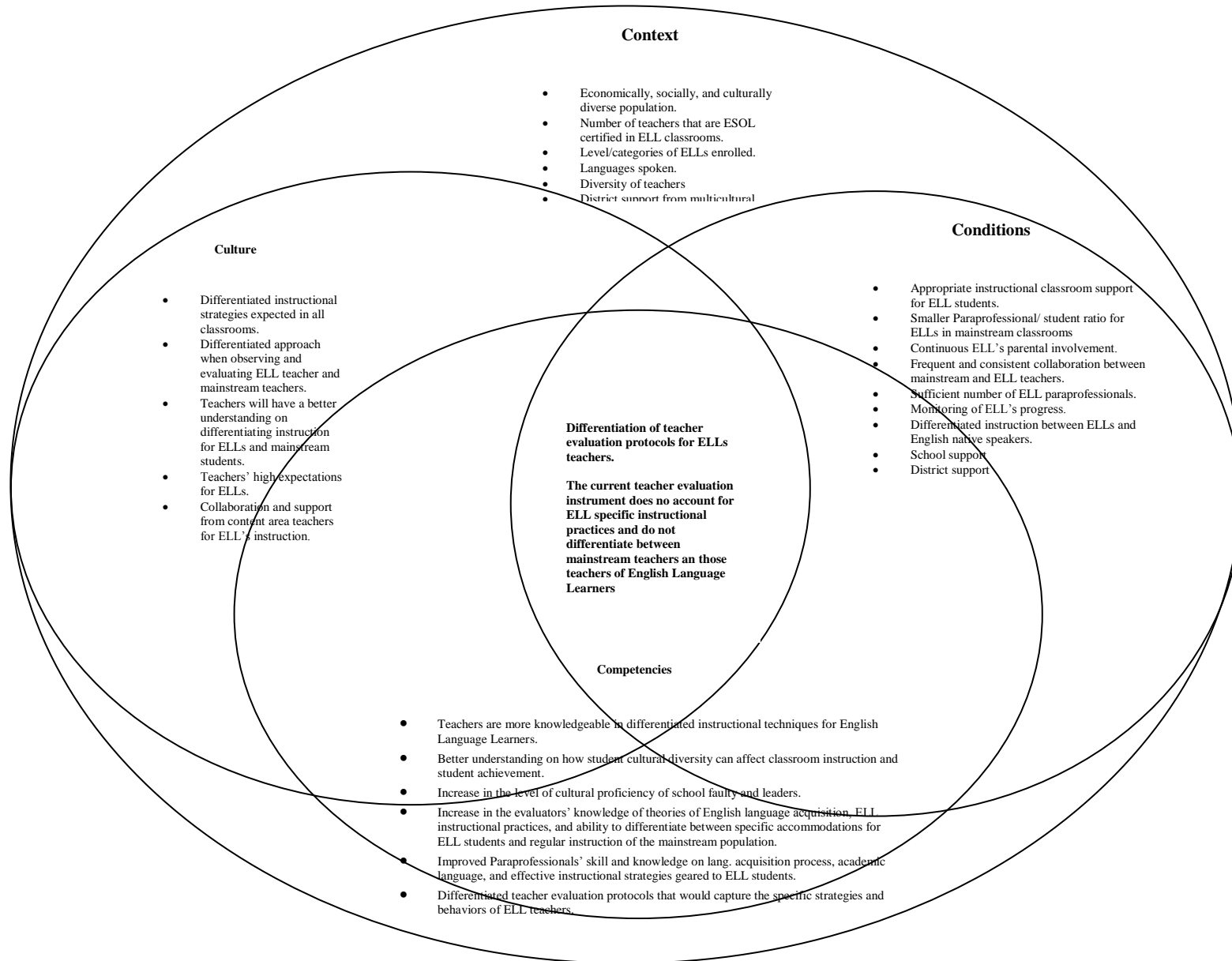
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Appendix A: As-Is 4 Cs Analysis for Elementary School S (Martinez)



Appendix B: The To-Be Chart (Vision of Success) Chart



Appendix C: Strategies and Action Chart

<u>Strategy</u>	<u>Action</u>
Differentiate teacher evaluation protocols to account for specific ELL instructional practices	<ul style="list-style-type: none"> • Establish a task force to create rubrics based on research based instructional practices that are specific to ELLs and that have proven to improve ELLs academic performance.
Establish awareness across the school community about the process of language acquisition	<ul style="list-style-type: none"> • Create webinars as part of the orientation of all new hires. • Implement it as an annual requirement for teachers and staff.
Hiring of an ELL instructional coach specialized in ELLs instructional practices.	<ul style="list-style-type: none"> • Ensure that instructional coach and lead teachers are part of the interviewing team. • Incorporate data analysis as part of the interview process.
Provide professional development on best practices and differentiated instruction for English Language Learners.	<ul style="list-style-type: none"> • Provide professional development for ELL and mainstream teachers • Implementation of PLCs across content areas on ELL instructional practices, cultural awareness, and differentiated instruction.
Recruit Volunteers with bilingual abilities for tutoring of ELLs in the classroom.	<ul style="list-style-type: none"> • Create a team of teachers to oversee recruiting, scheduling, and assignment of volunteers.

Appendix D: Participant Consent Letter – Teacher

Dear Teacher,

You are being asked to participate in a research study conducted by Nancy Martinez, doctoral student in the Educational Leadership department at National Louis University, Tampa, FL. The study is entitled “Teacher and Evaluator Perspectives on the Teacher Evaluation Process for Teachers of English Language Learners.” The purpose of this study is to look deeper into teachers’ perception on the teacher evaluation system in classrooms where ELLs (English Language Learners) are present and if they should be accounted for to differentiate between mainstream teachers and ELL teachers.

Participant teachers will be asked to complete surveys and participate in interviews at the end of the school year and the summer. In order to clarify any teacher perceptions reported in the interview, I may need to have an additional conversation during the summer months of June and July. Interviews will be recorded to ensure the accuracy of the participant’s statements. Personally identifying information will not be asked or recorded as part of the interview. The questions are designed to extract information regarding current evaluation practices in classrooms where ELL students are present.

Your participation is voluntary and you may discontinue your participation at any time. Your identity will be kept confidential by me and will not be attached to the data. I will be the only person with access to all voice recordings, transcripts, and field notes from the interviews and anecdotal notes from the observations. I will use pseudonyms on the interview tapes and transcripts to protect the participant identity. Your participation in this study does not involve any physical or emotional risk to you beyond that of everyday life. The survey and interview results will be included with the Change Leadership Plan and published as part of the doctoral process; however your identity will in no way be connected.

While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of how differentiating teachers’ evaluations could result in fairer and objective results that could be used in the determination of more relevant professional development and an evaluation system that is more capable of improving ELL teachers and student performance. In the event you have questions or require additional information, you may contact the researcher:

Nancy Martinez
National Louis University
5110 Eisenhower Blvd., Suite 102
Tampa, FL 33634
908-405-9636

Email: nmartinez6@my.nl.edu

If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher, you may contact my Dissertation Chair:

Dr. Daniel C. Buckman, Assistant Professor and Chair
EDL Florida Program – Department of Educational Leadership
National Louis University – Florida Regional Center
5110 Eisenhower Blvd, Suite 102
Tampa, Florida 33609
(407)568-4640 or (407)446-7754
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Or

Dr. Judah Viola, Interim Chair NLU’s Institutional Research Review Board
National Louis University
122 South Michigan Avenue
Chicago, IL 60603
(312)-261-3135
Email: Judah.viola@nl.edu

Teacher Name: _____

Teacher Signature: _____

Date: _____

Interviewer: _____

Interviewer Signature: _____

Date: _____

Appendix E: Participant Consent Letter – School Administrator

Dear School Administrator,

You are being asked to participate in a research study conducted by Nancy Martinez, doctoral student in the Educational Leadership department at National Louis University, Tampa, FL. The study is entitled “Teacher and Evaluator Perspectives on the Teacher Evaluation Process for Teachers of English Language Learners.” The purpose of this study is to look deeper into teachers’ perception on the teacher evaluation system in classrooms where ELLs (English Language Learners) are present and if they should be accounted for to differentiate between mainstream teachers and ELL teachers.

Participant administrators will be asked to complete a survey and participate in interviews at the end of the school year and the summer. In order to clarify any teacher perceptions reported in the interview, I may need to have an additional conversation during the summer months of June and July. Interviews will be recorded to ensure the accuracy of the participant’s statements. Personally identifying information will not be asked or recorded as part of the interview. The questions are designed to extract information regarding current evaluation practices in classrooms where ELL students are present.

Your participation is voluntary and you may discontinue your participation at any time. Your identity will be kept confidential by me and will not be attached to the data. I will use pseudonyms on the interview tapes and transcripts to protect the participant identity. I will be the only person with access to all voice recordings, transcripts, and field notes from the interviews and anecdotal notes from the observations. Your participation in this study does not involve any physical or emotional risk to you beyond that of everyday life. The survey and interview results will be included with the Change Leadership Plan and published as part of the doctoral process; however your identity will in no way be connected.

While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of how differentiating teachers’ evaluations could result in fairer and objective results that could be used in the determination of more relevant professional development and an evaluation system that is more capable of improving ELL teachers and student performance. In the event you have questions or require additional information, you may contact the researcher:

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If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher, you may contact my Dissertation Chair:

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Or

Dr. Judah Viola, Interim Chair NLU's Institutional Research Review Board
National Louis University
122 South Michigan Avenue
Chicago, IL 60603
(312)-261-3135
Email: Judah.viola@nl.edu

School Administrator Name: _____

School Administrator Signature: _____

Date: _____

Interviewer: _____

Interviewer Signature: _____

Date: _____

Appendix F: Participant Consent Letter – District Administrator

Dear District Administrator,

You are being asked to participate in a research study conducted by Nancy Martinez, doctoral student in the Educational Leadership department at National Louis University, Tampa, FL. The study is entitled “Teacher and Evaluator Perspectives on the Teacher Evaluation Process for Teachers of English Language Learners.” The purpose of this study is to look deeper into teachers’ perception on the teacher evaluation system in classrooms where ELLs (English Language Learners) are present and if they should be accounted for to differentiate between mainstream teachers and ELL teachers.

Participant district administrators will be asked to complete a survey and participate in interviews at the end of the school year and the summer. In order to clarify any teacher perceptions reported in the interview, I may need to have an additional conversation during the summer months of June and July. Interviews will be recorded to ensure the accuracy of the participant’s statements. Personally identifying information will not be asked or recorded as part of the interview. The questions are designed to extract information regarding current evaluation practices in classrooms where ELL students are present.

Your participation is voluntary and you may discontinue your participation at any time. Your identity will be kept confidential by me and will not be attached to the data. I will be the only person with access to all voice recordings, transcripts, and field notes from the interviews and anecdotal notes from the observations. I will use pseudonyms on the interview tapes and transcripts to protect the participant identity. Your participation in this study does not involve any physical or emotional risk to you beyond that of everyday life. The survey and interview results will be included with the Change Leadership Plan and published as part of the doctoral process; however your identity will in no way be connected.

While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of how differentiating teachers’ evaluations could result in fairer and objective results that could be used in the determination of more relevant professional development and an evaluation system that is more capable of improving ELL teachers and student performance. In the event you have questions or require additional information, you may contact the researcher:

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If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher, you may contact my Dissertation Chair:

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Or

Dr. Judah Viola, Interim Chair NLU’s Institutional Research Review Board
National Louis University
122 South Michigan Avenue
Chicago, IL 60603
(312)-261-3135
Email: Judah.viola@nl.edu

District Administrator Name: _____

District Administrator Signature: _____

Date: _____

Interviewer: _____

Interviewer Signature: _____

Date: _____

Appendix G: Teacher Survey

Dear Teacher,

This survey is part of a doctoral research study designed to explore your perspective on the current teacher evaluation process for teachers of English language learners. In order to gather valuable information to complete my doctoral dissertation research study, please answer the following questions. Some of the questions in this survey are sensitive and personal.

Please be assured the answers are completely anonymous and are kept in strict confidentiality. Personally identifying information will not be asked as part of the survey. Participant privacy or anonymity will be guaranteed. The questions are designed to extract information regarding current evaluation practices in classrooms where ELL students are present.

Please be as specific and detailed as possible. Your participation is voluntary and you may discontinue your participation at any time. While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be connected.

In the event you have questions or require additional information, you may contact the researcher:

Nancy Martinez
National Louis University
5110 Eisenhower Blvd., Suite 102
Tampa, FL 33634
908-405-9636
Email: nmartinez6@my.nl.edu

If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher, you may contact my Dissertation Chair:

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Or

Dr. Generosa Lopez-Molina, NL's Institutional Research Review Board
National Louis University
122 South Michigan Avenue
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Thank you,

Ms. Martinez

Teacher Survey

Please read each of the following questions and answer them by filling in the circle that best shows your answer. Please explain your answer in the space provided.

ELL – English Language Learners

ESOL – English Speakers of Other Languages.

***Both of these terms are being used interchangeably.**

1) Do you have ESOL students in your classroom this year?

Never

Some times

Most times

Always

2) Are you familiar with your ESOL's students' background?

Never

Some times

Most times

Always

3) Do you understand the process of language acquisition?

Never

Some times

Most times

Always

4) Do you include ESOL accommodations in your lesson plans?

Never

Some times
Most times
Always

5) Do you keep in mind students' different language acquisition levels to determine the accommodation you will implement?

Never
Some times
Most times
Always

6) Do you differentiate your instruction between ESOL students and native English speakers?

Never
Some times
Most times
Always

7) Do you feel those accommodations should be accounted for during any observation and evaluation?

Never
Some times
Most times
Always

8) Do you perceive teacher evaluation for ESOL teachers as fair?

Never
Some times
Most times
Always

9) Do you feel that teacher evaluations for mainstream teachers and ESOL teachers should be the same?

Never
Some times
Most times
Always

10) Do you feel that teaching ESOL students is more challenging than teaching mainstream students?

Never
Some times
Most times
Always

11) Should evaluators use different evaluative measures and/or instruments for ESOL teachers instead of using the same for all teachers?

- Never
- Some times
- Most times
- Always

12) How important do you feel differentiating teachers' evaluations is?

- Not Important
- Somewhat Important
- Important
- Very Important

13) As an ESOL teacher, would you rather be accounted for specific accommodations you use in your classroom as part of your differentiated observation/evaluation protocol?

- Never
- Some times
- Most times
- Always

14) Please make any comments you think may clarify your perception about current teacher evaluative practices.

15) Please make any comments and/or share your opinion about having a more differentiated evaluation protocol for ESOL teachers.

16) Would you be willing to participate in a brief follow-up interview?

Yes_____

No_____

Appendix H: School Administrator Survey

Dear School Administrator,

This survey is part of a doctoral research study designed to explore your perspective on the current teacher evaluation process for teachers of English language learners. In order to gather valuable information to complete my doctoral dissertation research study, please answer the following questions. Some of the questions in this survey are sensitive and personal.

Please be assured the answers are completely anonymous and are kept in strict confidentiality. Personally identifying information will not be asked as part of the survey. Participant privacy or anonymity will be guaranteed. The questions are designed to extract information regarding teachers' perceptions on current evaluation practices in classrooms where ELL students are present.

Please be as specific and detailed as possible. Your participation is voluntary and you may discontinue your participation at any time. While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be connected.

In the event you have questions or require additional information, you may contact the researcher:

Nancy Martinez
National Louis University
5110 Eisenhower Blvd., Suite 102
Tampa, FL 33634
908-405-9636
Email: nmartinez6@my.nl.edu

If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher, you may contact my Dissertation Chair:

Dr. Daniel C. Buckman, Assistant Professor and Chair
EDL Florida Program – Department of Educational Leadership
National Louis University – Florida Regional Center
5110 Eisenhower Blvd, Suite 102
Tampa, Florida 33609
(407)568-4640 or (407)446-7754

Email: Daniel.Buckman@nl.edu

Or

Dr. Generosa Lopez-Molina, NL's Institutional Research Review Board
National Louis University
122 South Michigan Avenue
Chicago, IL 60603
(312)-261-3135
Email: glopezmolina@nl.edu

Thank you,

Ms. Martinez

Administrator Survey

Please read each of the following questions and answer them by filling in the circle that best shows your answer. Please explain your answer in the space provided.

ELL – English Language Learners

ESOL – English Speakers of Other Languages.

***Both of these terms are being used interchangeably.**

1) Do you have ESOL teachers in your school this year?

Never

Some times

Most times

Always

2) Are you familiar with your ESOL's students' background?

Never

Some times

Most times

Always

3) Do you understand the process of language acquisition?

Never

Some times

Most times

Always

4) Can you identify ESOL accommodations in in a classroom?

- Never
- Some times
- Most times
- Always

5) Do you know if the teacher has ELL students in her classroom when you come in to do a teacher evaluation?

- Never
- Some times
- Most times
- Always

6) Do you recognize differentiated instruction specific to ELL students in a classroom where ESOL students and native English speakers are present?

- Never
- Some times
- Most times
- Always

7) Do you feel ELL specific instructional practices should be accounted for during any observation and evaluation?

- Never
- Some times
- Most times
- Always

8) Do you perceive teacher evaluation for ESOL teachers as fair?

- Never
- Some times
- Most times
- Always

9) Do you feel that teacher evaluations for mainstream teachers and ESOL teachers should be the same?

- Never
- Some times
- Most times
- Always

10) Do you feel that teaching ESOL students is more challenging than teaching mainstream students?

- Never
- Some times
- Most times
- Always

11) Should evaluators use different evaluative measures and/or instruments for ESOL teachers instead of using the same for all teachers?

- Never
- Some times
- Most times
- Always

12) How important do you feel differentiating teachers' evaluations is?

- Very important
- Important
- Somewhat important
- Not important

13) As an administrator, would you rather to hold accountable for specific accommodations teachers use in their ELL classrooms as part of their differentiated observation/evaluation protocol?

- Never
- Some times
- Most times
- Always

14) Please make any comments you think may clarify your perception about current teacher evaluative practices.

15) Please make any comments and/or share your opinion about having a more differentiated evaluation protocol for ESOL teachers.

16) What impact do you believe differentiated evaluative practices can have on student achievement, particularly on English Language Learners?

17) Would you be willing to participate in a brief follow-up interview?

Yes____

No____

Appendix I: Teacher Interview

Background Information on Interviewee

Date:

Grade Level:

Content Areas Teaching:

Number of ELL students per class:

The following questions will be used as a guide for the conversation. Please be assured the answers are completely anonymous and are kept in strict confidentiality. Participant privacy or anonymity will be guaranteed. The questions are designed to extract information regarding teachers' perceptions on current evaluation practices in classrooms where ELL students are present.

Please be as specific and detailed as possible. Your participation is voluntary and you may discontinue your participation at any time. While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be connected. Additional open-ended questions may be asked in order to clarify participant's perceptions, point of views, and opinions. Conversations will be recorded and transcribed.

Questions:

- 1) What is your perception on teacher evaluations?
- 2) How do you feel when you have an administrator conducting and observation or walk through in your classroom?
- 3) As an English Language Learner (ELL) teacher, do you feel that the current evaluative practices take into consideration instructional strategies specific to ELLs?
- 4) How do you feel about being evaluated using the same evaluative instruments that are currently used with mainstream classrooms teachers?
- 5) How challenging is to teach ELL students?
- 6) Do you feel your administrative team is supportive to you?

- 7) How knowledgeable on ELL specific instructional practices do you think your evaluators are?
- 8) How knowledgeable on ELL specific instructional practices do you think mainstream classrooms teachers are?
- 9) Do you consider yourself culturally proficient?
- 10) How important do you believe diversity is in your school?
- 11) Do you feel that differentiating teacher evaluation instruments would make a difference? Why?
- 12) What specific research-based ELL instructional strategies would you consider are necessary to be used in order to meet the specific needs of ELL students in the language acquisition process?
- 13) In your opinion, are there any differences between the research-based instructional practices used in a mainstream classroom and those that are specific to be used with ELL students? Please feel free to elaborate and share examples.

Please make any comments you think may clarify your perception about current teacher evaluative practices.

Appendix J: School Administrator Interview

Background Information on Interviewee

Date:

School Level:

Title:

Number of ELL classrooms:

Number of ELL Teachers:

The following questions will be used as a guide for the conversation. Please be assured the answers are completely anonymous and are kept in strict confidentiality. Participant privacy or anonymity will be guaranteed. The questions are designed to extract information regarding teachers' perceptions on current evaluation practices in classrooms where ELL students are present.

Please be as specific and detailed as possible. Your participation is voluntary and you may discontinue your participation at any time. While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be connected. Additional open-ended questions may be asked in order to clarify participant's perceptions, point of views, and opinions. Conversations will be recorded and transcribed.

Questions:

- 1) What is your perception on teacher evaluations?
- 2) How do you feel when you conduct an observation or walk through in an ELL classroom?
- 3) As a school administrator, do you feel that the current evaluative practices take into consideration instructional strategies specific to ELLs?
- 4) How do you feel about evaluating ELL teachers using the same evaluative instruments that are currently used with mainstream classrooms teachers?
- 5) How challenging do you believe teaching ELL students is?
- 6) Do you feel your district is supportive to you?

- 7) How knowledgeable on ELL specific instructional practices are you?
- 8) How knowledgeable on ELL specific instructional practices do you think mainstream classrooms teachers are?
- 9) Do you consider yourself culturally proficient?
- 10) How important do you believe diversity is in your school?
- 11) Do you feel that differentiating teacher evaluation instruments would make a difference? Why?
- 12) What specific research-based ELL instructional strategies would you consider are necessary to be used in order to meet the specific needs of ELL students in the language acquisition process?
- 13) In your opinion, are there any differences between the research-based instructional practices used in a mainstream classroom and those that are specific to be used with ELL students? Please feel free to elaborate and share examples.

Please make any comments you think may clarify your perception about current teacher evaluative practices.

Appendix K: District Administrator Interview

Background Information on Interviewee

Date:

Title:

The following questions will be used as a guide for the conversation. Please be assured the answers are completely anonymous and are kept in strict confidentiality. Participant privacy or anonymity will be guaranteed. The questions are designed to extract information regarding teachers' perceptions on current evaluation practices in classrooms where ELL students are present.

Please be as specific and detailed as possible. Your participation is voluntary and you may discontinue your participation at any time. While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be connected. Additional open-ended questions may be asked in order to clarify participant's perceptions, point of views, and opinions. Conversations will be recorded and transcribed.

Questions:

- 1) What is your perception on teacher evaluations?
- 2) As a district administrator, do you feel that the current evaluative practices take into consideration instructional strategies specific to ELLs?
- 3) How do you feel about evaluating ELL teachers using the same evaluative instruments that are currently used with mainstream classrooms teachers?
- 4) How challenging do you believe teaching ELL students is?
- 5) How knowledgeable on ELL specific instructional practices do you think ELL teachers are?
- 6) How knowledgeable on ELL specific instructional practices do you think your school administrators and or evaluators are?
- 7) How knowledgeable on ELL specific instructional practices do you think mainstream classrooms teachers are?
- 8) Do you consider yourself culturally proficient?
- 9) How important do you believe diversity is in your district?
- 10) Do you feel that differentiating teacher evaluation instruments would make a difference? Why?

Please make any comments you think may clarify your perception about current teacher evaluative practices.
