WHAT'S GOOD FOR THE GOOSE IS GOOD FOR THE GANDER:
IMPLEMENTING THE SIOP MODEL INTO AN URBAN ELEMENTARY
CLASSROOM OF AFRICAN AMERICAN STUDENTS

by

Jennifer Louise Collins

A dissertation submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in Curriculum and Instruction

Charlotte

2009

Approved by:

_____
Dr. David Pugalee

_____
Dr. Jae Hoon Lim

_____
Dr. Theresa Perez

_____
Dr. Rosemary Traoré

_____
Dr. Teresa Scheid

ABSTRACT

JENNIFER LOUISE COLLINS. What's good for the goose is good for the gander:
Implementing the SIOP model into an urban elementary classroom
of African American students. (Under the direction of DR. DAVID PUGALEE)

Research points to many factors that contribute to the achievement gap between white and minority students however; one important issue that is often overlooked is the academic language status of the student. Knowing that lack of familiarity and proficiency in academic English severely limits an individual's chances at academic success (Mace-Matluck, Alexander-Kasparik, & Queen, 1998), purposefully teaching the skills associated with academic English proficiency is of the utmost importance. While the use of the Sheltered Instruction Observation Protocol (SIOP) has shown to positively impact the academic English language proficiency levels of English language learners, little research exists as to its impact on the proficiency levels of urban students who are not fully proficient in academic English.

Employing an action research methodology, this study examined the journey experienced by a teacher and her students when the Sheltered Instruction Observation Protocol (SIOP) was implemented into an urban classroom of academic English language learners (AELL). The main findings of this qualitative study are: 1) The implementation of the SIOP model in any classroom should be accompanied by thorough training and on-going support; 2) The SIOP model has a positive effect on student interactions in the classroom; 3) For the implementation of the SIOP model to be successful issues of 'control' must be addressed; 4) There was a positive impact of the SIOP model on the academic language skills of students.

DEDICATION

To the students in C-4, who willingly agreed to take this journey with me.

To Mom and Dad, who always find a way to support me and my adventures.

To Maddie, my favorite editor, for sharing me with the pursuit of my dream.

To Christopher, your support and patience got me through when I didn't think I would,

"You only have to do it once, baby."

ACKNOWLEDGMENTS

Dr. David K. Pugalee, for your guidance and pragmatic approach to the process.

Dr. Jae Hoon Lim, for believing that I had a story to tell and teaching me the skills necessary to tell it.

Dr. Theresa Perez, for your candor and insight into the SIOP model.

Dr. Rosemary Traoré, for helping me realize and reduce the 'fog' surrounding me.

Dr. Teresa Scheid, whose insight into action research deepened my understanding of the process.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

Language is no longer linked to the knowing of things, but to men's freedom – Foucault

The issues facing urban schools are as pronounced and prominent today as ever. Over the last decade, an abundance of theoretical and pragmatic educational research juxtaposed with government-enforced interventions in the form of No Child Left Behind (NCLB) have failed to bring about marked increases in the academic achievement levels of urban students (Lee, Grigg, & Dion, 2007; Lee, Grigg, & Donahue, 2007). While it is understood that all schools face challenges, according to Olson and Jerald (1998), urban schools face a 'qualitatively different set of problems' than those confronting rural and suburban schools. Alongside the destructive societal issues of generational poverty and local inequities associated with school funding, Olson and Jerald (1998) point to the persistent academic achievement gap between urban students and their suburban counterparts as one of the most invasive and unremitting themes facing urban schools today.

Research points to many contributing factors to the achievement gap including the socioeconomic status of students (Alexander, Entwisle, & Olson, 2007), limited access to highly qualified teachers (Thompson & O' Quinn III, 2001), deficiencies in student motivation (Ferguson, 2002), the inadequate staff development of teachers (Brahler, Bainbridge, & Marga, 2004) and lack of high teacher expectations (Haberman, 1991;

Kunjufu, 2006). One important issue that is often overlooked is the academic language status of the student.

In order for students to have access to the core curriculum, they must become proficient in academic English language (AEL). AEL is more than just the language of school, AEL specifically refers to the academic language of schooling that encompasses the vocabulary, syntax and conversational features that are "necessary for a student to access and engage with their grade-level curriculum" (Bailey, 2007). Proficiency in AEL allows students to use the curriculum to acquire new skills and knowledge, therefore broadening their overall conceptual understanding (Chamot & O'Malley, 1994).

Children who fail to obtain academic English language proficiency (AELP) comprise a large percentage of unemployed and underemployed adults in the United States (Baugh, 1999). While many advances have been made in the last several decades to ensure proficiency for non-English speaking and bilingual students, the needs of many native English-speaking students who lack AELP have been overlooked (Smitherman, 2000). Despite the fact that language is a recognizable difference between some African Americans and White Americans (Rickford & Rickford, 1996), the majority of districts fail to acknowledge the differences in language structure between African American Vernacular English (AAVE) and AEL (Taylor, 1989).

Our educational system needs to embrace a paradigm shift much like the one brought about by the English as a Second Language movement. Instead of focusing on poor, predominately minority students' 'deficiencies' in AEL, educators must begin to find ways to appreciate and build upon the proficiency students' currently exhibit in their own cultural language (Ladson-Billings, 2001). A conscious effort needs to be made to

deliver curriculum in a way that not only builds upon knowledge structures already in place but also illustrates the personal benefits associated with fluency in both cultural language and AEL (Delpit, 1995). The blame for lack of academic success cannot rest solely on the shoulders of the student. Unless the educational community begins to admit there is a problem, address the issue and adapt curriculum delivery models to meet students' needs, we must accept a share of the culpability for the academic failings of our students (Goodlad & Keating, 1995).

<div align="center">Statement of the Problem</div>

Academic English is the language of trade and commerce (Lazaro & Medalla, 2004), the preferred language of academics and their institutions (Phillipson, 2008) and is the language mandated for use in all governmental agencies throughout the United States (United States Department of State, 2009). Over the past 50 years it has also become generally recognized globally as the *lingua franca* (Incelli, 2008). Lack of familiarity and proficiency in Academic English severely limits an individual's chances at academic success (Mace-Matluck, Alexander-Kasparik, & Queen, 1998). This in turn reduces participation in the ever-expanding global economy, thus hindering the attainment of financial security. As part of their English Language Arts Framework, The California Department of Education (1999) states:

> No more important public service exists than to ensure that when children leave our schools as young adults, they are empowered with the language skills they need to be successful, contributing members of an information society that relies increasingly on the power and richness of language for effective communication (p. 4).

For decades our educational system failed to address the needs of its minority students (Perry, Hilliard & Steele, 2003). Whether due to the racist practices exhibited during segregation or the simple misassumption that birthright assures a mastery of academic English, Academic English Language Learners (AELL) must begin to be purposefully educated in the grammatical structures, vocabulary and mores of academic English (Zwiers, 2008). Educators must begin to incorporate strategies with AELL to aid in their mastery of academic English without mitigating the value and pride associated with their cultural language (Johnson, 2009).

The SIOP model has proven successful in increasing mastery of academic English with non-English speaking students (Grigg, Daane, Jin and Campbell, 2003; NCES, 2007; Perie, Grigg & Donahue, 2005; Steingberg & Amelida, 2004). However, I was unable to locate research that illustrates the academic effects when the model is purposely applied in a classroom of African American students with limited proficiency in AEL. Finding a correlation between the implementation of the SIOP model and achievement gains for AELL would be of great benefit to students in the urban sector.

Purpose of the Study

The SIOP model has proven to be successful in increasing academic English proficiency for non-English speaking students (Echevarria, Short, & Powers, 2006). This study seeks to examine the effects the implementation of the SIOP model will have on a classroom of AELL and their teacher. Through the reflective process, students and teacher will examine their experiences and determine what effects, if any, were produced during the implementation of the SIOP model. It also seeks to investigate the effects on student's academic language, how delivery methods are affected and what, if any,

changes to the model may be necessary to ensure maximum academic benefits to the students.

Research Questions

In order to examine the effects of implementation of the SIOP model in an elementary school classroom of AELL, the following research questions will be considered:

1) How are lesson planning and curriculum delivery methods affected by the implementation of the SIOP model in the classroom?

2) What challenges are faced when implementing the SIOP model in a classroom of AELL?

3) How do AELL describe their experiences when the SIOP model is implemented in a classroom?

4) What impact is there on students' reading and math academic performance when emphasis is placed on increasing AELP?

CHAPTER 2: REVIEW OF THE LITERATURE

In order to fully understand the need to explore the affects of the SIOP model on AELL, one needs to understand the scholarly research that precedes this proposal. Before discussing the methodology, it is important to build a research foundation on which the study will be built. This chapter includes discussions on research outlining perceived causes for the achievement gap, the power of language, the unique needs of AELL and the SIOP model.

Factors Contributing to the Achievement Gap

There remains a persistent achievement gap between black and white students (National Center for Educational Statistics, 2007). In search of answers, researchers continue in their attempts to decipher reasons for the chronic nature of the issue in hopes of ameliorating the problem by offering meaningful solutions (Rothstein, 2004; Haycock, 2001). While the 'magic bullet' remedy may be evasive, research exists addressing the perceived major issues involved with the nature and causes for the problem (Davis, 2007; Lewis, James, Hancock, & Hill-Jackson, 2008; Uhlenberg & Brown, 2002).

When Africans were first brought to America as slaves, the intention was never to educate them (Woodson, 1999). Serving solely as a cheap labor source and unable to communicate with those around them, one enduring perception was that they were too simple to waste instruction on (Baugh, 1983). As outdated as that perception may seem, *The Bell Curve* (1994) unearthed that meritless prejudice and placed the blame for lack of

academic success on the genetic deficiencies of African Americans. Although Herrnstein and Murray (1994) claimed their research findings were based on empirical statistical analysis, their controversial findings were lambasted by many critics who questioned their basic assertion that an easily manipulated achievement test (such as the IQ test), could be used to assume one's native intelligence and predict future potential (Heckman, 1995).

Kunjufu (1988) and Ogbu & Simons (1998) highlighted the mistrust of the urban Black community towards the school system and its predominantly white teaching force. This mistrust can manifest itself in student behavior that views success in school and the speaking of Standard English as a submission to the dominant culture. This 'fear of acting White' rejects school expectations in order to maintain racial identity and in some cases can have a negative effect on school academic performance.

Students who lack motivation risk disengagement from coursework and school in general. While many factors play into determining the cause for lack of motivation such as gaining attention, avoiding the appearance of incompetence, perceived importance of the task, enjoyment of the task (Uhlenberg & Brown, 2002), determining the actual cause and launching a prescriptive solution can be very difficult (Stipek, 1993). Although extrinsic rewards and encouragement can help mitigate the negative effects (Banas, 1991), research has shown that a lack of student motivation is detrimental to overall student achievement.

Another explanation found in research blames excessive television watching for low performance in the classroom. According to Roberts, Foehr, Rideout & Brodie (1999), Black and Hispanic children watch twice as much television as do their white

counterparts. While their study does not provide a direct link between television watching and academic achievement, it does highlight how time spent out of school may be an indicator of student performance.

The effects of poverty have also been cited as contributing factors to the achievement gap. The work of Guo & Harris (2000) illustrated the high correlation between children living poverty and poor academic performance, lower IQ scores and increased risk of dropping out of school. The research of Bradley and Corwyn (2002) found a correlation between lower socio-economic status and attendance rates.

The limited education level of the parents has also been shown to be a contributing factor to low academic achievement and perpetuation of the gap between Black and White students. Entwisle & Alexander (1992), found that Black students whose parents had less than a high school education performed lower on standardized tests than Black students with parents who graduated from high school. Black parents with lower education levels also had a more negative outlook on the benefits of schooling and were less able to provide assistance with their child's homework.

Schools contribute to the achievement gap when they endorse segregationist policies. The end of busing policies and the movement toward 'neighborhood' schools has had a detrimental effect on students nation-wide (Ipka, 2003). Redrawing boundary lines has led to segregated schools that tend to be demographically based on race and socio-economic status. Black students who are placed in segregated schools show lower achievement than their peers who attend integrated schools (Simmons & Ebbs, 2001). Graduation rates are also lower for students attending segregated school (Orfield, 1997).

This is by no means a complete list of the research in existence, but is included to demonstrate the wide and disparate factors researchers associate with this complex issue. Although each listed factor (genetics, child, parent, and school) possesses a unique and at times controversial point of view, for purposes of this study the researcher has chosen to more closely examine the factor that has the most direct impact on the education of African American students, the teacher.

The impact of the teacher on the achievement gap can best be viewed through the lens of the discontinuity paradigm. This paradigm asserts that schooling and its many components are the 'key stumbling blocks' responsible for the academic failings of African American students attending urban schools (Lewis, et al, 2008). With the end of forced integration and the push toward neighborhood schools, demographics have dramatically shifted creating large 'pockets of poverty' in urban schools. Inequities in funding (Firestone, Goertz, & Natriello, 1997) have widened the gap between 'haves and have-nots."

Within the urban classroom, teachers are less qualified (Haycock, 1998) and students who have the most to gain from a seasoned teacher are often taught by those with the fewest years of experience. These novice teachers have the least command of the curriculum and lack the necessary depth of knowledge of their content area (Tate, 1995). Tenure is not the only indicator of qualification. Darling-Hammond (2000) found that teachers with advanced certifications and majors in their field had a higher correlation with student achievement in math and reading than their colleagues who lacked those credentials.

Teachers contribute to the achievement gap when they enact low expectations on their students. Research has shown teachers in poor urban neighborhoods to possess more negative attitudes about their students and their abilities (Garibaldi, 1992; Garcia, 1994) and have preconceived, often negative notions about student potential and achievement in urban settings (Law & Lane, 1987). Deeply rooted ideals are often resistant to change (Haberman & Post, 1992) since according to Haberman, 'people perceive what they believe" (1993, p.86). Many students internalize and accept teachers' judgments, allowing them to become self-fulfilling prophecies (New, 1996). Damaging self-beliefs can manifest themselves in low academic performance, (Artiles, 1996) which in turn contributes to the persistent achievement gaps among low-income and racial–ethnic groups of students in urban settings (Lankford, Loeb, & Wykoff, 2002).

Teachers also contribute to the academic gap by failing to respond to the cultural needs of their students. The teaching workforce in 2007 was comprised of 85% White and 15% minority teachers compared to a student body makeup consisting of 54% White students and 42% students categorized as racial or ethnic minorities (National Center for Educational Statistics, 2009).   White teachers, in general, bring little cross-cultural knowledge to the classroom (Barry & Lechner, 1995) and have a tendency to possess stereotypical beliefs about urban children's lack of interest and engagement in school (Schultz, Neyhart, & Reck, 1996). Knowing that teachers "construct classrooms based on their experiences, perceptions and beliefs" (Milner, 2006) this lack of cultural connection seriously detracts from the "academic advancement of African Americans" (McKinney, Fuller, Hancock & Audette, 2006). Ferguson (1998) found that lack of responsiveness to students needs weakened links between teacher and student and

therefore diminished overall performance.   Teachers' lack of cultural competence also makes them less culturally connected (Lewis, et al, 2008) to their students. This lack of responsiveness to the needs of African American students can cause problems in the classroom. When the Eurocentric values reinforced in school and the societal realities experienced in the community collide, students can feel alienated and marginalized (Au, 2006.) One way in which teachers reinforce those feelings of inadequacy and lack of acceptance is through their treatment of and responses to students using non-mainstream speech (Ladson-Billings, 2001).

<div align="center">The Power of Language</div>

Developmentally, language serves as a vital link between cognitive development and learning (Vygotsky, 1987). Socially, however, language serves an entirely different purpose. Language is used to demonstrate power and authority. Language, in the form of its many dialects, can be used to reinforce stereotypes about intelligence and social class. Fluency in the *dominant* or *standard* dialect can provide access to mainstream society, allowing the speaker to benefit economically, culturally and academically (Trumbull & Pacheco, 2005). The educational system in the United States has traditionally served as the conduit through which the dominant or standard dialect has been introduced and reinforced to the populace (Engel & Whitehead, 2008). Access to knowledge of the linguistic mores of the English language is vital if one ever aspires to gain full access to the power structures in place in this country. Suburban students are typically members of the dominant white, middle-class culture and therefore unwittingly have access to the "culture of power" (Delpit, 1995). According to Delpit, within this

culture resides unwritten rules that

> relate to linguistic forms, communicative strategies, and
>
> presentation of self; that is, ways of talking, ways of writing,
>
> ways of dressing, and ways of interacting. (p. 25)

Delpit also asserts that in order to understand and be able to successfully participate in the culture, one must be taught the rules explicitly, especially if you are a member of a culture other than the 'culture of power.' Unfortunately, however, not all Americans have been granted equal access (Carmichael & Hamilton, 1967; Wellman, 1977).

Non-English speakers, as a whole, have been at risk of being denied access to the societal power structures in the United States. Essentially denied educational opportunities by the 1872 law requiring English-only instruction, bilingual residents have historically been limited in their educational opportunities. Although the Equal Protection Clause of the Fourteenth Amendment (1868) guaranteed protection of rights to all persons under a state's jurisdiction, it would be almost 100 years for legislation to be passed that specifically addressed the academic needs of non-English speakers. The Bilingual Education Acts of 1968 and 1974 (also known as Title VII) provided supplemental funding for school districts interested in establishing programs to meet the "special educational needs" of large numbers of children of limited English speaking ability in the United States. But it was not until the groundbreaking Lau vs. Nichols (1974) that the particular needs of non-English speakers were specifically addressed. The case stated that lack of educational services in Chinese denied equal access to educational opportunities to Chinese-speaking students because of their ethnicity. Since the Civil Rights Act of 1964 had outlawed discrimination based solely on race, the lawsuit was instrumental in providing for and ensuring that the cultural components of race were also

protected. Castañeda vs. Pickard (1981) examined programs for Limited English Proficient (LEP) students and ensured that LEP students have sound curriculum and qualified staff to address their unique needs. It required that "appropriate action to overcome language barriers" be taken through well-implemented programs (Mora, 2005). Access to language was officially authorized and schools were now legally required to provide for the varied needs of its non-English speakers.

Implementation of programs, however, did not ultimately guarantee academic success. The Achievement Gap between limited and non-English speaking students and their White peers is as pronounced as the gap between White and Black students (Grigg, et al, 2003). Eighty nine percent of all Hispanic middle and high school students read below grade level and 96 percent of eighth-grade LEP students scored below Basic level on the 2005 National Assessment for Educational Progress (Perie, Grigg & Donahue, 2005). Drop-out rates for English language learners are some of the highest in the nation (Steingberg & Amelida, 2004) with only 31 percent of English language learners completing high school (NCES, 2007).

Similar to non-English speakers, many African Americans continue to struggle to gain access to the power structures of society. The education of African American students has historically been marred with oversights and inequities. When Africans were brought over to America as slaves, the purpose was not to educate them but to use them as a labor supply for the plantations in the South (Woodson, 1999). While *Plessy v Ferguson* (1896) allowed for the education of African Americans, the segregated schools that arose were severely under-funded and although separate, were by no means equal to their white counter-parts. Even 50 years after *Brown v Board of Education* legally

mandated equal access to education, disparities between urban and suburban schools continue to exist across the United States (Kozol, 2005).

Much like non-English speaking students, the implementation of school programs has not guaranteed academic success. According to the United States Department of Education (2009), 47% of all Black eighth graders and 43% of all Black twelfth graders read below grade level. While the drop out rate of Blacks has dropped to an historic low of 11%, much of that can be partially attributed to the increased incarceration rates among black male high school dropouts, which more than doubled between 1980 and 1999, thus removing them from the civilian non-institutionalized population (Child Trends Databank, 2005).

Since urban sectors of the United States are mostly populated by African Americans (National Urban League, 2007) who are not members of the dominant culture, in order to provide them equal access to the opportunities available in mainstream society teachers must directly teach the rules through which they can gain that access. According to Godley and Minnici (2008) "language is the primary means through which the existing power structures are upheld" (p. 322) therefore understanding language, specifically attaining fluency in the language of the dominant culture (i.e. academic English language), is an essential skill.

Since the majority of African Americans living in urban sectors are native to this country and were raised in English speaking households, why would teachers need to provide additional instruction to students in their native language? According to LaMoine (2001), 'most African Americans speak a systematic rule-governed language that differs in significant ways from mainstream American English" (p.69). This

linguistic variety, referred to for the purposes of this paper by the term African American English (AAE), is a rule governed and systematic form of English descended from the enslaved Africans who were brought to America.

When enslaved Africans were originally brought to the Americas, slave traders would purposely separate them from others who spoke their native language to quash any potential uprisings (King, 1998). Having been isolated from other native speakers, slaves developed *pidgins* in order to communicate. Pidgins are languages that arise out of necessity, allowing non-speakers to communicate through the creation of a new language. Once the speakers of pidgins have children and the children learn the pidgin as their native language it becomes 'nativized' and forms a *creole* (Baugh, 1983).

One vein of research attributes the development of AAE to such a progression. Enslaved Africans and Europeans created a pidgin in order to communicate. This pidgin was eventually adopted as a primary mode of communication between enslaved Africans. The language was then passed down to the children of the slaves, became a creole, and eventually evolved into the AAE used by speakers today (Rickford, 1997).

Stigmatized as 'broken English' and viewed by many Americans as 'ungrammatical' and 'lazy' (Williams, 1991), many of the identifying phonological and grammatical characteristics of the dialect can trace their roots back to African languages. Many Africans, and non-English speakers in general, have difficulty pronouncing the *th*-sound, as it does not appear in many of their languages. When occurring at the beginning of a word, many non-speakers opt for the close approximation of the *d*-sound instead (Williams, 1991). This would explain why many speakers of AAE tend to favor the pronunciation of the words 'this' and 'these' as 'dis', 'dese.' When the *th*-sound occurs

at the end of a word, the *f*-sound is heard, 'wif' for 'with' and 'maf' for math (p. 206).

Williams goes on to explain that grammatical structures in AAE such as those showing

habitual action (Derrick *be* helpin' his momma) and the remote past (Shanita *bin* pass that

test) have their roots in West African verbal systems (p. 207). Although viewed by some

as antithetical to SAE, AAE is a recognized linguistic system comprised of well-defined

phonological and morphosyntactical systems and semantic structures that when combined

serves as a systematic means of communication for a large number of African Americans

(Green, 2004).

Schools are legally required to provide instruction to non- and limited English

speaking students in order to help them attain fluency in the English language. Research

shows this is best accomplished by teaching language skills through the academic content

(Echevarria, Vogt, & Short, 2006). Therefore, fluency is the English language is tied to

mastery of academic language in school.   According to Zwiers, (2007) students lacking

academic language skills will also lack the linguistic foundation necessary to successfully

access the workplace. In addition, the lack of proficiency in academic language is a

significant cause of low achievement among non-mainstream students (Collier, 1995).

Although programs are in place to aid non- and limited English speaking students,

the same programs are not widely offered for students who are also lacking mastery of

academic English, those students using AAE.   If we truly want and expect many of our

urban African American students to excel academically, gain access to the 'culture of

power' and influence the structures that determine vertical movement within society, they

must being to be exposed to and purposefully taught the content and lexicon of academia

(Thurston & Candlin, 1998). Acquiring proficiency in academic language is the first step in gaining this access (Zwiers, 2008).

Unique Needs of AELL

In its simplest terms, academic language can be defined as the formal language used in schools. It is comprised of the vocabulary and specific content needed to learn an academic subject. However, speakers who possess Academic English Language Proficiency (AELP) know much more than the content vocabulary associated with a concept. Students who are proficient in AEL are able use that vocabulary, orally and in writing, to connect key words and construct the meaning of complex and abstract concepts through a variety of linguistic strategies (Dutro and Moran, 2003).

According to Zwiers (2007) students with AELP possess a heightened degree of "academic capital" (p.94) allowing them access to the rules of academic discourse, which in turn leads to greater advantages in school and eventually in the workplace. His theory of "academic capital" is based on Bourdieu's (1977) concept that the social, cultural and linguistic capital reinforces and promotes social stratification. These separations, based on wealth, power and prestige, can be accomplished through the classroom where dominant forms of discourse are commonly perpetuated (Bourdieu and Passeron, 1990).

Students who lack this access are at an extreme disadvantage. Many middle and upper class homes reinforce the concepts and communication patterns associated with school (Gee, 1996). Their children enter the school system and are able to navigate their way through because their 'academic capital' allows them to access unspoken rules and structures of the educational system. Students who are members of non-dominant groups or for whom English is not their native language, however, live in homes where these

concepts and patterns are either not familiar or are not reinforced. Unknowingly these students enter school at a marked disadvantage simply because of their lack of exposure to the implicit language patterns and content spoken by the dominant culture. Unlike their classmates, they can struggle and may experience what Macedo (1994) calls the "pedagogy of entrapment" (p. 34) having been asked to understand and follow academic and social rules that have not been explicitly taught.

Attempts have been made to address this issue and meet the needs of AELL. In 1974, *Lau v Nichols* addressed the needs of non-English speaking children and ensured they would be allowed equal access to school curriculum regardless of their native language abilities. Based on that court case and its defense of the basic tenant of equal education access for all, parents of fifteen AAE speaking students sued the Ann Arbor school district. They stated their children were denied access to the standard curriculum when their difficulties in overcoming the language barrier were ignored (Martin Luther King Junior Elementary School Children, et al. v Ann Arbor School District, 1977). The case did not argue that the differences between AAE and Standard English were the cause of the language barrier. The issue arose when the teachers did not take into account the differences between the two languages and taught all of the students in exactly the same manner. The court ruled in the parents' favor and instructed the school board to provide teachers with information about AAE and to train teachers how to use that knowledge to better support students' efforts in reading. Although the case was a landmark in recognizing and legitimatizing the needs of AAE speakers, 30 years later not much has changed.

In 1996, the Oakland, California school board made another attempt aimed at addressing the needs of AELL. In this controversial decision, the school board passed a resolution declaring Ebonics to be the primary language of its 28,000 African American students (Baugh, 2004). Hopes of attaining bilingual status and funding for its AAE speaking students were dashed when then-Secretary of Education Richard Riley rejected the board's assertion and declared that governmental funds could not be used for speakers of AAE. Based on the subsequent outrage from the public, Oakland has since removed the term Ebonics from all of its literature. Regardless of whether one agrees with the specific content of the case, its ultimate failure was that once again the call for addressing the specific needs of AAE speakers was silenced.

Not all attempts, however, have failed. In 1989, the Los Angeles United School District (LAUSD) published a study entitled *The Children Can No Longer Wait: An Action Plan to End Low Achievement and Establish Educational Excellence.* This study asserted that the current ESL program was not meeting the needs of the district's Standard English Learners (SEL). By definition SEL students are comprised of African American, Mexican American, Hawaiian American and Native American English speaking student for whom Standard English is not native. They differ from English Language Learners (ELL) in that ELLs are students for whom the English language is not native. Although their basic language needs differ, the district views SELs in much the same manner as ELLs who are Limited English Proficient (LEP) and has created a program entitled the *Academic English Mastery Program* (AEMP) to address their unique academic needs.

According to the LAUSD's Division of Instruction (2002), AEMP "incorporates into the curriculum instructional strategies that facilitate the acquisition of standard American academic English in classroom environments that validate, value, and build upon the language and culture of students" (p. 2). The program acknowledges the need for purposeful, direct instruction of Standard English for non-standard English speakers through mainstream English language development (MELD). MELD refers to the "development of listening, speaking, reading, and writing skills in standard/mainstream and academic English" (p. 2). Throughout the school day, several 30-45 minute MELD lessons are incorporated into content area lessons. These interventions consist of suggested activities designed to address "phonological variations in the language of SELs and to support success with phonics instruction, vocabulary development, reading comprehension, fluency, and written language development" (p.3).

Both ELLs and SELs need to acquire knowledge of the rules of AE in its oral and written form in order to be successful in American schools. My initial hope was to use the AEMP model in my classroom; however, attempts to ascertain the materials and training necessary to implement the program were unsuccessful. Since the SIOP model, which also provides direct, purposeful instruction in the acquisition of academic language and curricular content, has been approved and is already in use in the school district in which the research was to be conducted, the researcher chose to implement the SIOP during this study.

The SIOP Model

Sheltered Instruction (SI) was developed as a refinement of content-based ESL instruction. Content-based instruction involves the use of thematic units taught by ESL

teachers in classrooms where all students are English Learners (ELs). This type of instruction's main goal is English language proficiency (Echevarria, et al, 2006). In contrast, SI students remain in their classrooms and are taught by content area teachers using a modified curriculum that equally values acquisition of English language along with mastery of content. Although SI served as a model for instruction, lack of consistency from classroom-to-classroom, school-to-school and district-to-district existed.

The SIOP Model was developed by researchers at California State University, Long Beach (Jana Echevarria and Mary Ellen Vogt), and the Center for Applied Linguistics (Deborah J. Short) under the auspices of the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003. SIOP was originally developed as an evaluative tool, allowing observers to determine fidelity to the concepts embraced by SI. Today, SIOP represents the evaluative protocol as well as the lesson delivery system. The eight key instructional components, Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review/Assessment, exist to allow multiple pathways of instruction, allowing for greater opportunities for students to understand the content presented.

Implementing the SIOP model has shown promise in increasing the academic success of ELs. In two separate studies, one in 1997 and one in 1998, researchers compared middle school ELs who had been instructed using the SIOP model and those who had not. Researchers in the 1997 study compared writing scores on a narrative writing prompt; the 1998 study compared writing scores on an expository writing prompt.

In both cases, the writing scores of the students instructed in the SIOP model were significantly higher than the scores in the control group (Echevarria, et al, 2006).

Current research is being conducted looking into gains in different age groups and in a variety of strands of curricula. The National Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) is conducting research on the impact of the SIOP model in middle school science instruction for ELs (Short, D., Himmel, J., Echevarria, J, & Richards, C., in progress). Just coming to completion is a four-year project sponsored through the Carnegie Corporation and the Rockefeller Foundation studying academic gains in literacy by ELs in secondary school (Short, in progress). Understanding that the academic language demands of school pertain to mathematics no less than to other subjects (Bailey, 2007) Project SAILL (Success Through Interventions in Language and Literacy) is sponsoring a study investigating the impact of the SIOP model on math instruction of elementary school ELs (August, D., in progress). As pending research attempts to illuminate the myriad of ways in which the implementation of the SIOP model can improve academic achievement of non-English speakers, perhaps the same connection can be demonstrated when implementing SIOP in classrooms with AELL as well.

The hypothesis that SIOP can also be shown successful in increasing AELP with AAE speakers has merit. Just as ELLs have specific language acquisition and development needs (Echevarria, et al, 2000), so do AELL. While on the surface the two languages seem similar, there exist complex differences between SAE and AAE such as phonologic sound/spelling relationships and morphosyntactic sentence structuring (Williams, 1991). For AAE speaking students these differences may not become

noticeable until the demands for literacy development increase around the third or fourth grade (LeMoine, 2001). At this time, teachers must recognize that many of the literacy difficulties their AAE students are experiencing are tied to language differences and must begin to purposefully teach their students methods to support their transition to AE. If not, many students can begin to experience difficulties in literacy acquisition.

As with ELLs, limited familiarity with the syntax and vocabulary of AE can cause difficulties with comprehension, leading to an inability to grasp and internalize content. SIOP is a successful research based second language acquisition method that focuses on vocabulary, grammar and syntax development through curricular content. Second language acquisition methods have been shown to be effective in developing mastery of AE for users of AAE (Hoover, 1979). ELLs and AAEs both struggle with mastery of academic language due to language difficulties. The use of SIOP has been shown to increase academic language levels in ELLs by purposefully teaching AE through content area curriculum. Therefore, by focusing on AE language development through purposeful teaching of the content curriculum, it should also assist in the development of academic language for AAE students. Simply put, what's good for the goose should be good for the gander.

CHAPTER 3: METHODOLOGY

The personal is most universal. - Carl Rogers (1961, p.3)

The purpose of this study is to document the journey – personal and professional- of an elementary school teacher (myself) who voluntarily implemented the SIOP model in my classroom of AELL. Specifically I asked: 1) How were my lesson planning and curriculum delivery methods affected by the implementation of the SIOP model in my classroom? 2) What challenges did I face when implementing the SIOP model in our classroom of AELL? 3) How did AELL describe their experiences when the SIOP model is implemented in our classroom? 4) What impact was there on students' reading and math academic performance when emphasis is placed on increasing academic language proficiency?

Research Design

History of Action Research

Scientific research has traditionally supported the position that the researcher and their work must maintain an 'arm's length' from one another. This measured distance seems to reinforce the concept that in order for research to be considered plausible and credible, a level of impersonality must be maintained (Burnaford, G., Fisher, J. & Hobson, D., 2001).

Much early educational research was conducted in that manner. Shulman (1986) describes this as "process-product research" where the role of the teacher was to

implement the findings of outside "experts." These "experts" were usually university researchers with no authentic connections to the classroom. Although some teachers were viewed as capable of gathering data on behalf of university researchers (McKernan, 1988) they themselves were not expected to generate questions based on their own needs, let alone transform those questions into viable research that could be conducted personally in their own classroom. The educational community did not yet view the personal connection of teacher to classroom as significant.

The research of Kurt Lewin (1948) helped to change the view of teacher as researcher. Burnaford argues that all knowledge starts from the self and that issues can only be understood from that personal perspective (2001). Therefore, understanding what is happening in my classroom cannot fully come from reading and implementing outside research. It will come from marrying the theories I find to the authentic problems that arise based on the unique needs of my students.

This process also supports Lewins' theory that knowledge is created from problem solving real-life situations (Anderson, G., Herr, K. & Nihlen, A., 1994). The research questions involved in this study are not solely derived from existing theoretical research. They are generated in response to questions that I have about valid issues that have arisen in my classroom. While outside research will add to my understanding of how tested theories have impacted previous implementations, they are limited in addressing the distinctive personalities and needs of my students. Unlike action research, outside research is limited in that it cannot provide guidance if the implementation does not bring about the desired results. Action research does not stop at implementation but is recursive and reflective and allows for immediate testing and refinement of theories.

Action Research Study Approach

Since this study topic was derived from my own classroom teaching and was carried out within my own classroom with the ultimate goal of affecting a positive change within my students, an action research study design provided the most appropriate framework from which to work. According to Mills (2007) action research is a methodology that allows teacher-researchers to gain insight into an area of focus, develop reflective practices, and effect positive change in the classroom therefore improving outcomes for the students involved.

Having worked for almost five years in an urban elementary school I have been challenged to find or create a variety of pathways to student success. I am consistently looking for ways to improve my practice and increase the level of academic achievement of my students. One area in which I have had limited success is in providing my students with a greater command of academic language, specifically in the areas of vocabulary development and grammar. The primary focus in this project was to better my students' mastery of the grammatical rules associated with academic English and increase knowledge and application of content area vocabulary.

A secondary focus was my attempt to help students see the value of adding AEL to their academic 'toolbox.' I wanted to be sure that as we moved through the implementation process the students were not just focused on mastering the rules associated with AEL but began to understand that attaining fluency in the language enhances and expands their repertoire. I wanted them to understand the power they possess when they are able to articulate their thoughts and ideas not only in a cultural setting but in an academic one as well.

In order to achieve the primary goal I chose to use the SIOP model. The SIOP model has been shown to increase non-English speaking students' fluency in academic language. In order to prepare to implement the model, I attended my school district's three-day SIOP training. Knowing that I would be implementing an unfamiliar program, it was vital that I develop reflective practices to help achieve the most from the model. These practices also helped monitor and modify the lessons in order to best serve the changing needs of my students.

Attaining the secondary goal would be achieved in a more subtle fashion. Convincing students of the importance of any academic material at this age (10 – 12 years old) can be difficult. I used the proficiency they possessed in their cultural language as a foundation on which to build connections to academic language. I did not want to replace their cultural language with academic language, however, I wanted the students to realize the value in mastering both languages. There is a great power in the ability to move fluidly between different cultures in today's society, I wanted my students to possess that power.

As the ultimate goal of the research is to directly improve outcomes for the students in my classroom, an action research study provided the structure necessary to develop a plan of action, implement that plan into practice and continually reflect on the outcomes upon implementation. This recursive process allowed for practical, immediate fine-tuning of instructional practices (Burnaford, G., et al., 2001). With the research happening in real time, affecting real students, allowing for extended downtime between periods of theoretical analysis and practical implementation was not conducive to

students. Practice needed to be analyzed and modified quickly; framing the study through the lens of action research allowed that to happen.

The personal connection of action research lies in contrast to more theoretically based research. Being able to use the findings of my research to immediately impact my teaching was of great importance to me. Action researchers are expected to not only take action on areas of focus that are important to them, they also expect their findings to be implemented immediately. Not only are the findings of an action research study meant for immediate implementation, they are done based on the needs of the teacher-researcher themselves.   This myopic lens may seem limited in scope and in some cases lead to issues with subjectivity (the latter being discussed in the Subjectivity Statement appearing later in the paper) but that is the nature of action research, immediate findings for immediate problems conducted by those who need the information the most, the classroom researcher-teacher.

Above all, action research is *doing*. I was not a spectator but, along with my students, a full participant in the process. Unlike traditional research where the researcher is viewed as an outsider, action research requires personal involvement and action. Argyris (1982) described how teachers were more interested in what was *done* in a situation than what was *said* about what was done. His concept of theories-espoused and theories-in-use highlights a difference between traditional and action research, the first discusses the theories in questions while the latter constructs action based on what was observed. Initially the research in my classroom was conducted for me, by me. All outcomes are based on my observations through reflections on the impact of the

interventions I put in place. My hope is that other teachers of AELL can then use my finding to help their students gain access to power associated with mastery of AEL.

Knowing that reflection leads to better action, Donald Schon (1983) developed and refined the concept of reflective practice. His ideas on the reflection-in-action and reflection-on-action process are critical to the success of an action research study. The recursive nature of an action research study requires the researcher to be in a constant state of reflection with regards to their practice. During lessons if I felt the lesson was not hitting its mark, I made quick adjustments to modify the delivery. After the lessons I allowed myself an extended time to ponder the actions I took during the lesson. This meta-cognitive process allowed me to reflect on those spontaneous reflections and assess their outcomes. I then modified future instruction to best meet the needs of my students.

Who I am as a researcher is inextricably linked to what I do as a teacher. Action research therefore, was a perfect medium through which to conduct my research. Like many teachers, I am already aware of the issues facing the students in my classroom. I currently create interventions based on those issues and implement them on a consistent basis. I reflect on what goes well and where I need to make improvements and work those adjustments into my teaching. In many ways I already am an action researcher. This study, however, has allowed me a format through which to share my reflections and findings on SIOP implementation with an audience larger than myself in the hopes of inspiring others to do the same.

Research Site

My elementary school resides in a large urban school district located in the Southeastern United States. The district serves over 132, 000 students in 167 schools, 95

elementary, 32 middle, 31 high and 9 specialty schools. District data reports student ethnic distributions as follows: African American, 42%, White, 35%, Hispanic students, 15%, Asian, 4%, American Indian/multiracial, 4%. The district reports the percentage of students receiving free and reduced lunch to be 47%.

My elementary school is one of 49 magnet schools in the district. According to the district's website, magnet schools are put in place to provide theme-based programs that promote students' interests, abilities and talents. Our particular magnet provides talent-development programming for students who have been identified as Academically Gifted. The magnet also provides additional programming for a small cadre of highly gifted students. 25% of all the students in the school are part of the magnet program. The other 75% of the students are students from the surrounding neighborhoods and are not served by the magnet. Although overall student ethnic distributions suggest school-wide diversity (African American, 76%, White, 12%, Hispanic students, 3%, Asian, 6%, American Indian/multiracial, 4%) the majority of students comprising the non-magnet section of the school are African American and 67% receive free or reduced lunch.

At the time the study was conducted there were fifteen students assigned to my classroom, fourteen African American and one White. Privacy laws prohibit teachers from knowing which students specifically receive free or reduced lunch.   Academic achievement levels of my students were varied. Based on fourth grade End of Grade (EOG) reading tests, two of my students were above grade level, six were at grade level and seven were below grade level. Based on fourth grade EOG scores for math, three students scored above grade level, six were at grade level and six were below grade level.

None of my students were on an Individualized Learning Plan (IEP) or received services from the Exceptional Children (EC) department.

Participant Selection

Since I am studying the effects of a program within an existing school setting random sampling will not be possible. The sample was non-random and consisted of 5th grade students currently assigned to my classroom. All students were invited to participate in the interview process and focus groups conversations. Student participation was contingent on signed parental approval via the IRB process.

Role of the Researcher

I am both classroom teacher and researcher. I am a 43-year old White female who has taught elementary school for the last eight years. I started my career as a Talent-Development teacher and for the first four years provided instruction in a magnet school for academically gifted students, the majority of which were White and middle to upper class. For the last four years I have taught in a high poverty, urban school in which the majority of students are African American living in low-income households. I consider myself a competent educator and have been honored by my administration and colleagues as Teacher of the Year for two of the last three years. In October 2008, I was one of 28 teachers district-wide chosen as a Professional Development Master Teacher. In this role I serve as a mentor and coach for new teachers in the district. My classroom has become a "laboratory" where new teachers can come to observe successful teaching methods and positive classroom management in an urban classroom.

As the researcher I am considered a 'participant observer' (McMillan, 1996) meaning that I am actively participating (in the role of classroom teacher) in the activities

being studied. According to Spradley (1980), as I moved through this process I had to keep two purposes in mind, to observe the activities and people involved in the situation and engage in the activities appropriate to the given situation that provide useful information. Teaching and observing simultaneously can be a daunting task, therefore, I had to keep in mind that I can only do so much. Keeping observations and reflections manageable (one reading and one math lesson per week) helped keep my overall purpose in focus.

<div align="center">Data Collection</div>

The data gathered came directly from me (in the role of teacher-researcher) therefore personal reflections were of paramount importance. Since the primary goal was to increase the grammar and vocabulary skills of my students I gathered data from a variety of lessons taught in the core subject areas (language arts, math, science and social studies) covered in the fifth grade curriculum. Data collection came from a variety of sources, pre-post tests, personal journals, personal reflection via digital recordings, and student reflections and interviews. The secondary goal was addressed through analysis of the oral feedback and written reflections of the students.

Since the entire curriculum was delivered through the SIOP model, all students received the instruction regardless of participation in the study. All students were asked to write reflections and participate in group discussions, however only data gathered from those students signing assent and parental consent forms was used in the study.

Pre-Post Tests

As one meaure of the success of the implementation of the SIOP model in increasing academic language proficiency, I compared the students' 4th grade state

reading and math scores with the reading and math scores they received at the end of the (5th grade) year. The choice to use these tests came from SIOP designers Echevarria, Vogt, and Short (2006) who stress the importance of the systematic development of academic language skills "needed for achieving success in mainstreams classes, for meeting content standards, or for passing standardized assessments" (p.199). If the developers of the SIOP model believe that AELP is an important factor in increasing achievement levels on high-stakes tests then using the outomes of those tests as one measure of proficiency of AEL seemed reasonable.

Since I began my research during the middle of the school year, I realized that there was a possibility that the growth students showed at the end of the year may have come from the manner in which I taught during the first semester, prior to the SIOP implementation. To help mitigate this issue I used data from the school district's second quarter formative assessments in math and reading as a baseline. The district creates these tests to assist teachers in assessing student proficiency on the state objectives on a quarterly basis. Regardless of my involvement in this study I would have used that data to drive my instruction for the third and fourth quarters. That being said, I teased out the objectives in both reading and math that students showed the lowest levels of proficiency in and will focused my SIOP lessons on those objectives over the remainder of the year. At the end of the school year, in addition to comparing 4th and 5th grade End of Grade test scores, I also looked for growth in those particular objectives students were lacking in at the end of second quarter. Using the mid-year data as a starting point I could better assess if the instruction delivered through the SIOP model during the third and fourth quarters had an impact on student achievement.

Personal Journals

The written journal was an ongoing dialogue consisting of descriptive, personal feedback on the day's lessons. Journals are valuable data sources. They act as a narrative technique, recording events and thoughts that are important to the writer (Anderson, et al. 1994.) Journals can also provide teachers with a way to revisit, analyze and evaluate their experiences over time (Cochran-Smith and Lytle, 1993). Knowing that action research relies heavily on analysis of personal reflection to guide future adjustments in instruction, my journals were an instrumental piece toward achieving that goal.

My goal was to choose two lessons each week, one literacy based lesson and one math lesson. At the end the school day of the lesson taught, I wrote a detailed reflection on the nuts and bolts of that day's lessons based on responses from a written reflection template (see Appendix A). I wanted to be able to dissect that lesson, from conception to implementation and reflect upon the overt successes and challenges contained in each lesson. I envisioned this type of reflection as the more objective, pragmatic piece containing lesson plans and other artifacts.

Digital Recordings

The oral reflections were based on responses generated from an oral reflection template (see Appendix B) and responses to post-lesson student reflections (see below). The answers were recorded digitally and allowed for reflection that was more anecdotal and subjective in nature. Once at home with the day's work behind me, I could sit and subjectively reflect on the same lesson I had previously written about in my journal. This type of reflection had no particular purpose or flow, and contained anecdotal reflections on the students, the content, and instinctive reactions to the day's lessons. These

spontaneous thoughts were at times emotional in nature and provided a less structured

behavioral aspect to my findings. This type of journaling was also important as it

provided a narrative account of what was happening in the classroom and gave a voice to

my experiences (Mills, 2007).

Student Reflections

    Phase One – Pre-implementation

    The perspective of the actual participants during the SIOP implementation, the

students themselves, provided valuable data for helping me determine the overall success

or failure of the implementation. Therefore I thought it crucial to include their voices

throughout the research process. At the beginning of the second semester asked all

students to answer a series of written pre-implementation questions (see Appendix C).

The purpose of these questions was to provide me with basic information on how the

students viewed learning and themselves as learners. I wanted to know what, if any,

positive educational experiences they have had in the past and why those experiences

remained so vivid in their minds. I was also interested in their current interest in school

and what they knew about themselves as learners. Based on their answers I was able to

develop a baseline of the students' experiences and perspectives on learning.

    Phase Two – Per-implementation

    Teaching and learning cannot occur in isolation. According to Freire (1972), "the

teacher is not merely the one-who-teaches, but one who is being taught in dialogue with

the students, who in turn while being taught, also teach" (p.67). Therefore I thought it is

vital to ask the students to reflect upon the aspects of the lesson that were most interesting

and helpful in reaching the lesson's content and language objectives. At the end of each

of the lessons I chose to reflect upon, I asked the students to write a short reflection (see

Appendix D). Their voices served an important role in my personal reflection process and

helped me to monitor and improve practice. Analyzing what worked and what needed to

be modified was invaluable when determining the overall effectiveness of the program.

Although not every lesson needed to be 'fun' it was important to me find ways in which

to deliver curriculum that not only engaged students, but also meet the necessary content

and language objectives as outlined in the SIOP model.

Phase Three – Post-implementation

At the end of the semester all students were asked to write a post-implementation

reflection based on questions similar to those asked at the beginning of the semester (see

Appendix E). Those written reflections were used as a guide for the focus group

interview. Using a digital recorder, as a group, students were asked to orally reflect on

the answers to their post-implementation reflection sheets. The additional group

interview had more than one purpose. One hope was that students with limited

proficiency in writing would have an avenue through which to express themselves fully.

Additionally, knowing my students as I did, I knew they excelled when asked to orally

expand on a topic. Their group interactions tended to broaden and deepen conversations

and their interactions did at time spark additional connections to topics.

Observations from Outside Source

In order to address issues of fidelity to the SIOP model, monthly classroom

observations by a trained district SIOP coach were planned. Although these observations

were not normally required by the district, I felt they would have benefitted me and my

instruction since I was a novice in using the SIOP model. Due to drastic cuts in the

district budget, those official meetings were unable to happen. I was able, however, to make contact and gain insight from a trained SIOP facilitator. We spoke on a weekly, and at times, daily basis about my practice. Her guidance and insight proved invaluable during the process.

The strength of qualitative research lies in its use of multiple data sources (Wolcott, 1988). Triangulating the data, especially combining subjective and objective forms, will help to address issues related to bias and add validity to my findings. I was able to compare the personal data I contributed from a lesson, the student feedback and the comments of the SIOP facilitator. This served as an additional means of streamlining lessons to best serve the needs of my students.

Although fidelity to the SIOP model is important, fidelity to my students was of greater importance. Part of this journey was trying to discover how the SIOP model would work within my classroom. I could not conceive of an issue involving the implementation of the model that would cause a conflict pitting the needs of the students to the fidelity of the model. No such issue did arise during the study.

Data Analysis Methods

For many qualitative researchers, the most difficult part of the research is the analysis of the large amounts of data that are gathered over the course of the study. For action researchers, this holds especially true since as researcher I had to become fluid in moving between the two roles of collector and analyzer. The successful ability to change focus from the broad on-going lens of collector of data to the narrower focus of analyzer and interpreter of data is of paramount important to the success of the study (Mills, 2007).

My written journal entries were transcribed and then coded and analyzed on a weekly basis. Coding of the journal entries captured recurrent themes in my experiences in the classroom. The coding also aligned commonalities between student responses and teacher experiences and highlighted gaps that occurred between my intended process and the perceived outcome as defined by the students. My oral, recorded entries were also transcribed, coded and analyzed. Since theses entries were more subjective in nature I looked for themes to emerge that were more subjective and emotion driven.

Data from the group interview were collected and analyzed immediately. The interview was coded, identifying recurrent and essential themes in participants' experiences with the SIOP model. Once the coding has taken place, the data had to be analyzed to generate meaning (Coffey& Atkinson, 1996). This recursive process yielded patterns in experiences with the SIOP model.

I also coded the feedback I receive from my discussions with the SIOP coach. Although this type of data was unstructured in nature, analyzing the feedback and comments, presented themes associated with the deliver of the model. The triangulation of the data came from the SIOP coach whose helped me maintain fidelity to the model, from me, the teacher-researcher who interpreted that model and delivered the curriculum through its lens, and the students who received the manipulated curriculum. Through this triangulation process, a pathway emerged which guided me in how to best use the SIOP model to meet the needs of my students.

The overall analysis of the data was an inductive one. I began the analysis by looking for emergent themes that presented themselves during the process. These themes were then reduced to more specific codes that could be used and reused throughout the

analysis process. This type of recursive analysis occurred throughout the data collection process. Around mid-point of the collection and analysis (in mid-March, 2009), I conducted an *interim analysis*. According to Hendricks (2006) this important step in the action researcher process allowed me to make changes to my data collection strategies based on the findings from my data analysis. This time of reflection was instrumental in allowing me to determine what was working and what needed to be changed. I was also able to locate gaps in my data and revised my techniques to fill those holes. Those changes were implemented and a second round of data gathering will begin. Once the second round of data was gathered and analyzed, those findings were compared to the findings of the first round. This final analysis allowed me to compare the emerging findings from the beginning of the semester to a second set of data gathered at the end of the semester. The comparison of the two data points helped me construct an overall view of what impact the introduction of the SIOP model had in my classroom.

The following graphic represents the recursive flow and process of the action research model. The data is gathered and analyzed with subsequent finding promptly integrated into my practice. The process then starts again will additional data being gathered, analyzed and necessary changes implemented.
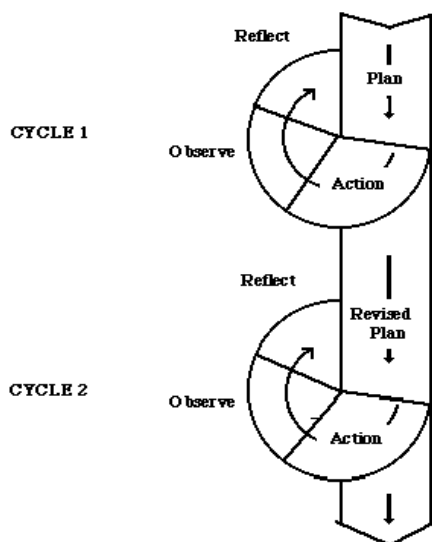
Figure 1 Simple Action Research Mode
(from MacIsaac, 1995)

When looking at the EOG reading and math scores, the 4th grade test scores

served as the pre-test scores. The 5th grade test scores were used as the post-test scores. I

used a dependent t-test to compare the changes in scores between the 4th and 5th grade

tests. I ran two separate t-tests, one comparing the reading scores and one comparing the

math scores. In addition, I was provided with the state's growth data scores. I used this

data to determine my students' z-scores. I could then observe how the students grew not

only on an individual level but also when compared to their peers statewide.

<p style="text-align:center">Subjectivity Statement</p>

All researchers bring their own personal perspective and subjectivities with them

to their research. The personal nature of action research lends itself to unique issues of

subjectivity. As the teacher-researcher I was fully immersed not only in the process but

knowing the importance of academic language to my students, I had a vested interest in a

positive outcome of this research. Every attempt was made to report findings in a

subjective manner, including all positive as well as negative comments and findings.

I also developed personal relationships with my students and those relationships may have altered not only how I perceived their responses during interviews but also may have altered their willingness to discuss their feelings frankly and openly with me. I strongly feel that their view of the success and failure of this implementation holds as much weight as does my interpretation. I made every effort to have their voices heard throughout this process.

Although I gathered my own data, I had an outside source transcribe the data for me. Having a break between the recording and the analysis gave me a more balanced perspective on what the students or I have said. Also, I also established what Lomax, Woodward, and Parker (1996) call a "validation meeting" at the end of each analysis period. These 'meetings' consisted of friends and colleagues with no vested interest in the outcome of the findings to play 'devil's advocate' as I shared and defended my findings. These 'meetings' were instrumental in helping me objectively reflect on my practice and validate my findings.

While bias and subjectivity are unavoidable components of any research study, especially one involving action research (Herr & Anderson, 2005), I am comfortable that by remaining conscious of them and addressing them head on I was able to maintain a comfortable level of subjectivity throughout my study.

<div align="center">Definition of Terms</div>

AAVE: African American Vernacular English - a cultural language spoken mainly by African Americans in the United States.

AEL: academic English language - English used for academic purposes

AELL: Academic English Language Learners

AELP: academic English language proficiency - a student's proficiency with English used for academic purposes.

non-standard English: a variety of the English language that shows none of the regional or other variations considered by some to be ungrammatical, or non-standard English.

SIOP model: Sheltered Instruction Observation Protocol - developed by the Center for Applied Linguistics (CAL) "the SIOP Model is a research-based and validated model of sheltered instruction that helps teachers develop and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency" (http://www.cal.org/siop/).

Limitations of the Study

There are several limitations to this study. With regards to the implementation of the SIOP model, I was a novice. I implemented the model for the first time and therefore my lack of experience brought about certain shortcomings that a seasoned SIOP teacher could have avoided. Having shown past success in the classroom, there was also the possibility that my talents as a teacher, not the SIOP model itself, was cause for increased outcomes for the students. It is difficult to separate whether the possible success of the students came from my talents or the SIOP model itself.

Not having a district SIOP coach present in my classroom to observe me was also a limitation. Although I was in contact with a SIOP coach, she was never able to come actually observe my classroom. All conversations were based on my recollections and may have been viewed differently has I been able to objectively observe my students and myself in action.

There is the possibility that my relationship with the students may have influenced the perceptions and responses of the students providing data to the study. When working with my own students I tried to remain cognizant of the fact that their responses may be colored by a perceived need to please me or to tell me what they think I would like to hear concerning the lessons and the SIOP model. Also, since the average age of my students was ten years old, it was, at times, difficult to gain deep reflection and insight from children at this age level. In addition, student responses could have been affected by a myriad of factors. If a student was having a bad day or experiencing some sort of conflict in the classroom, their true feelings about certain lessons may have appeared more negative or disassociated that at other more neutral times.

Since this is an action research study, I could not choose a different classroom in which I implemented the SIOP model, nor could I select the students that I wanted to participate. Since parents were required to sign release forms allowing them to be part of the interviews and focus groups, I was not in control of the students participating in those groups.

Delimitations of the Study

The delimitations of the proposed study include those factors that the researcher does control. I choose from delivery options of the SIOP model which methods I used to implement the curriculum. I also had a choice as to which lessons I analyzed. I was also in control of atmosphere in the classroom. These choices could cause for differences in outcomes for students.

Assumptions of the Study

A primary assumption inherent in this study was that most students would show some academic growth, with or without the implementation of the SIOP model.

A second primary assumption is that it is impossible to 'prove' using the SIOP model is effective in mitigating some achievement issues. Causal relationships may be determined but in no way can those relationships be translated to affirm a positive correlation between SIOP implementation and AELL achievement.

CHAPTER 4: RESEARCH FINDINGS

Overview of Results

The purpose of this study is to document my journey – personal and professional-

as I voluntarily implemented the SIOP model in my classroom of AELL. In the previous

three chapters I have provided the introduction and rationale for the study, reviewed the

relevant literature and established an academic platform upon which to build and describe

the methodology. Chapter Four will address and respond to the following research

questions that frame this study:

1) How are lesson planning and curriculum delivery methods affected by the
   implementation of the SIOP model in the classroom?

2) What challenges are faced when implementing the SIOP model in a classroom
   of AELL?

3) How do AELL describe their experiences when the SIOP model is
   implemented in a classroom?

4) What impact is there on students' reading and math academic performance
   when emphasis is placed on increasing AELP?

The findings of my personal journey (questions one and two) as well as the journey

experienced by the participating students (question three) will be presented in a narrative

format. The use of the narrative voice allows me to describe in rich detail the pragmatic as

well as emotional journey traveled during this study by both my students and myself. The grouping of sections by theme allows the reader to experience the feelings and sentiments as they emanate from the topic. This circuitous route embraces the non-linear structure of qualitative research, weaving and meandering around and through ideas and emotions.

The analysis of the quantitative data as it relates to question four will be presented using traditional quantitative analysis and commentary. This section of the analysis will provide a quantifiable response generated by numerical data and statistical analysis.

Research Findings - Journey of the Teacher

As mentioned in the methodology section, I have been teaching elementary school for the last nine years. In that time I have been fortunate enough to encounter a wide array of diversity in my classrooms. I have taught both academically gifted and academically struggling students, students from the middle to upper class and those living in low-income households, racially homogenous and heterogeneous classrooms. I have successfully taught students with severe psychological and behavior problems and am a mentor for teachers needing assistance with classroom management. I consider myself a competent educator and have been honored by my administration and colleagues as Teacher of the Year for two of the last three years. In October 2008, I was one of 28 teachers district-wide chosen as a Professional Development Master Teacher. I consider myself a reflective practitioner who puts the needs of her students first and attempts to make curriculum engaging and relevant. My students have shown success under my tutelage, demonstrating a 98% pass rate on End of Grade tests over the last nine years. I

have been through my share of district-wide training and professional development in which I have been inculcated with 'best practices' and assurances that the new curriculum delivery models will patch existing holes in student achievement.

I say these things not to impress my audience with my accomplishments and accolades, however to demonstrate that my years in the classroom, range of experiences and modicum of success in this vocation could not have prepared me for the pedagogical revelation that I experienced during this journey. The past six months preparing for, gathering and analyzing my data have been instrumental in changing the way that I view myself as a practitioner, understanding my students as learners and envisioning the classroom as a place, with patience and persistence and perspiration, where all things are possible.

<p style="text-align:center">In the Beginning - Frustration and Disequilibrium</p>

Lesson Planning

I have always trusted my ability as a teacher. I have been able to define issues in my classroom, develop strategies to mediate the difficulty and implement interventions with a reasonable amount of success.   Therefore, I did not have any hesitation about employing the SIOP model in my classroom midyear. I had completed the district sponsored training the previous summer and knowing that I would not be rolling out the program until the beginning of the third quarter continued to read and familiarize myself with the model during the first two quarters of the school year. From what I could glean from the training, as well as from conversations with SIOP coaches and teachers already using the model with ELL students, SIOP was simply solid teaching practices. Although

I had yet to try out some of the lessons with my students, I was confident that what I didn't already know could be quickly learned and incorporated into my existing teaching preparation and delivery methods.

According to the SIOP training session I attended, the ultimate goal is to incorporate each of the eight key instructional components (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review/Assessment) into every lesson, however, initially it was permissible to focus on one or two components while becoming more familiar with the model. The components would weave through lessons that hinged on one non-negotiable element; each student must be given opportunities to actively participate in the lesson using his/her skills in reading, writing, listening and speaking. I chose to follow the advice of incorporating one or two components at a time and began by focusing on intertwining reading, writing, listening and speaking skills throughout the Lesson Preparation and Background Knowledge components.

Over my nine years in the classroom, I have written my fair share of lesson plans Experience and repetition have afforded me the option over the last two to three years of streamlining my lesson plans. I do believe in the adage that "those who fail to plan, plan to fail" but I also am a firm believer that experience allows for a certain amount of flexibility in the depth and complexity of what I now have to record in writing. During my first three years of teaching I would closely follow the seven-step Madeline Hunter lesson format and write copious notes in preparation for each lesson; today's preparation involves a skeleton of the lesson with shorthand notes on points to remember. In order to maintain fidelity to the model I chose to record my lesson plans in complete detail using

a SIOP developed format (see Appendix G) and follow SIOP lesson planning instructions as provided in the training manual and materials.

The Lesson Planning component of the SIOP model introduces the features of content and language objectives (see Appendix H for completed lesson plans). These two objectives create the backbones to every lesson and are instrumental when developing a lesson plan. Content and language objectives are always written in student friendly language that is appropriate to the age and proficiency level of the students (Echevarria et al, 2006). Content objective must be tied to specific grade-level objectives. This type of objective will let the student know *what* they will learn or doing during the day's lesson. Language objectives support language development and include *how* they will learn using process and performance-oriented tasks. (Echevarria et al, 2006).

My first encounter with a feeling of frustration occurred when attempting to master the creation of content and language objectives. From experience I knew what I was doing during each lesson and what objective needed to be met by lesson's end. I was now being forced to sit, think, and tease out a content and language objective for each lesson. The task at first does not seem difficult, simply explain *what* objectives you are teaching and *how* you are going to teach them to ensure mastery using the processes of reading, writing, listening and speaking. Not only did I find it unnecessary, it was very time consuming (see 'OBJECTIVES:' in Appendix H examples).

The next piece of lesson planning involved the incorporation of a self-regulated learning strategy. Research has shown that these types of strategies improve student learning (Fisher, Frey & Williamson, 2002) by teaching students autonomy and self-regulating action toward the goal of self-improvement (Paris, 2001). The strategies are

broken down into three categories; learning strategies in the form of metacognitive, cognitive and social/affective; scaffolding techniques, verbal and instructional; and higher-order questioning strategies. Not only was I trying to determine a content and language objective for each lesson, I now had to incorporate a learning strategy into each lesson. I was confident that I was actually using these strategies but to think ahead and try to determine which one would be my focus for the lesson made it a little more difficult (see 'LEARNING STRATEGIES:' in Appendix H examples).

Once the objectives and strategies were determined I needed to write down the key vocabulary for the lesson as well as the materials that were to be used in that lesson. SIOP strongly suggests that each and every lesson includes an opportunity to use some form of manipulatives or to have some visual tool that can be shared with the students to reinforce the learning for the day. It may be as simple as connecting a picture to each of the vocabulary words or as complicated as creating a game using pre-made individual bags of different colored chips for each student for the day's math lesson on probability. (see 'VOCABULARY:' in Appendix H examples).

My mind went back to the training. I distinctly remember thinking that the lesson planning was a little more work but since I was doing most of the pieces already, it wouldn't be that difficult to tackle. I didn't take into account that I had all day to plan that one lesson to present to the class. I was trying to just tackle two of the eight components and already the lesson planning was taking a good part of the weekend day, and I wasn't even to the actual content of the lesson yet. Not to mention that this was one of two lessons I was planning on doing each day. I was beginning to feel that the idea of trying something new with my students was not such a prudent thing to attempt mid-year.

My journal entry reflected my concerns, "Why is a task that normally takes me minutes to complete now taking hours? I must be doing something wrong here."

The content section of the lesson plan includes the motivation (background knowledge), presentation (what I consider the 'modeling' piece), practice/application and review and assessment. Building background is much more complex than simply linking to previous knowledge. This component ensures links between past and new learning, emphasizes key vocabulary and academic language, content words, and process functions words. The goal of this component is to ensure that students gain knowledge of a topic through meaningful experiences. Students who are in possession of schemata on a subject have better recall and are more able to elaborate on aspects associated with that area of study (Vogt, 2005). I knew this piece was going to be key to helping me improve the academic language skills of my students, "I really like the purposeful focus on bk (sic). I may think I'm always hitting that hard but sometimes I forget and just assume the kids have got it. This is going to force me to consider it in every lesson….that's good!"

I had to create meaningful, real world links between past and present learning. According to Rumelhart (1980) for learning to occur, new information must be linked to what students have previously learned. Knowing how vocabulary development relates to academic achievement (Manzo, Manzo & Thomas, 2005) and comprehension (Stahl & Nagy, 2006) I needed to purposefully introduce, and reinforce student internalization of the language of the discipline.   Simple rote memorization would not suffice, if I wanted my students to possess a deep understanding of word meanings and knowledge of usage I would have to alter my presentation style and find a variety of ways to ensure this would happen. I had assumed that I had been doing this over the years in all my lessons,

however, being forced to write each of the steps down in great detail was forcing me to confront the humbling realization that a gap did exist between my perception of what I was teaching and the reality of the content I was actually delivering (see 'MOTIVATION:' in Appendix H examples).

The presentation, practice/application and review/assessment pieces were actually the parts of the lesson that I had placed the most emphasis on in the past and I think that is why the creation of these parts of the lesson were the least frustrating and challenging. I considered them the meat and potatoes of the lesson and felt comfortable that my presentation style aligned closely to the SIOP model. I had always believed in the importance of limited seatwork and pencil/paper assignments. I was an advocate of hands-on activities that supported collaboration and cooperative learning. I understood the importance of closing a lesson and quickly reviewing the new material learned and was confident that my ability to quickly assess student understanding was on track. In my mind I was doing well in this area. (see 'PRESENTATION:', 'PRACTICE/APPLICATION:', 'REVIEW/ASSESSMENT:' in Appendix H examples).

The lesson planning portion associated with the SIOP model was very intense and detail oriented and I found myself feeling more and more frustrated about the time it was taking to complete the lesson plan skeleton. In all honestly I was not used to having to think about what I was planning to do in advance. I was of the mind that the lesson would flow better if I allowed it to lead me, not me lead it. I was ill prepared for the level of consternation I felt at not being able to easily digest and master the new vocabulary and expectations the model placed on me. I had always written student objectives on the board before each lesson, but now I was asked to think about and write them in a new,

unfamiliar manner. Throughout my past lessons I had used a variety of learning strategies but was now asked to consider which to use in advance and to try to use more than one during each session. I needed to focus on a variety ways to introduce and reinforce vocabulary mastery and broaden my definition of background knowledge. I *knew* these concepts were part of my existing skill set, these were concepts I had 'mastered' in the past but now I was being challenged to use them in a more purposeful, and unfamiliar, manner.

Although I considered myself 'open' to new ideas and ways to improve my practice I was beginning to see that saying and doing are two different things. My students and I had shown great success in the past and now I was being bogged down with planning paperwork that, at the time, I saw as rather useless and unnecessary. I was becoming concerned that the focus on preparation in the form of content and language objectives, learning strategies and background knowledge would backfire by leaving me less time to focus on the structure of the actual interactive lesson. In one journal entry I wrote, "I wouldn't be surprised to find that all of this prep work won't lead to any outcome different than the one I already have…I've written my fair share of lessons and what I've done in the past had worked…from what I see so far, SIOP has the potential to be just another program focused on 'hoop-jumping' giving little respect to those of us using pragmatic experience to guide our teaching." My growing frustration with the preparation aspect involved with implementing the SIOP model was evident. My hope was that perhaps seeing the fruits of my labor in the form of lesson implementation would allay some of that frustration and convince me that the type and amount of work invested was well worth the outcomes experienced by the students. Initially, those hopes

were not realized.

Initial Lesson Implementation

The initial lessons that I taught, based on the previously prepared detailed lesson plan did little to dispel my concerns that work needed to properly implement SIOP was not worth the outcomes experienced by the students. I decided to attempt to implement the SIOP model in each of the curriculum strands at first and see if using the model in one strand made more sense or felt more comfortable. One of the first lessons was in language arts and focused on character maps based on two main characters of a novel we had begun in class.

As I gathered my materials to start class an unexpected feeling came over me. I had taught for years, tried new things in the classroom on a regular basis and yet as I stood looking over and over the lesson plans a feeling of mild panic set in. What if I wasn't able to follow the format? What if I didn't hit all the components that I had painstakingly chosen and laid out step by step? What if the kids didn't understand what I was doing? What if this idea backfired and I actually began to detract from instead of add to the students' academic experience? Logically I knew that the pressure that I felt was completely self-manufactured but the drive to succeed, the obligation I felt toward my students weighed heavily on my mind. My journal entry prior to the lesson echoed this uncertainty, "Why do I feel like this I the first day of student teaching? I am SO nervous. I think it's a little funny and a little strange that I have taught forever and now I am going to teach a lesson I have taught before but in a different way and I find myself really out of sorts. Weird, huh?"

I started the lesson and, trying to focus on the minutia of objectives and strategies, I

lost the students. What would have been a productive lesson in my previous pedagogical

life had now been mangled by the SIOP model. I couldn't get in a groove. I spent so

much time explaining the objectives and tapping into background knowledge that by the

time we began to talk about the personal characteristics of the story's main characters,

class was almost over. I had time for a quick mini-lesson on how to create a character

map graphic organizer to record the personal attributes of the main characters (which

some of the lower achieving students, for good reason, didn't understand), and before

they even got started I was rushing them to finish up. Instead of allowing them to be part

of the process and really understanding what we were trying to achieve I was forcing the

process and it showed. I didn't have time to wrap-up and when I asked the next day for

an explanation of the purpose of yesterday's lesson on character mapping the student's

were understandingly stymied. I ended the lesson frustrated and feeling confident that

my concerns about the SIOP model were to be realized. "This lesson was a complete

disaster! What a mess!! : (I was so unfocused….or maybe over focused on the process

of what I was doing I didn't get anything done. The kids went along and I could tell they

were trying to keep up but I was rushing them. That felt awful!!" It was a great idea but

too structured and preparation heavy to really work in the classroom. I had committed to

use the program for the duration of the spring semester but if things didn't begin to

change soon I was willing to set it aside for the sake of my own sanity and the growth of

my students.

The first lesson in social studies and math didn't fair much better. In trying to

maintain my perception of fidelity to the SIOP model I was spending an inordinate

amount of time focusing on what I would consider lesson "set-up" in the form of

objectives and background knowledge instead of getting to the chief focus of the lesson. Once in the lesson, my single-minded pursuit of hitting as many strategies as I could left me feeling out of sorts and confused as to what I was really accomplishing. For example, in social studies I chose to focus on the strategy of note taking. Note taking is a valuable tool to master and is listed under the component of strategies in the SIOP. However, my clumsy approach focused way too much on staying still, quiet and following procedure for taking notes that by the end the students had beautiful, detail-laden notes, but when asked what they had learned from the actual chapter in the social studies book, the majority looked at me and said they couldn't remember ("The kids had NO clue about content, only process"), they were too focused on following my directions on formatting the note chart in their spiral notebook.

The first set of feedback from the students was not promising either. In order to facilitate my implementation of the new delivery model, I had reverted to allowing very limited, if any, student collaboration or cooperation. I asked that students pay attention to me, the all-knowing teacher, and my delivery of the content. I limited their opportunities to interact physically as well as verbally and required them to remain in their seats. I was frustrated and nervous about failing and felt the only way to keep things going smoothly would be to regain complete control. In order to maintain fidelity to the model as I saw it was to hunker down and barrel forward, eyes set on reaching the end of the semester. The students' were confused as well. On their comment papers, just about every student answered correctly that the objective of the day was to 'learn to take notes,' or 'learn to write a summary.' When specifically asked to recall why the colonies were given the nickname the "Breadbasket Colonies" which was the main idea of the chapter, the

resounding answer was 'I don't know', 'I don't remember', and ' I just thought you wanted us to just take notes.'

Prior to the implementation I felt that our classroom ran smoothly. We spent a good deal of time collaborating on projects or working cooperatively, or at least attempting to. Minor squabbles inevitably broke out and I simply attributed that to 'kids being kids.' We did very little seatwork and I liked to find ways to make the learning fun and interactive. Maybe those lessons were not always the tightest and most focused academically, but I felt that if a little bit of fun now and again helped increase motivation it was worth it. The classroom was less rigid and allowed for needs to be addressed when generated, not manufactured for the sake of following a predetermined written plan.

At first I didn't think the students would notice a change in the daily workings of the classroom. I was wrong. The comments I received from the students on the first set of social studies note taking lessons were 'this is SO boring,' "I hate this lesson' and "this lesson sucked!" After a science lesson reviewing Newton's First Law of Motion in which students sat in their seats and observed as I threw stuffed animals around the room, pulled myself along on a scooter and pushed books off a chair, several students commented that "she could have let someone else got (sic) on the scooter" and "we should been (sic) the ones to act out velocty and inersha (sic)." Another student commented, "she teach us nice and stuff but it get (sic) boring when she talks…. She could have took us outside and throw stuff ourself (sic)." The students had noticed the difference and their unhappiness added to my growing dissatisfaction with the program.

Granted, trying to overcome the unfamiliarity and awkwardness associated with any new program is difficult and frustrating. But three weeks has gone by and I was

ready to toss out the program and all that went with it and go back to our comfortable old routine. I felt overworked and stressed out because my weekends were now consumed with creating tedious lesson plans that didn't seem to make sense. ("My life has reverted to year one! Overwhelmed and I don't have any free time on the weekends!") When I got around to implementing them in the classroom their format felt unnatural and my self-imposed obsession with following the lesson to the last detail interrupted the natural flow that my students and I had always experienced. I had become the kind of teacher I despised, a 'sage on the stage' so consumed with control that my intrinsic love of learning and insistence on sharing the academic journey with the most important travelers, my students, was lost. The more I tried to adhere to my ideal perception of how the SIOP model must operate in my classroom, the worse it became. Not only had it affected me and my attitude, but I could tell that the shift in my teaching style and uncharacteristic short-temperedness with regards to student behavior was affecting the students as well.

I have always had a great deal of pride in my classroom management style and have been asked to serve as mentors to many colleagues within my school and throughout the district as a Professional Development Master Teacher. My success in handling behavior issues is nothing extraordinary. I don't have a special seating chart or believe that extrinsic rewards fuel internal control. I don't move clips or flip colored cards and rarely call home to discuss a behavior issue with a parent. I simply believe that if students are treated with respect and equally important are *engaged* in what they are doing in the classroom, there is no need for 'classroom management' as thought of in the traditional sense.

It should come as no surprise then that during the first three weeks of the implementation I started to see uncharacteristic behaviors begin to surface in the classroom. As I had mentioned before, there had always been instances of arguing and disagreement but now I was having to confront a good deal of off-task talking and deal with petty foolishness. My students were not perfect but we had an understanding that there was work to be done and we didn't have time to be off-task. Up to this point the mere suggestion that my students would be shouting at each other or would belligerently refuse to follow directions I had given would have been thought ridiculous. My students knew I had high expectations. At first I could not understand what was going on in the classroom. The school rules and the day's structure hadn't changed, we hadn't acquired any new students, and no one was having any major family difficulties that I knew of. The only thing that had changed was me.

Reflection

I realized that I was no longer the fun-loving energetic teacher that the students met at the beginning of the year. We no longer saw our learning as a journey of experiences that we would take and share together. We still had a map that set our course but our timetable had changed. From my journal, "Why do I feel we are going to the same place but now since I did this implementation we have gone from traveling first class in a high speed jet to aimlessly wandering about on a confused donkey?" Where once we experienced our learning more organically, discovering what needed to be discovered when we needed to discover it, we now were on a strict schedule where what we learned and when we learned it was regimented and strictly controlled by our lesson plans. We all seemed to experience the same feeling of dread when the words "let's take a look at

the content and language objectives for this lesson" came from my mouth. The feeling of 'we' had been subjugated by a feeling of 'me' and the negative ripple effects of that conversion was emanating in an ever-widening circle.

I realized then that the problem wasn't an external flaw with the SIOP model; the true issue lay internally, within me. I had arrogantly thought that one training session and a SIOP teacher's guide would be enough to get me thought the semester. I expected that being a 'good teacher' in the past would allow me to slide on through and easily master the model in a few weeks time. The frustration I had felt for the past month was not due to the SIOP model's deficiencies, it was due to my own! I had to come to terms with the fact that as successful as I had been, as hard as I had worked, as creative and clever as I had been with my lesson in the past, I could still improve my practice.

I had never considered myself an over-confident person, never thought I was naïve enough to be opposed to new ideas and yet here I was faced with a challenge that required me to supercede a way of teaching in which I was certain and self-assured with an established method that felt foreign and stilted. Instead of rising to the occasion and embracing the challenge, I folded. I let fear of failure overtake me and placed the blame everywhere except squarely on my shoulders. I lost sight of who I was as a teacher and what instinctively made me successful over the years. According to Piaget (1972) I could either eliminate the feeling of disequilibrium by returning to my present state or progress to a new level. I decided the time had come to face my shortcomings, move forward and ask for help. The SIOP model had proven success backed by research, if I couldn't figure out how to make the model work for me I would have to reach out and find someone who could.

Intervention and Revelation

My original implementation plan, as outlined in the methodology section, included monthly classroom observations by a trained district SIOP coach. Unfortunately a budget crisis in our district eliminated several positions in the SIOP office, forcing those remaining employees to cover a greater number of classrooms and schools in their assigned learning communities. Although the coaches I contacted were originally excited about my research and agreed to assist me by monitoring my progress with the model, once the budget cuts were made the coaches were no longer able to fulfill that obligation.

In order to maintain fidelity to the model I knew I would have to find an outside source to assist me. I contacted a colleague of mine, for purposes of this paper I will refer to her as "Ms Clover," who does not work directly in the district SIOP office however, she is a trained SIOP coach. She has worked in the field of international education for 17 years and for the last nine years has worked in our district in the counseling services department as an ESL high school program counselor. Ms Clover received in excess of 40 hours of SIOP training directly from the authors of the SIOP model. She was employed by the state's department of education as part of the initial team that developed the state's plan for SIOP implementation. She has continued to work for the state over the last five years, conducting training sessions in districts across the state on implementing the SIOP model. Ms Clover is also an independent consultant, traveling the region conducting SIOP training sessions for interested school districts. She was featured in two separate SIOP publications on the topics of SIOP coaching and the school counselor's role in SIOP implementation. Although her schedule did not allow for her to visit my classroom and observe my implementation, I did speak with her on a

weekly basis to ask questions and elicit feedback and suggestions on issues I was experiencing in the classroom.

After three weeks of frustration and failure with the SIOP model, I felt the need to contact Ms Clover for the first time. I explained to her that my original plans with the district coaches has fallen through due to the budget crisis and asked for her assistance in trying to determine where I was going wrong with my implementation. She happily agreed to help me work through some of the bigger initial implementation issues and to be available for me in the future when I needed additional help or had further questions.

I explained to her the premise for my research and went into some detail about my original feelings about the potential success for the SIOP model in my classroom of English speaking students. She was very excited to hear that I would be using the SIOP model saying, "I think there is a incorrect assumption out there that SIOP can only be used in helping ELL's learn English. The research done at CAL (Center for Applied Linguistics) has shown that SIOP is good teaching, it's just good solid teaching!" Although the reading I had done confirmed what she was saying I also felt that the theoretical piece focusing on the model's potential in increasing academic and content language skills was not aligning with the outcomes I was experiencing from my initial execution.

I explained that I knew that the model had the potential for success but that my experience had been filled with frustration and failure. She asked if I had taken an official training and I said that I had taken the SIOP I four-day course the previous summer. I shared with her that I enjoyed the training and felt it was helpful in getting myself acclimated to the workings of the model but that what had seemed so seamless

and easy during the training had become overwhelming, confusing and complicated. I told her my weekends were now consumed with writing lesson plans for a small handful of lessons each week. I explained my frustration at trying to write simple content and language objectives as well as locate pertinent strategies to implement in each lesson. She listened as I described my awkward attempts to implement the cumbersome lesson plans I had written with a presentation style so stilted and graceless my students had resorted to coloring on their desks and arguing to escape the boredom. I confessed that using the model had caused me to lose sight of who I was as a teacher and I was beginning to seriously doubt if I could continue the implementation because I was pretty sure the model was just another curriculum delivery system that didn't work! She looked at me, laughed, and asked if I liked steak.

At first I thought I misheard her so when I asked her to repeat herself she again asked if I liked steak. Slightly confused I told her that I did and she then asked if when eating my steak if I took small bites. Yes, I told her, of course I did. As delicious as it may be, a person can't eat a steak by shoving the whole thing in your mouth at once. Exactly, she said! She explained that the issues that I was having with the SIOP model were just like a person trying to eat a steak in one bite. Instead of taking each piece of the model and working with and mastering that one piece at a time, I was desperately trying to do everything all at once and was figuratively choking to death on the model!

Ms Clover had hit the nail on the head. All of the pressure I had put on myself to master and deliver the model perfectly the first and every time, was the root cause of all the consternation I was feeling during implementation. I needed to find a way to start taking 'smaller bites' and refocus delivery on the important content instead of the minutia

of the lesson plans. A great sense of relief washed over me. The SIOP model had not caused me to morph into a terrible teacher, I had just misunderstood how to best navigate the model. The next part of our conversation focused on ways to modify and improve the individual pieces that were causing me the most trouble. We started with the lesson plan.

Ms Clover asked me to meet her and bring along the lesson plans that I had written up to this point. After we sat down and she had a moment to look through them she asked what I thought about the lesson planning process for SIOP as compared to my traditional lesson planning. I told her that in the past I would think about the objective(s) I wanted the kids to learn by the end of the lesson and then create a lesson that would guide us to that destination. She then asked how that differed from the SIOP lesson plans and I told her that I felt that instead of focusing on the end product and the big picture, I was having to spend a great deal of time making sure that I hit all of the individual elements of the lesson plan. Ms Clover explained that was a common problem. Good teachers, who had a great deal of success in the classroom, would often think they needed to change the way they planned and delivered the curriculum to their students in order to maintain fidelity to the SIOP model. She said that I needed to go back to how I was planning before and learn to use what the SIOP model refers to as 'inverted planning' in order to write any future lesson plans.

Inverted planning involves looking at the destination a teacher wants to reach with their students and then plans 'backward', a half step back from the goal each time. This type of planning is more focused on the end product and allows for more flexible delivery options that coincide with the natural needs of the students, addressing those needs as they arise, not trying to force them into a lesson. I would still be hitting all of the

elements of the lesson plan but I would be planning in a way that I was more comfortable with, one that made more sense to me.

"And stop trying to force everything!" she chided. "Teaching is an organic experience," she continued, and the more I tried to force things into place the less effective and meaningful it would be for the students. This was precisely what I had experienced over the last three weeks. I had moved from a natural flow, asking questions and focusing on subjects as they arose, matching strategies to the genuine needs of my individual students, to a forced and unnatural delivery that focused on strategy I had placed in the spotlight. "Try to think of SIOP as a philosophy, not a curriculum delivery model," she continued, "The best teachers use the model as an approach for instruction, one that naturally weaves through and compliments what is already being done, they don't focus on the method…that creates heavy-handed and awkward delivery, doesn't it?" Ms Clover was absolutely right.

Once I realized that the planning piece could be reformatted so that it was meeting my needs as well as the needs of the model I knew that I could go about fixing the issues I had with delivery. I could use the model without losing myself within it. Planning would now make more sense and delivering the lessons could once again emanate from a place I was comfortable in. Yes, I would still be concentrating my focus on the content and language objectives I had created and would need to remain cognizant of my focus on using academic language in the classroom, but for the first time I felt I had the tools that would allow me to be faithful to the model without having to reject my personal vision.

Refocus and Reimplementation

Lesson Planning

Armed with a newfound confidence and faith that the SIOP model and I could co-exist, I started planning the next set of lessons. Whereas before I would have sat focused on the SIOP manual and finding ways to fulfill the elements of each lesson, this time I focused on the content. I needed to plan a lesson to review Newton's Laws and the topic of balanced and unbalanced forces. I knew that I had to assess whether the students had fully grasped the concept and wanted to find a fun activity that would help us accomplish our goal. At our last meeting I had asked Ms Clover if she had a favorite activity from the SIOP archives and she had suggested I look into doing a "Gallery Walk" with the students.

The Gallery Walk involves creating a series of 'stations' around a classroom. At each station there is a question related to the topic that the students must reflect upon, discuss and write a response to. Students are given a few minutes to complete the task and then are moved to the next 'station' where they read the question and the responses of the previous groups, discuss and add their written thoughts to the discussion. When they have visited each 'station' they are asked to become the 'experts' for a 'station' and read all the previous responses and according to the objective of the lesson, write or verbally summarize all of the student responses.

This activity can be used in a myriad of ways. It can serve as a way to reflect on newly learned material, it can be used to spark conversation and interaction among participants as well as be used as a means to review and assess student mastery of material learned. It involves reading, writing, listening and speaking skills and requires

students to work cooperatively in order to reach their goal. Students are required to be out of their seats and moving and the onus for success lies directly on the shoulders of the participants, not on the teacher. It seemed like an activity that would not only highlight the academic goals but would also be a way to reintroduce the kids to the old way of learning that was fun and interactive.

Once I had the activity and knew the outcome I wanted for the students I focused on the inverse planning Ms Clover and I had spoken about. The lesson's overall focus would flow from the SIOP component of Assessment/Review and would help me assess whether students really understood the concept of Newton's balanced and unbalanced forces. I began at the review and assessment piece and decided that I would assess understanding by listening to the group's final verbal summary. I would also collect the post-it notes from each 'station' and quickly review that the summaries were accurate representations of the participant responses.

From there I moved back to the practice/application element and created ten different scenarios that asked student to assess whether balanced or unbalanced forces were at work. Knowing my students loved professional wrestling I included a scenario where superstar John Cena and I arm-wrestled, played on their competitive spirit with a boys vs. girls tug-of-war example, and focused on creativity with two stations that required the creation of their own original scenarios. The process was not drudgery and I was having a blast, especially knowing that the kids were going to have fun learning while we accomplished our objectives.

The presentation element of the lesson plan, which included the strategies, was not going to be the component of focus of the lesson. One piece of steak at a time and for

this lesson I was eating the Review/Assessment component! That didn't mean I didn't

think about what strategies might come into play and what kind of questions I would

need to ask, however I didn't predetermine what was going to happen. I would have a

loose framework that allows the students to guide me, not vice versa.

Background Knowledge would be a quick review of what we already knew about

balanced and unbalanced forces including the content vocabulary they would need to

include in their responses. This left me with the content and language objective and

having already completed the lesson, writing them was a breeze. I knew exactly what I

wanted them to do and how they were going to do it. Inverse planning had taken a four-

hour process and streamlined it down to less than an hour. "I think that Ms Clover may

be on to something, or I am finally relaxing and doing what I was supposed to be doing

all along. I am finally excited and NOT dreading teaching a lesson tomorrow..yeah!!"

The planning was done but there was still a good deal of preparation work to be done in

order to have the lesson run smoothly. The extra bit of required effort didn't bother me in

the least because I knew that the outcome the students would experience would be well

worth the extra effort on my part upfront.

Lesson Implementation

Instead of feeling dread as I had for the SIOP lessons of the previous three weeks, I

felt excited and eager for the students and I to try the Gallery Walk.   After my

discussions with Ms Clover, I felt redirected and with a fresh new insight into

expectations for the model and myself. Before we began the lesson I spoke with the class

about the previous three weeks and how I felt a need to apologize for allowing our

learning to get slightly sidetracked. I also thanked them for their honest feedback on

those lessons and assured them I had taken the things they had said into account and was trying a new approach. At the end of the lesson I would need their feedback and insight to determine whether they felt I had listened and responded to their concerns. Although I know many of my colleagues disagree with the manner in which I communicate with my students, I have always found that being honest and open and willing to admit to and rectify missteps in the classroom has been instrumental in building strong, trusting relationships with my students. I am constantly asking my student to take risks and learn from their mistakes, there is no reason why simply because I am an adult I should not follow the same code that I ask of my students.

For the first time in weeks I didn't have the lesson plan placed out in front of me on the front table nor did I didn't start the lesson with a scripted reading of the day's objectives. We discussed together what I wanted to see accomplished by the end of the lesson and shared with them the rules for the Gallery Walk. The students now knew what we were going to do and how we were going to do it and I hadn't used the word 'objective' once. We reviewed the majors themes associated with Newton's Laws and ran through the pertinent vocabulary. I expected them to demonstrate ownership of those words by weaving them throughout their answers. Knowing that this was going to be their first experience with the Gallery Walk I wanted to be sure that the expectations were clearly set so they could be easily followed. We talked about how we move around in the classroom; we discussed the importance of working cooperatively to reach a goal. We shared our ideas of how we defined arguing vs. discussing and which was a better and more productive choice when working with a partner. The "I" in the classroom had reverted back to the "we" and the energy in the room reflected the change.

As the students partnered up and began the Walk I was able to spend time listening to their discussions. Granted, they were not always peaceful and we had to have a few 'time-outs' to review the distinct difference between arguing and discussing but overall the feel in the room was different. The kids were laughing about the scenarios and the behavior issues that had been cropping up over the last few weeks had diminished. When the time came to act as 'experts' and share the findings of each 'station,' the vast majority of students were right on target and were able to show me that they had mastered both the vocabulary and the content. I felt we had accomplished our goal and had some fun along the way.

My feeling of success was tempered as I awaited the feedback from my toughest and most important critics. Fortunately, they enjoyed the lesson as much as I had. Comments included: "It was fun!," "I liked the gallery walk because I got to get motivated," "I liked it bc (sic) the notes were funny!!," "I like the seenareeo (sic) and that we got out of are (sic) seat," "I liked walkin (sic) around and having a partner….we got to make our own force and that helped me understand."

All of the aggravation, frustration and hopelessness were gone and thanks to the guidance and advice of Ms Clover, I felt the students and I were back on track. I was confident that not only did I now better understand my role in using the SIOP model, I felt confident that I could maintain fidelity to the SIOP model without applying the external and internal pressure of perfection. I no longer felt the need to supersede my proven skills with SIOP, I know understood and had proven to myself that SIOP was simply another tool that could and would help me improve my practice.

The Interaction Component

Throughout the rest of the semester I continued to reflect on my practice and tweak my lessons in order to get the most from myself when using the SIOP model. Although I never felt as though I had 'mastered' the model, as the semester went on I noticed that the lesson planning and creation of content and learning objectives became more fluid. The confidence I felt with the Lesson Planning and Background Knowledge components allowed me to take additional 'bites' from the model as I worked on gaining confidence with the Strategies and Review/Assessment components. Our greatest and most surprising gains in the classroom came when working within the Interaction component.

As I explained in the original Gallery Walk lesson, I value cooperative learning and collaborative work. I try to give my students opportunities to work with a variety of students in all different strands of the curriculum. When I began this project I would have said that even without using the SIOP model I had already achieved success with cooperative learning in my classroom. In focusing on the Interaction component of the SIOP model, my students were able to intensify, enhance and deepen their academic discussion and redefine how they interacted with each other. This was a slow moving process but that provided a welcome and unexpected benefit to everyone involved.

As I mentioned above I feel that teaching students the value of cooperation and collaboration and providing them with the skills necessary to make those interaction successful is paramount in an elementary school classroom. Over the years I have realized that many of my student come to the classroom with a set of interaction skills that are successful in the neighborhood but can be misunderstood and can create difficulties in the classroom when not channeled in the appropriate manner.

Many of my students rely on the ability to speak loudly or 'talk over' other students to get their point across. When I was first teaching this behavior drove me crazy until one day when during a lesson several of my students were excitedly yelling answers out and interrupting each other I snapped and tersely said, "Why can't you just sit and raise your hand quietly until I call on you?" The room was dead silent until one of my female students sheepishly raised her hand and said, "Why ain't you happy that we're excited about what you teachin' us?... And everybody here got a big mouth so if I want you to hear my right answer I got to be real loud!" I had misinterpreted their noise level and unwillingness to listen as simply poor manners when in reality the behavior was showing me engagement and interest in what I was teaching. I had to change how I interpreted the behavior and realized that I needed to help the students channel that positive energy into a more scholarly approach to engaging in class discussions.

The same held true for class discussions. Some of my students came from neighborhoods where 'might made right.' While that mindset might be necessary outside the classroom, inside we had to learn an academic way to discuss and defend our answers that didn't involve belittling, arguing and threatening. The SIOP model was helpful in helping us master both of those skills.

Many of the lessons in which I chose to use the SIOP model involved the component of Interaction. This model focuses on student interaction over teacher directive and pushes the students to be their own best resources, not relying so heavily on the teacher's expertise. As Ms Clover said, "If you are doing the SIOP model correctly, your job as teacher moves from instructor to facilitator…the kids should leave the classroom tired, not you!" The more emphasis we placed on the Interaction component,

the more practice we got using that skill and the better collaborators we became.

At first I had to be a bit more hands-on and encourage the students to rely on each other to use their resources to figure out answers to classroom assignments. I had to remind students of the differences in using the 'vocabulary of discussion' vs. the 'vocabulary of arguing.' I had to model the difference between teaching your partner a skill and just giving them the answer. There were days when I thought it all fell on deaf ears and then I started to listen to the discussions in class. Students who disagreed about questions were not longer fighting and ridiculing each other but instead were using the strategy of referencing the text to prove their point, requiring partners to follow along as they located correct answers in the text. Partners who served as 'mentors' to lower achieving students cajoled their mentees into competing to see who could find an answer first. Students started saying 'Sorry! Sorry!' if they interrupted someone who was answering a question.

As much as I felt the students had learned about the mastery of scholarly language and the importance of finding ways to work cooperatively with each other, I feel I learned even more. When I was first intervening in disagreements I wasn't really listening to the content of what the students were saying, I was just assuming that since voices were raised that there was a problem and they needed my help. As the students became more familiar with the lesson model and the expectations I had to listen more closely and what I discovered surprised and humbled me. There were times when voices were raised when the noise level may have been a bit loud or the tone a bit harsh, but the content of what they were saying was spot on. Now raised voices and harsh tones don't work in every partnership, but I realized that for some of my groups that was the way they

communicated the best and I needed to step back and let it happen. Some of my girls

would snap at each other one minute and once their partner was able to 'prove' they

didn't have the right answer, they would awkwardly smile, say 'ok, ok, ok" and move on

to the next question. Where I once was so intent on jumping in and demanding everyone

to 'play nice' I had learned to let the students control and monitor what was going on, if

they needed me, they would ask but most times they understood and accepted each

other's communication patterns better than I, the outsider, did.

This revelation may seem to be more of a social victory than an academic one but

when I relayed this information to Ms Clover she told me that academic language was

broader than simply vocabulary words and snippets of content. "Anytime they are not

using their social language in the classroom, they are engaged in using their academic

language," she said. "They are synthesizing the vocabulary and variety of strategies you

taught them, and using them to master the content. All of the conversations you

overheard that show them referencing the text, talking about the main idea or what the

author really meant, that is a genuine use of academic language."

Reflection

I continued to visit periodically with Ms Clover and when the semester was

finished we sat down for our final conversation. I told her how I felt using the SIOP

model had made a difference in my teaching and in the student outcomes in my

classroom and that overall I had hoped that I was able to maintain fidelity to the model.

She said there was one way to check and pulled out the SIOP Observation Protocol (see

Appendix F). She randomly pulled one of the lesson plans from my pile and asked me to

reflect on whether I had met the guidelines. She read each line of the protocol aloud and

I answered whether I felt I had accomplished the task. Surprisingly, I can honestly say that the lesson we went through together showed great promise. I thanked Ms Clover for all of her help and guidance and explained that she was instrumental in turning my experience from a miserable failure to what I felt was a rousing success. We still keep in touch and I owe much of the success my students and I had to her and her levelheaded counsel.

The journey I experienced is one that I would not trade for the world. While there is a great deal that can be gained from successes I am a true believer that the greatest teachers are our failures. I understand now that the frustration and incompetence I felt at the beginning of the journey was self-imposed and was due to, in a large sense, my unfamiliarity with the inner workings of the model and misunderstanding of the overarching philosophy. I will also honestly (and embarrassingly) state that I not only overestimated my ability to tackle the implementation without outside help but I underestimated the depth and complexity of the SIOP model. It was not until Ms Clover became involved with my efforts that I was able to turn the situation from a potential disaster to a positive one. I am very proud of what I was able to accomplish and ever more pleased with the gains that I was able to see within the classroom.

Summary

In looking at the overall results from my personal journey using the SIOP model I can think of no better way to frame them than by referencing the first two research questions in my study, 1) How are my lesson planning and curriculum delivery methods affected by the implementation of the SIOP model in my classroom? 2) What challenges do I face when implementing the SIOP model in our classroom of non-academic English

speaking students?

Affect on lesson planning and curriculum delivery methods

In response to my first research question, I feel it is imperative to divide my comments into two periods, before I received guidance from Ms Clover and after. Prior to the intervention, the effect of the SIOP model on my lesson planning and curriculum delivery was disastrous. Due to my lack of understanding of the model I was not working efficiently. I tried to master too many components at once and was placing an inordinate amount of time and effort creating lesson plans that did not provide a navigable course through the content.

My lesson delivery suffered as well since I was trying to chart an academic course from a defective map. Once I lost my way it was only a matter of time before my students did as well. For a short time we were all floundering and I felt slightly confused as to how a group who had started from a place so familiar and comprehensible ended up so hopelessly lost and miserable.

Once I came into contact with Ms Clover, however, both of the aforementioned negatives slowly transformed into positives. Once I understood the big picture with regards to SIOP and realized that my existing skills and the skills associated with the SIOP strategies were not mutually exclusive, I better understood my goal. The importance of outside guidance when initially implementing the SIOP model cannot be overemphasized.

Gaining a better understanding of the model allowed my lesson planning and curriculum delivery to dramatically improve. Using the concept of inverse planning I was able to build upon my existing knowledge and skills and incorporate the model into a

format and language I was already familiar with. Also, knowing that I could not expect

to master the entire model in a few months made it a more manageable program for me to

work with. By focusing on a few components I was better able to deliver quality lessons

that focused on specific skills. I feel this approach not only was a benefit to me but to my

students as well.

My focus on the Interaction component provided rich opportunities for the student

to practice and master cooperative skills and experience positive collaborations with their

peers. Direct instruction in the vocabulary and language patterns associated with positive

interactions also benefited the students by increasing their use of academic language and

their confidence in its use. Gaining those skills allows the students to be more

independent, focused and successful and transformed the classroom environment into one

that was more conducive to academic learning.

Challenges faced during implementation

In reflecting on the greatest challenges associated with the model, I would have to

say that the original lack of outside guidance proved paramount. Not having a mentor to

help steer me in the right direction and provide support and feedback was detrimental to

my success at the beginning of the implementation. I also would have benefited from

having one or preferably several colleagues at my school who were familiar with the

model to help share the workload, ideas and materials. Being a complete novice with the

program I was overwhelmed and struggled to find my footing. Having support personnel

in place from the outset would have mitigated many of the difficulties I experienced at

the beginning and throughout the experiences.

Another challenge I faced was time constraints. Although I feel the students and I

all benefited from the SIOP implementation, I also realize that one semester of implementation provides insufficient time to internalize the program and produce the level of results expected from a full implementation. In my discussions with Ms Clover, she said from her experience it takes a good year to two years of using the model before a teacher has gained enough experience to use all of the components to their fullest potential.

Research Findings - Journey of the Students

Throughout the data gathering and initial data analysis phase I contemplated how best to present the data finding associated with the student experience. I had originally planned to solely rely on the student voice to tell the story, however, I realized from the reflection responses I received that my attempts to gain depth in their reflections were at times unsuccessful. Therefore I have chosen to combine their responses and reactions with my observations in the form of several vignettes. The three vignettes will describe the journeys of six students as they navigated their way through lessons created using the SIOP model; one female student's transformation from uncooperative bully to collaborative leader; two male students who were able to convert their teamwork on basketball court to the classroom; three female students whose academic struggles not only bound them together but provided a support system that ultimately resulted in considerable academic growth.

I have attempted to allow the voice of the student to be heard throughout the vignettes. I feel my role as observer has allowed me a unique opportunity to examine the interactions and behaviors of these students and align my observations with their words

and reflections. There are times that as an outsider I was privy to external subtleties that my students had yet to realize had occurred. I have a great deal of respect for my students and hope that I have been able to convey my interpretation of their individual changes in a way that celebrates the personal and intimate nature of their journey.

<center>Nia – From Contrary to Cooperative</center>

Background

At the end of every school year, teachers are asked to sit as a grade level and create class lists for the following fall. The logic behind this being that the current teachers have spent the last 180 days with the students and know their abilities as well as their individual idiosyncrasies better than anyone. The teams do their best to create balanced classes based on a heterogeneous mix of race, sex, academic abilities, personalities, etc. Since I serve as the grade level chair for the fifth grade team, when the lists are complete, I am asked to sit down with the fourth grade team as they present the finalized lists and explain why they chose to place certain students in certain classes. It is then my task to align those classes to best match the personalities of my fifth grade teachers. As the fifth grade teacher with the most experience (at the time I had eight years experience in the classroom, one teacher had two years and the other two would be first year teachers) I annually volunteer to take the class that contains students exhibiting the most challenging behaviors. My personality and high expectations seem to lend themselves well to this type of student and my classes have consistently demonstrated a great deal of success academically and behaviorally.

It was no surprise then that during our meeting one of the fourth grade teachers

apologetically explained why she had placed Nia in my fifth grade class. In her words she had 'dealt with' Nia all year and was convinced if I didn't take her, she would be left with one of the more inexperienced teachers and as she so graciously put it, "Nia will tear them meat from bone!" Since our rooms were next to each other I knew all too well that she was most likely correct, Nia was strong-willed, angry and did not take well to correction, criticism or kids her own age. While she may have struggled emotionally and socially, her academic scores showed a much different side, she scored above grade level on the fourth grade state writing and reading tests and at grade level for math. One teacher's frustration is another teacher's project and I planned on finding a way to channel Nia's negative energy into something more positive.

I was interested in trying to understand the source of Nia's anger. Knowing she had a close relationship with two members of our school resource team, I set aside some time to speak to both of them. Through conversations with both the school social worker and parent advocate I had learned that much of Nia's anger stemmed from a chaotic home life. Her father had been suspected of dealing drugs from their house and it was not uncommon for the police to search their house late at night. The parent advocate explained that this was the reason why Nia had showed up to school late, disheveled and groggy several times over the first semester of the school year.

The social worker added that in addition to the police visits she and her step-mother had a volatile relationship. Nia had shared that when her dad was around the step-mother was kind to her but when her father was at work (which was often) the step-mother was verbally and physically abusive to her. Nia had tried to tell her dad this was happening

but she claimed he didn't believe her and would punish her for lying about his wife. Nia

had expressed on more than one occasion that she hated her step-mother, hated her life

and hated coming to school because as she told the parent advocate "all these raggedy-ass

kids get on my nerves!"

Nia and I had spent the first half of the year building a relationship. I discovered her

love of mythology and allowed her to borrow a favorite book from my childhood that told

the tales of Greek and Roman gods. I praised her writing and complimented her efforts in

math. We worked on controlling her temper and put strategies in place for 'time outs'

and journaling sessions when she felt she was losing control in the classroom. While at

first her journal entries were kept private, during the month of January she asked if I

would like to read and respond to what she had written. Her journal entries focused

primarily on her unhappiness at home but there were many instances when she wrote

about hating to have to work with the kids in our class. I saw this as an opportunity to

help Nia in an area she had repeatedly struggled, working cooperatively with her peers.

Our personal relationship had been established and I felt that I had gained her trust. Her

interactions with me had become calmer and more productive and she demonstrated a

willingness to follow my instructions, however begrudgingly. Now I was ready for us to

build on her increasingly successful relationship with me and expand it to the

interpersonal relationships with her classmates.

At the beginning of the second semester I had asked all of my students to answer a

series of questions that would help me to understand how they viewed themselves as a

student and a learner. The student responses would provide me with a reference point

that I could use to compare their future reflections to. I was not completely surprised to read Nia's responses. When asked about how she liked to learn best she responded, " I love reading by myself, or maybe with one partner that I like. I like to do an activity outside so it can be exciting instead of sitting in this boring classroom." I asked if she thought she was a good student, Nia wrote, " No because I have a bad attitude with the other students and teachers. I have anger management problems but now I know how to control it sometimes, sometimes I still explode." Asked if she liked to come to school she said, "Yes because I get to hang out with my friends and learn new things and have fun with the teachers."

Having read her responses I knew that we had made some progress but still had work to do, especially in the area of creating positive cooperative work experiences. In Nia's strong, and way too often bossy, personality I saw leadership qualities. She was one of my strongest students academically and I wanted to find a way to channel that negative angry energy into something productive by coaching her in how to use her gifts to help others in our class.

Convincing Nia was not the only challenge. Her overly critical and bullying behavior had alienated her from most of her classmates who no longer wanted to partner with her. Although working with Nia would ensure a good grade on whatever the project, it also meant having to endure a verbal browbeating when a question didn't get the answer correct or fast enough for her liking. There was one female, Sharonda, with a similarly gruff exterior that I felt would be the perfect match for Nia. She struggled academically and like Nia had a hard time working with other students. Hopefully pairing them for

cooperative work would not only benefit Sharonda and Nia academically but would help both of them by increasing their social interaction skills.

First Attempts

The first three weeks of lessons with the SIOP model were, as described previously, a disaster. I had to look no further than my harshest critic, Nia and her reflections to understand her take on these lessons. "This was so boring! I hate this lesson!!" she wrote about the character mapping lesson. In response to the first Newton's Law lesson she said, "Why can't you let us do any of the stuff? You did everything and we just sat here and watched….it was no fun at all!" My first attempts at group work in a lesson on note taking were the worst, "This didn't help me at all because I was working in a groups and everyone was pesky and didn't listen to me. I'm an independent person and Davaunn just kept on whining the whole time! Let me work independent please!!!!!"

Once I had met with Ms Clover and revamped my lesson planning, I decided that as I returned to a more student based classroom, this would be the perfect time to begin the pairing of Nia with Sharonda. My first lesson was the Gallery Walk. There was minor grumbling by both girls when I announced they would be partners for the activity, "Can't we work by ourselves?" Nia asked loud enough for Sharonda to overhear. Sharonda just rolled her eyes and stuck her hand on her outstretched hip. She assured me that she would get the work done and not let Nia bother her. Although the instructions on what cooperation looked like and how a productive discussion might sound were said to the entire class, internally I was directing them mostly to Nia and Sharonda.

Early Progress and Mediated Success

The activity began and I made sure to keep a close eye on the two girls. They agreed on most of the outcomes for balanced and unbalanced forces. They had to be redirected a few times for giggling and being off task but in a way I was glad to see they were giggling 'together.' I listened to their discussions over the answers and although Nia did a great deal of the talking and Sharonda a good deal of the agreeing, the Gallery Walk went smoothly. When the activity was done they decided that instead of one spokesperson as I had originally instructed, they would share the duties since they both liked to talk. The girls not only were knowledgeable about their scenarios, but they also gave a strong explanation on why the answers that were written were either correct or incorrect. At one point Sharonda stammered over a vocabulary word and Nia leaned over, placed her hand on her shoulder and quietly whispered in her ear, "inertia." Sharonda smiled and completed her explanation.

The comments afterward were surprisingly positive. The week before Nia's comments were less than complimentary, the lesson was 'boring,' her fellow students were so 'pesky,' and she wanted to just work 'independent.' In contrast, Nia's reflections on the Gallery Walk were glowing, " I liked the Gallery Walk. It was fun!! I liked walking around to each station…yes it was fun walking and learning with my friend Sharonda…we had fun girl!" I was so pleased and surprised at how smoothly the lesson and the girls' interactions had gone. The SIOP lesson was good, but was it that good? I didn't want to dampen my excitement but I also knew that one positive experience does not a cooperative learning conversion make. The following day's math lesson proved me

correct.

On the whole Nia didn't like math. She was a competent student when she wanted to be and had performed on grade level in fourth grade but math was no match for her love of reading and writing. On days when Nia was well rested and in a good mood, her math experience was relatively positive. On days when she hadn't slept or had an argument with her step-mom before walking out the door, math could be battleground. This day's lesson would be the latter.

Nia shuffled in right as the bell rang, her head down, shoulders sagging and book bag dragging along the floor behind her. The behavior usually meant a poor start to the morning at home but I had planned another fun SIOP lesson with a modified Gallery Walk to help the students review for an upcoming math quiz on adding and subtracting fractions. I knew they had enjoyed the Gallery Walk the day before and felt that fact might change her attitude.

The objective for the day's lesson was to review the steps in finding a common denominator and then use those steps in solving several computation problems. Students would be working with a partner and take turns solving problems. For every problem one partner would be the 'teacher' and verbally explain the steps needed to find a common denominator and solve the problem. The other partner would be the 'student' and would then use the steps given to actually work the problem. As with yesterday's lesson we reviewed the difference between positive and negative collaborations and how to use constructive language to express differences in opinion.

From the outset I could sense today's lesson might not be as productive or

collaborative as yesterday's. When I said it was time to begin Sharonda eagerly bounced up to Nia and asked her where she wanted to sit. "Nowhere near you," she said. Sharonda shot me a look and I walked over to try to intervene and help get the lesson off on the right foot. When I asked Nia why she didn't want to work with Sharonda, she said, "She doesn't know how to do anything, I always have to do all the work." I reminded her that yesterday they worked so well together and accomplished the task with great success. "That's because I answered all the questions, she just walked around and talked to me." Sharonda began to say something but I just interrupted and suggested that maybe she could be my partner today. If Nia felt she was doing twice the work then I had no problem with her working by herself. Both girls were happy with the suggestion, at least at first.

Sharonda and I got right to work and it wasn't long until Nia began to inch her way closer to our spot on the floor. We ignored her presence but I made sure she could overhear as I purposely praised Sharonda's work and patiently encouraged her while waiting for explanation of the steps needed to solve the problem. One time Sharonda got stuck on a problem and forgot a step. Before I could provide her with a hint Nia piped up and told her what she forgot. "Why are you in our conversation Nia? I thought you wanted to work by yourself," I said. "It's just so easy, I can't believe she forgot that step," Nia snapped. I told her that since she felt confident with the task maybe she should share some of her expertise with Sharonda, allowing me to go help other students in the class. While she pretended to be put out with the suggestion, she quickly moved over to my spot and started barking orders at Sharonda. I asked Sharonda if Nia's tone

and sharp words were helping her solve the problem any faster or more accurately. Sharonda said no and I asked her to be sure to keep her partners feelings in mind as they worked together. She nodded her head and I slipped off to help another group.

The rest of the class period was not perfect and I had to stop by several times to monitor the girls' interactions. Each time I had to ask Nia to check her tone and remind her to be patient and helpful. Fortunately Sharonda comes from a family of brothers and was used to being bossed around. She didn't seem to be too bothered by Nia's crassness and when Nia went too far Sharonda did not hesitate to snap back and stick up for herself. I praised both girls at the end of the class, Sharonda for being a willing student who listened to Nia and tried her suggestions, and Nia for changing her attitude and working hard at being a being a patient 'teacher.' I made a point at the end of the class to highlight their work and show that a rough start doesn't necessarily ensure a poor finish. Sharonda had learned how to find a common denominator thanks to Nia's persistence and patience. They had argued and fussed at each other but instead of giving up and finishing separately, they worked through their problems and could serve as role models for the rest of the class. Both girls beamed with pride at the accolades.

At the end of the class period the girls had completed the task and although it wasn't a picture perfect example of cooperation, for me it was a great success. In the past Nia would have allowed her poor attitude to ruin her chance of any learning for the day. I was pleased to see her attempts to do the right thing, not only for herself, but for her classmate as well. I knew if I continued to push her, support her efforts and be there to intervene before things got out of hand she could build on these first small successes.

Her comments on the lesson revealed what I considered a small victory. "At first I didn't have a clue what we were doing…I just wanted a short cut and I didn't see why I had to work by myself. Then when I showed her (Sharonda) what to do it was….well at first it was hard cuz (sic) she doesn't get it sometimes and I wanted to go on to the next one (problem) but then she did it an (sic) I was glad….sometimes you but (sic) in our business too much tho (sic)"

Practice Makes Perfect

Seeing the effort Nia had made in the first SIOP lessons I wanted to continue to build upon her small successes and encourage her to keep moving forward by providing additional opportunities to practice positive interactions with her peers. The SIOP lessons and their focus on the Interaction component were instrumental in making that happen. Over the next three months our class participated in lesson after lesson that relied on student interaction in order achieve the day's objective. We continued to use versions of Gallery Walks but also paired with our peers to create summaries of text from our social studies books, research, diagram and build a contraption in science that would prevent an egg from breaking when dropped from the top of a 12 foot ladder, and tutor each other in algebra objectives that we struggled to understand. We even used the strategy to cooperatively create a math lesson on counting that we then had to teach to our kindergarten buddies. With each lesson I could see a little less of the old Nia as a layer of the new Nia emerged.

I was hearing a difference voice from Nia as each lesson progressed. Gone were her complaints about 'boring' lessons and requests to work 'independent.' The new Nia

began to enjoy the camaraderie and collaborative activities and her reflections supported my observations. She emphasized after a partner activity in social studies, "I like working with partners!!" After a sequencing lesson in language arts that involved a game of charades she wrote, "It was fun to get up and act everything out with everyone in the class, we had to work together to get the right answers." Reflecting on a team activity used to review reading strategies she said, " This activity helped me learn because it makes those kids who don't study really study more…we get to work in groups and that's a funner (sic) way to play and learn, helping each other." When asked about a math activity in which student pairs competed for 'power points' she said, "I loved that I can work with a partner…but I don't like people getting too competitive…it's better if we just work to help each other…and I can get help so I don't get frustrated." Her response to an independent review activity we did prior to the End of Grade (EOG) tests summed up her transformation, "It wasn't any fun because we had to work on our own, I do better when I have a partner to talk to about the answers."

Summary

I don't want to imply that every day with every lesson Nia came prepared to be a cooperative member of her team. She had her bad days and comments such as "I didn't like this lesson bc (sic) I do like the subject but I couldn't get any work done bc (sic) Nalini was just talking to me the whole time and I couldn't concentrate and so I had to do all the work and it made me mad" reminded me that this was a journey, not a destination. But when looking at the overall progress of Nia and comparing the girl who started the semester with the girl who ended the semester I could confidently say I saw a great deal

of growth, personal and academic.

I attribute a great deal of that growth to Nia herself, after all nothing would have changed in her social and academic interactions if she didn't choose to redirect her energy into a more positive vein. The use of the lesson aligned with the SIOP model however, provided the skeletal structure through which that transformation could occur. By being repeatedly exposed to cooperative learning in the classroom, Nia was asked to master strategies that she lacked. I am unsure if the positive social interactions helped support her growth with the academic interactions or vice versa, regardless Nia was able to show growth in both areas.

The SIOP interaction component forced her to listen and speak with her partner on an academic level. Being paired with a partner that needed academic support forced her to use her new found academic language to help explain the content in a way her partner could understand. When a disagreement occurred or there existed a difference of opinion, she had to use strategies and academic knowledge of the content to support her belief and convincingly persuade her partner of the accuracy of her answer.

I watched as Nia's daily collaborations became less focused on contentious arguments and more focused on academic success. Although seemingly uninterested in her grades at the beginning of the year, her classroom focus and leadership earned her inclusion on the 4th quarter A/B Honor roll for the first time in her elementary school career. She not only passed both the math and reading end of grade tests but showed exceptional growth in both areas. I saw her self-confidence grow as her peers began to seek her out for help and volunteer to be her partner. Nia no longer was a student who

needed to be 'dealt with,' she had transformed into a collaborative academic force to be

reckoned with. Her classmates noticed a change as well and honored Nia by voting her to

be our class representative for the monthly Character Education award as the student who

best exhibited the trait of Perseverance. As with the honor roll, it was the first time she

had ever been recognized by her peers for any award during her six years in elementary

school. My hope is that as she moves on to middle school she will continue to use her

new found skill set as a foundation on which to build, and will support and touch the

lives of her peers in a positive way by sharing what she has learned.

As the school year was winding down I paired Sharonda and Nia for one last science

lesson. They and the other students were busy working on completing a review

worksheet. I had stopped to monitor the progress of one of the groups and listen to their

discussions when I heard a commotion from across the room. Nia and Sharonda were

arguing and their disagreement had turned into a yelling match that caught the attention of

the entire room. I heard Nia say, "Girl, you are so stupid, why don't you ever listen to

me? You know I'm right!! Look in the book Melonhead, look in the book!!" Upset at

the disruption and the negative tone of Nia's voice I stood up and started to walk briskly

toward the two girls. She has worked so hard this semester to change her interactions

with her peers and now I felt as though she was reverting back to the old Nia. From the

look on my face they could tell I was upset and Sharonda quickly said, "We're just

playin' Ms Collins, we're just playin'!' Nia was being 'Mean Nia" (she put her fingers

up in air quotes) you know…..like she was when we first started working together!"

Then they both started laughing and as I turned back to the other group of students I

could hear Nia say, "C'mon girl, let's get back to work."

Dawuan and Davaunn – Teammates

Background

Dawuan lives in a neighborhood within walking distance to the school. On my way home from school I would often see him loping along the street with his friends toward the local park, basketball tucked under his arm. From his outward appearance you would think he was much older than ten. Whenever we would stand next to each other he would put his hand on his head and measure *down* from the top of his head to mine. He would break into a wide smile and inevitably say, "I'm still taller than you Ms Collins."

Being the new kid at a new school, Dawuan kept to himself. He was a strong student and brought with him a vast amount of background knowledge from the lessons he learned in his old school in Pittsburgh. His math skills were especially strong and he loved to show off his abilities by finishing his math homework quickly and accurately before class was even finished. He asked that I give him some 'middle school' work and so if he finished early I would let him use a computer program that focused on middle school math objectives. He was friendly and cooperative but preferred to work by himself. He was quicker and more focused that most of the other boys and rather than have to wait for them to finish, he would complete his work independently and move on to an extension activity.

The boys in the class all knew each other from the previous year and were hesitant to let anyone into their clique. They kept to themselves and chose to pair off in class, sit exclusively with each other at lunch and play on pre-designated basketball and soccer teams at recess. Dawuan was not originally included as part of the group but once the

boys realized their 5'6" classmate could easily and accurately shoot over the boys in the other class, his status quickly changed from outsider to insider. Dawuan's status as 'cool and smart' was established and he had become an established member of the classroom community. Although he now had the option to work cooperatively with the boys in the class, he still preferred to work by himself, especially in math.

It was actually Dawuan who came into class one morning in December and told me that we would be getting a new student the next day. Since the girls outnumbered the boys by three students, the boys were ecstatic to learn from Dawuan that new student would be a boy. He also informed us that the new boy was named Davaunn and he had a little sister that would be in second grade. When I asked when he had become the school registrar and gossip, he just laughed and said that he knew the information because Davaunn's family had moved into the same neighborhood and their apartment was right near his family's and their mommas had met and talked the night before.

True to his previous day's report, Dawuan showed up at our classroom door the next morning with new student Davaunn in tow. Dawuan stood a head taller than most of his classmates and he bragged on several occasions that he was so big that he and his dad wore the same size clothes and shoes. Davaunn was just the opposite. He was overly thin and when standing next to Dawuan didn't reach his shoulder. His oversized pants hung off his hips and gathered in two tremendous mounds over the tops of his shoes. The t-shirt he was wearing hung off his exposed shoulders and draped down over him like a blanket. He had attempted to neaten his appearance by tucking the shirt in at several places along his belt line but this only succeeded in giving him the appearance of a small baby carelessly swaddled in a large, bulky bedspread.

Clutching the back of his pants, he sauntered into the classroom with a huge smile on his face, greeted the class and then promptly wrapped his arms around me in a genuine hug and said in his raspy voice, "Hey, I'm your new student Davaunn!" Dawuan came up behind him, put his hand on his shoulder, surveyed the class, making eye contact with the boys in particular and announced assuredly, "He cool." And that was it. Dawuan proclaimed it to be so and so it was; Davaunn was immediately an accepted member of our classroom.

As part of the pre-implementation questionnaire I asked the students how they liked to learn. Dawuan's response was," Work in groups sometimes but in math work independent. I like to work independent in science." Davaunn on the other hand said, "I like to do things, like if we learning how to bake a cake we get to do the action." When asked if they thought they thought they were good students Dawuan responded by saying, "I thought I was a good student" while Davaunn wrote " I think I'm a bad student because when you teach I get up set (sic) because I want to do the action."

From the Court to the Classroom

Dawuan and Davaunn always seemed to be together. They sat together on the bus, ate breakfast in the morning and then walked into the class at the same time each day. Their desks were near each other and after too many requests by me to stop their talking; I relocated them to separate areas of the classroom. This didn't deter their efforts, only made them slightly more disruptive since they now had to shout across the room or get out of their seat to talk to each other. At recess Dawuan always made sure Davaunn was on his team. While Davaunn did not possess the physical presence or natural ability of Dawuan in any sport they played, Dawuan was always there encouraging him and

making sure he was included and respected. If Davaunn ran into an issue on the playground or with any other boy in our hallway, Dawuan stepped in to protect him. During music class once afternoon, he and a female student were involved in an altercation and once again it was Dawuan who stepped in to separate them and calm Davaunn down. Their partnership was ever present except in one area, academics.

When it came to math, Dawuan had no equal in our class. As mentioned before, this was one of the reasons he had always chose to work independently, he could move at his own pace and when finished could always move on to a more challenging activity. Davaunn was a strong math student as well but he needed more time and had to put more thought into his work than Dawuan. So, I was not surprised that when I told the class that the new math lessons (the ones involving SIOP strategies) we would be doing required cooperative work and everyone would need a partner, Dawuan balked.

I told him that I knew that math was pretty easy for him but these new lessons would be a challenge because he would not only be learning it for himself, but would be responsible for making sure his partner learned it too. I told him I wanted the other students to have an opportunity to benefit from his math expertise. He was not only going to be learning the math himself but would also be the one student in the class who would serve as a 'math mentor'. Once he had taught his 'mentee' how to accurately do the lesson, he could then have the freedom to walk around and help as many his other classmates as he wanted. If he chose to stay with his partner and teach them the extension activities he could do that as well.

This idea of being a 'mentor' sparked his interest and he asked if I would be choosing his partner or if he got to make the choice. I told him I had a few students in

mind that could benefit from his help but that I would let him choose and if I felt comfortable with his candidate choice, I would agree. Immediately he asked if he could work with Davaunn. In all honestly, Davaunn was not one of the students I had in mind. He was not a brilliant math student but he was not struggling either. That coupled with the fact the two boys spent a good deal of time together already and were very talkative made me hesitate before I answered. Dawuan seemed to be able to tell what I was thinking and promised me that they would be on task and not talking. He said that Davaunn wanted to learn to do the extension activities and he was the only one in the class that could teach him. I begrudgingly agree but warned them that any off-task behavior would end their partnership.

Much to my relief, the boy's took my threat of separation to heart and buckled down to work together on finding the common denominator and using it to add and subtract fractions. The lesson asked the boys to explain their steps to each other and then monitor as the partner followed the steps to complete the problem. As I stopped by the boy's group to monitor their progress I noticed that Dawuan was simply sitting there as Davaunn copied the steps down on a piece of paper. I reminded Dawuan that his role, like mine, was not to just sit back and wait for Davaunn to finish the problems based on his instructions but to be an active part in his learning process by observing what he was doing, asking questions, making suggestions and providing encouragement. I told him that I should hear them talk as much as they do on the playground but instead of talking about girls and basketball, they needed to focus on 'math talk.' He complied with my instructions and the next time I stopped by I watched as he questioned Davaunn on his final answer and asked him to retrace his steps to figure out where he had made his error.

When Davaunn started to get frustrated and whine, Dawuan playfully swatted him on the back of the head and told him to cut it out. "This ain't that hard Davaunn….Ms Collins wont let us do the middle school stuff until you get this so think, son." Davaunn took the guidance, and the swat, found his error and finished the assignment. Where I may not have used a pat on the back of the head to get Davaunn's attention, I could see that in their relationship that interaction was allowed and it worked. With ten minutes left in the class both boys moved to the computer and challenged each other to a series of sixth grade math questions.

Their reflections, albeit succinct, demonstrated that their first experience working together had been a positive one. Knowing how he had liked to work independently in the past, I was please to read Dawuan's comments, "I liked this (lesson) because it helped me work hard…I liked working with Davaunn" "I liked working with a partner and the fact that you did not help us," said Davaunn. Whether Dawuan realized it or not I could see he was a natural teacher. While some of his tactics seemed a little non-traditional, I could see that for the two boys, it worked. I realized that I might need to be a little less rigid in what I saw to be 'acceptable' interactions between the students.

The next series of math lessons turned out quite the same. Both boys enjoyed working together and as they continued to cooperate on achieving their daily goals I began to notice Davaunn being less focused on simply following directions from Dawuan and moving into a role of equal partner, discussing and at times, disagreeing with Dawuan's advice. Dawuan took no offense to this, he seemed to enjoy that he finally had someone who could be close to his level. Their teamwork in the classroom allowed them to finish their work, allowing more and more time for extension activities. At first I

worried that Davaunn may have been simply riding on Dawuan's coattails, but the weekly content quizzes we took showed that he understood the content and could apply it accurately on a consistent basis. Their reflections continued to demonstrate they enjoyed working together and preferred the cooperative work to working alone. Dawuan loved friendly competitions and thought those lessons were 'the best…it helped us work hard and I liked it because it was like a race and we were going to beat the girls." Having seen the success in math class I decided I was ready to team the boys up for a greater challenge, reading.

Although both boys had shown great success in math, Dawuan's reading skills far surpassed Davaunn's. Since both boys had not attended school in our district in the previous year, I had no data on their end of year scores for fourth grade. It was evident that Dawuan was a competent reader and Davaunn was seriously struggling. Having noticed his difficulties I had arranged for Davaunn to leave our class during reading for small group intensive help. He didn't like being separated from his peers but I felt it was the best solution for helping him catch up on some of the skills he needed to get him back up to grade level. Davaunn's difficulties in reading were also affecting his success in social studies and science, both subjects involving a good deal of reading from higher level, technical texts. Seeing how well the boys worked together in math, I was hoping pairing them for additional cooperative work would also show some success with the upcoming SIOP social studies and science lessons.

One reading strategy we worked on all year was referencing the text. Whether we were reading a story in language arts, hunting for facts in social studies or completing review assignments in science, I considered mastery of the skill of text referencing to be

paramount. For some reason fifth grade students hate to reference the text when finding

an answer. In class discussions over the years I have been told by many students that

they feel they should be able to remember everything the first time and if they need to

reference the text to confirm an answer that was paramount to admitting that they were a

poor student. No matter how many times I have tried to convince them that just the

opposite is true, the students refused to believe me. Therefore, I have learned that I

cannot trust them to reference the text by merely asking, I must force them into

submission by requiring they perform the skill and demanding proof that they have done

it after the fact.

The SIOP lessons proved a useful vehicle for practicing this skill. My first attempt

at targeting the skill came during a social studies lesson. We were working on a chapter

involving the Revolutionary War and I had created a series of open-ended questions that

required referencing the text in order to answer them. Students would work

cooperatively to first read through the chapter. Having read the chapter, they would

receive the question bank from me and go about referencing the text to support their

answers with facts and material from the chapter. Not only did the students need to read

and write during this activity, they would also need to listen to each other's discussion of

their answers and discuss which parts of the chapter would be most beneficial to support

their answer.

Before the lesson began I pulled Dawuan aside and reminded him that reading was

an area in which Davaunn needed a lot of support. I asked him to remember to be patient

and help his learning by teaching him the skills needed to complete the task, not simply

hurry him along by giving him the answers. He nodded his head and told me his mom

had him do the same thing for his little brother at home so he 'was straight."

In math class Davaunn was able to keep up with Dawuan's relatively quick pace, in this situation I worried that Davaunn's inability to read and comprehend quickly would frustrate Dawuan. I purposely sat in their group at the beginning to get a feel for how the lesson would go. Davaunn asked if he could read first. His delivery was slow and choppy. When he came to an unfamiliar word, he struggled to match the sounds to the letters. I expected Dawuan to start to read over him and rush him along but he did the opposite. "Put your finger in that book while you (sic) reading," he directed from the side, "then you won't lose your place." When Davaunn came to an unfamiliar word Dawuan directed him to the sound/spelling cards that hung above our white board and had him sound out the letters. (When I asked him later how he knew all the sounds and their corresponding cards he told me his little brother had an identical set of flash cards at home and they reviewed some each night as part of his homework.)

I thought drawing attention to his mistakes might embarrass Davaunn but it didn't. Dawuan had a way of cajoling him into doing what he needed to do without directly calling attention to his weaknesses. Much like the trash talk I would overhear on the basketball court, Dawuan's good-natured ribbing and 'insults' made Davaunn laugh and in their own way, encouraged him to keep working. Dawuan would also be sure to praise him when he was right and would let out a hoop and holler, sometimes a little too enthusiastically, but that little bit of extra attention and encouragement was enough to push Davaunn forward.

Once the chapter had been read, the boys went to work on answering the questions. I sat down with them both and modeled the kind of interactions I wanted to hear him

have with Davaunn. I asked him his opinion on the answer to the first question. At first

he said he didn't remember anything so I asked if he could find what part of the chapter

he might be able to find the answer in. Once he was able to locate the right section I had

him reread that section and then again asked his opinion. He started with a general

answer that was on the right path so I encouraged him to look back in the text and see if

he could find a sentence or two that would narrow his focus and prove to me that he had

the right answer. I playfully shook my fist at him and yelled 'prove it!" He thought that

was really funny and so I repeated it several times. He was able to locate a supporting

sentence that proved his answer. I told him it was his job to 'help' Dawuan find the next

answer.

I left their group and began to walk around and monitor the other students. I didn't

stray far because I wanted to hear what the boys were saying to each other. As Dawuan

was skimming the text looking for an answer I heard Davaunn say more than once,

"prove it!" Another time I overheard the boys disagreeing over an answer. Davaunn

wanted to write down something on the paper but Dawuan would not let him until he

could find some proof in the chapter. He even snatched the paper from Davaunn to

prevent him writing the 'wrong' answer. I did have to intervene and remind the boys to

be respectful even when the strongly disagree with each other. As the class period ended

I heard Dawuan's voice, "c'mon son, you've read that word before, sound…it….out!" I

looked over in time to see Davaunn with a big smile on his face, finger in the text, eye

darting between the word and the sound spelling cards, blending the letters together to

painstakingly pronounce the word 'plantation.'

Summary

Dawuan and Davaunn are another good example of how the SIOP model and the lessons built through its components support and encourage positive academic outcomes for all students. Unlike Nia, the boys didn't need its structure to help develop social interaction skills. They actually enjoyed working cooperatively each other. In their case the focus on the Interaction component deepened their academic language skills by forcing them to use the strategies we practiced in class.

By having to verbally explain steps to each other, like they did in the math lessons, both boys had to use vocabulary-laden, academic content language that was directly tied to the math curriculum.   In order to successfully answer the questions in the social studies lesson, the boys had to utilize the language and vocabulary associated with the skill of referencing the text in conjunction with the content language in the chapter to accurately locate and support their answers to the class assignment.

I also believe that the lessons were able to broaden the boys' definitions of themselves and each other. They had been friends and neighbors but through the many interactions and collaborations that were required of them in class, they were able to shift and redefine their friendship to include an academic as well as social definition. I was so pleased to see Dawuan grow as a student as well as a mentor to Davaunn. Being asked to mentor another student can be risky business, but he surprised me with the level of compassion and patience he exhibited in the lesson they worked together on. Davaunn was able to grow as a math student and thanks to Dawuan's help reach a level of expertise that I don't think would have been possible without his support. Although Davaunn still struggles with his reading, the guidance from Dawuan and their repeated successful collaborations did wonders for his self-esteem.

I also appreciate how some of the interactions between the boys continued to open my eyes about what I considered 'appropriate' student interactions. Just like with Nia and Sharonda, the rough and seemingly harsh way in which the boys interacted with each other would sometimes cause me to pause and consider intervening. However, when I would stop and listen to the content of what they were saying to each other and carefully watch their reactions to each other's comments and verbal jabs, I began to see that their way of interacting worked in a positive way for them and for me to judge and redirect their behavior because it didn't make sense to me was disrespectful and misguided. As with Nia and Sharonda, this was another reminder to wait and observe before rushing in to intervene, as the students may know better than I do what works best for them.

<div align="center">Aisha, Zhane and Fifi – Collaborative Contributors</div>

Background

Aisha, Zhane and Fifi were my 'apple polishers' this year. All three girls were sweet, polite, well behaved and exceedingly helpful. If something needed to be done around the classroom, from sorting papers, organizing the books in the library, sweeping the floor, I could always count on one, if not all three, of the girls to eagerly volunteer. They were also my go-to girls when I needed a 'buffer'. 'Buffers' are those students you can sit by any challenging student and be assured that no matter what that student will throw at them, the 'buffer' will stay on task and ignore their disruptive behavior. Behavior and approachability aside, the three girls also shared a more concerning characteristic; they came to fifth grade as three of the lowest performing students in reading and math.

Aisha's classmates had nicknamed her "America's Next Top Model." She was a

pretty girl, tall and lanky with a bubbly personality. The girls all wanted to be her friend, and the boys all wanted her phone number. While she knew she was well liked by her peers she was not self-absorbed in the least. If someone was without a partner, she was always willing to volunteer, regardless of the 'status' of that person in the class. She was especially kind to one of the boys, Tony. He was considered 'odd' by student standards, often coming to school in dirty clothes and wearing his older brother's tennis shoes that were several sizes too big. His favorite topic of discussion was his kitten Snowflake and he had an inextinguishable habit of picking his nose during class. Although he was a very good student, his social quirks cast him as a pariah to his classmates. When Tony needed a partner for any activity it was Aisha who always came to the rescue. When the other boys tried to tease her about her partner choice she was self-assured enough to ignore them and proudly report that she and Tony were 'good friends.'

As gifted as she was socially, academically she struggled. Her fourth grade reading and math scores were poor. She had only scored in the 15th percentile on her reading test, placing her in the 'well below grade level' category (coded as a '1') and in the 14th percentile on the math test, considered 'below grade level' (coded as a '2'). I felt her scored belied her talent however and I was confident if her work ethic and desire to succeed could be coupled with some specific strategies, she could end the year at grade level in both subjects.

Zhane was the quiet one. Her hair was always styled perfectly, her clothes, shoes and hair bows were permanently coordinated and her demeanor was consistently that of a 'young lady.' While the other kids tore around the playground, yelling insults and play fighting, Zhane would sit quietly in the shade with a few of the other girls, chatting about

their pets or revisiting the highlights of an enjoyable episode of Hannah Montana. She

was agreeable in class and whatever directions I gave she would complete promptly

without argument. She cooperated with her classmates and avoided much of the 'drama'

that occurred between the boys and the girls. As much as I loved having her in class, I

could see that her timid personality had allowed her to slip under the academic radar.

Her test scores for the fourth grade were abysmal. She had only ranked in the 8th

percentile in reading and in math and was considered 'well below grade level' (coded as

a '1'). She was hesitant to ask questions in class and her mother and I had discussed that

it was simple to figure out when she was lost in class because 'the look' would come over

her face. Like Aisha I felt there was more to her as a student but I was concerned that her

unease in asking for help during class would hinder her efforts to reach grade level by

year's end.

Fifi was the tomboy of the bunch. Although she kept to herself for the most part,

she had no problem sticking up for herself if one of the girls or boys pushed her too far.

She was in a constant state of dishevelment; her hair pulled back messily in a stubby

ponytail, her clothes always a half size too small and her desk overflowing with crumpled

papers, half used pencils and eraser bits. Fifi loved to draw and color and my back wall

was generously decorated with a variety of her artistic creations. Although she

experienced the most difficulty academically (by year's end I had convinced the school's

resource team to test her and it was found she did have a learning disability in reading)

she also possessed the strongest desire to learn. I called her 'James Brown' because she

was consistently the 'hardest working student in fifth grade.'

Like Zhane she had scored in the 8th percentile on her fourth grade math test. This

placed her in the 'well below grade level' category (1). Her reading scores were only slightly better. She was in the 11th percentile, earning her a '1' and placing her in the well below grade level' category.

Seeing the issues the three girls faced, I decided at the beginning of the year to offer them tutoring after school one day a week. We worked on a variety of reading strategies and used the extra time to shore up their basic skills in math. While two girls worked on a computer review program I would pull one girl aside and focus intensively on a certain skill or strategy. At times we would all work together trying to solve a problem or playing a game to review what we had practiced. We also found a few minutes each session to chat about school and boys and their excitement about middle school. Although this meant an additional ninety minutes at school each week and an additional half hour shuttling them home afterward, I looked forward to our study sessions every week. It was not just about academics, I felt I was able to get to really know these girls on a personal level. This relationship was very helpful when I began to devise a strategy for intervention with the SIOP model.

I began with the pre-implementation questions. Their reflections belied their academic difficulties. When asked if they thought they were good students, all girls agreed. "I think I am a good student. My grade dropped to D and C's but I believe I can make straight A's," said Zhane. Aisha agreed she was a good student "…because I try hard but sometimes I talk too much but I'm helpful, smart and I care about my other classmates." Explaining what made her a good student Fifi offered, "I listen and I don't yell back at the teacher. I don't like to tell on others and I try to makes friends." All three girls liked school, believed in their abilities and saw themselves as good students

regardless of their below standard performance on fourth grade's EOG tests. For them the SIOP lessons would focus less on modeling and reinforcing positive interactions and more on highlighting and reinforcing specific strategies to improve their reading and math skills.

When I first envisioned creating partners for the SIOP groups, I knew I would have to pair the three girls with higher performing students. They had a tendency to stick together when doing assignments and although they cooperated and collaborated together well, none of the girls had a strong enough skill set in reading or math to serve as a role model in the group. Much of their time was spent simply writing down words or phrases from the text, the majority of the time the answers they concocted made little sense and had no connection to the question being asked. This was not done out of laziness, the girls were on task and hard working, they simply hadn't been given the tools necessary to attack the text and produce accurate results. They completed every task, however it was rare that they were able to compete the task correctly.

When I originally paired off the groups, I had placed each girl with a more challenging student. For some reason, perhaps wanting to give them a reprieve from their tour of duty as class 'buffers', I made a last minute decision to allow them to work together. I had a feeling that with a good deal of direct support from me they could be successful. I knew the girls provided a congenial and nurturing supportive system for each other. If we could just shore up their academic skill set I felt they each could make gains in academic growth by year's end.

One of the first lessons the girls worked on together was a science lesson that focused on the skill of referencing the text. Having read the chapter and summarized the

important content earlier in the week, today the students were asked to answer a series of questions written on posters around the room, a modified Gallery Walk. They would have to look back in the text to find the answer and then post their response on a sticky note that they would attach to the poster. When everyone was done I would assign groups to be experts and they would have to evaluate the answers and assess their accuracy, proving their expertise by supporting their summation with data from the textbook.

As always the girls gathered their materials and went right to work. Not having to freshly read the entire chapter by themselves would make the task slightly easier since none of the girls were strong readers. I allowed them time to answer and post their first question. It was important to me to allow them a chance to attack the assignment on their own, without me hovering over them, assuming they would struggle. After they posted their note I went over and casually read their answer, plucked it from the paper and headed off to their group.

The first question they chose involved computing the rate of acceleration of an object. This was done by locating the formula in the text (acceleration = velocity/time), plugging in the provided data (If an apple is falling at 10 meters per second and falls for 5 seconds, what is the measure of the apple's acceleration in meters per second?) and using a calculator to locate the answer. On their sticky note, in beautiful penmanship, was the definition of the word acceleration copied word for word from the glossary. I asked the team to explain to me how they were able to locate this answer. Fifi responded that she had remembered that in the mini-lesson on text referencing, we talked about looking for key words in the question. She knew one of the important words was 'acceleration.' I

had also stressed the importance of using the glossary so she was pleased to inform me that she had paid attention and knew that was where to find definitions of words. I asked if the other girls agreed and Zhane said that the glossary was the fastest way to find the definition.

I praised the girls on remembering the 'how to' part of our mini-lesson. I also thanked them for using their glossary correctly. We then spoke about how there were times when one clue word wouldn't be enough. I also reminded them that like in our last social studies lesson, it was really important to look at other clue words to be sure to understand what the author wanted to find in the answer.   I asked Aisha to look back at the question and together we discerned that the author wanted a 'measure' of something. We looked at their original answer and discussed whether the definition was really a 'measure' of something. The girls giggled when they realized their mistake and Aisha shook her head and said, "That answer don't make no sense Ms Collins!"

We continued to pick apart the question until we had done the entire question over, together. After they had reposted their response we reconvened and we talked again about the strategies for not only finding the right answer but understanding the question. For the next question I assigned each girl a role, one girl was to find *all* the key words in the question, one girl had to decipher what the author was *really* asking and one girl was in charge of being sure the answer made sense before it went up on the board. I watched as the girls methodically went about answers the next question, carrying out their individual roles and then discussing the answers as a group before posting them.   While the subsequent answers were not completely accurate, I could tell that they had followed my instructions and used the strategies I taught them to better understand their task.

When we reflected about the activity at the end of class I was not surprised to hear positive comments from each of the girls. Aisha liked "working in a group because I got more help and I could ask them questions…..I like working with these partners because they made me feel more comfortable." Zhane said the activity helped her to "learn to work as a team…working with two people was better for me. It is a good thing to review these things because it helps get my reading skills up." Fifi commented that she "liked reading to each other. We got help but it was good that we got to try it out on our own."

A similar experience happened during a particular math lesson. We were working on reducing fractions and converting improper fractions to mixed numbers. The girls had struggled and struggled with this task because it involved recalling a series of steps. I told them to each be responsible for one step and after each problem they could switch steps so they would get practice with all of them. Again this division of labor worked really well for the girls. Where at first the task seemed overwhelming and tedious, their teamwork and willingness to share the workload paid off for all of them. They had to engage each other verbally using the content language associated with the skill as well as sequence their roles so that they were able to compute the answers accurately. They solved the problems individually and then discussed their answers together. Having to orally walk each other through the steps to prove their accuracy again helped to reinforce the academic language associated with the task.

Summary

For these girls, the SIOP model provided a structure that allowed them to collaboratively pool their resources in order to reach their individual goals. This team needed a great deal of support but instead of having it all generated from me, they were

able to self-direct their own learning by working together. They collectively listened to my instructions and then helped each other to practice and apply the strategies. The lessons generated from the SIOP model not only allow for, but strongly encourage this type of student interaction. Although at first I was slightly concerned that I would need to dedicate a good deal of my class time to supporting their group, the girls surprised me by combining their limited skills to create a cogent learning triumvirate. They took ownership for not just their own progress but for each other's as well. I strongly feel this reliance on each other was instrumental in their academic gains at the end of the school year.

<div align="center">Statistical Analysis</div>

In order to address research question four (What impact is there on students' reading and math academic performance when emphasis is placed on increasing academic language proficiency?), I chose to look at growth in student achievement scores in math and reading from the end of fourth grade to the end of fifth grade. Paired-sample t tests were conducted using a statistical analysis computer program (SPSS). The statistical test program was computed to determine whether there was a significant statistical difference between academic achievement at end of fourth grade and academic achievement at the end of fifth grade.

There were 16 total students in my classroom at the time of the study. Three students were not able to participate in this portion of the study because they were not students in the school district at the end of the fourth grade and therefore had no comparison data on file. Three students chose not to participate in the study. The final analyzed sample consisted of ten students: 30% ($n = 3$) were males, 70% ($n = 7$) were females; 10% ($n = 1$) were Caucasian and 90% ($n = 9$) were African American.

Reading Scores

The student growth in reading averaged M = 8.70 points with an SD = 4.81. Statistical analysis indicates that the growth was statistically significant, $t(9) = 5.72$, $p < .01$, $r^2 = 0.560$.

z scores were computed from the state scale scores comparing fourth and fifth grade end of grade reading results. The z scores ranged from -.15 to +1.3 with an average growth per student of .38.

Math Scores

The student growth in math averaged M = 8.90 points with an SD = 5.30. Statistical analysis indicates that the growth was statistically significant, $t(9) = 5.31$, $p < .01$, $r^2 = 0.439$.

z scores were computed from the state scale scores comparing fourth and fifth grade end of grade math results. The z scores ranged from .42 to 2.1 with an average growth per student of 1.24.

The quantitative findings are promising, however, the small sample size must be taken into account as a limitation when reviewing the results. There are contributing factors that may have influenced the results. These factors will be discussed in the following chapter.

<div align="center">Chapter Summary</div>

The overall findings of the study, as discussed in preceding chapter, addressed the following four research questions. Each research question will be summarized individually.

1) How were my lesson planning and curriculum delivery methods affected by the implementation of the SIOP model in my classroom?

At the outset, I feel the implementation had a negative impact on my lesson planning and curriculum delivery. I was disorganized, my academic focus was misplaced and the natural instincts that had made me a strong teacher in the past were supplanted with a foreign and uncomfortable structure that left me feeling overwhelmed and unsuccessful. This negative impact however was due to *my* lack of understanding of the

model. Once I received the support and the mentoring necessary to mitigate the struggles I was experiencing, the lesson planning became more logical and feasible which in turn positively impacted the manner in which my lessons were delivered.

I feel that by using the SIOP model my lessons gained depth and employed more targeted teaching strategies than they had in the past. Ironically I feel the model made me a better teacher by forcing me to teach less. By sharing the responsibility of learning through crafted lesson that relied heavily on collaboration and teamwork, the students were more engaged and had greater ownership in their learning.

2) What challenges did I face when implementing the SIOP model in our classroom of AELL?

One of the challenges I faced when implementing SIOP was navigating my naïveté with the model. Trying to learn and implement the model with fidelity in the limited time period I chose did not allow me to develop a deep understanding nor a strong sense of confidence that I was using SIOP to the best of *its* ability. This coupled with the aforementioned initial lack of support and mentorship brought about a great deal of frustration and caused me to doubt my own abilities as well as the potential for success of the SIOP model.

Another challenge I faced was the belief that I had to supplant the skills and strategies that had made me a successful teacher with the skills and strategies suggested by the SIOP model. My success in the classroom had been built on a combination of acquired skills and innate understanding of the needs of children. Instead of adding the skills and strategies of SIOP to my existing skill set I tried to completely replace what I knew to be true with something foreign, mistakenly believing that was how to show

complete *fidelity* to the model. This misunderstanding caused me a great deal of stress and had a brief negative impact on my curriculum delivery. Once it was explained to me that the SIOP was meant to add to, not detract, from my teaching style, it became much more comfortable and easier to draw upon during teaching.

3) How do AELL describe their experiences when the SIOP model is implemented in our classroom?

My initial frustration and lack of familiarity with the model was reflected in the experiences of the students. The comments I received from the students at the beginning were ones filled with their own frustrations. 'This lesson sucked!" was the most popular comment when implementation was first underway. Not only did the students dislike the lesson they were also confused as to the purpose of their learning. When I first attempted to teach the students note-taking strategies, I noticed they were able to complete the task but when asked to recall or expound upon an information question from the reading, "I don't remember" became the response of choice. Not only that but in a few incidences the responses given had nothing to do with the content we had just covered.

Once my inconsistencies with the SIOP model were addressed the comments from the students drastically changed. Comments about lessons that 'sucked' were replaced by "I liked the gallery walk", "it was fun to work together', "can we do this again". Students began to ask me when we would be doing certain activities in the class again and even gave me suggestions as to how they could be more involved in lessons.

Overall the comments of the students throughout the journey seemed to mirror my own reflections. We both started out confused and frustrated about the effects of trying something new. However, as we continued to move forward and make adjustments,

things began to improve. By the time we reached our destination, both the students and I not only felt positive about what we were doing but each of us had gained a new level of confidence in our abilities. My impression is that the overall experience of the students based on their comments was a positive one, and was instrumental in allowing them to redefine themselves not only as learners but as educators as well.

4) What impact is there on students' reading and math academic performance when emphasis is placed on increasing academic language proficiency?

The qualitative analysis of the data revealed academic growth in the students who participated in the study. Using the SIOP model to create lessons that focused on collaboration forced the students to interact with one another. These interactions required conversations that relied heavily on the use of academic language to reach the day's objectives. Unbeknownst to them, the students were increasing their familiarity with the curricular content by using the academic language associated with the daily lessons. Since it is impossible to remove the use of academic language from these collaborations, the students could only increase their knowledge base and deepen their familiarity with the content.

My observations supported this finding. Woven through the three vignettes were the journeys of my students. In each scenario, the students were able to show growth through the many cooperative learning activities and verbal interactions experienced in class. The SIOP strategies that I used to form my lessons created an environment for this to occur. In watching and especially listening to the student interactions throughout the semester, I witnessed a change in their command of academic language. At the beginning of the year, I would have had to prompt the student conversations by providing questioning stems and vocabulary word banks. As we became immersed in the SIOP lessons, however,

the students began to take ownership of that portion of the lesson and in their academic conversations naturally implemented those same strategies, without my prompting.

This movement toward more self-directed learning through authentic use of academic language was a marked change from the beginning of the year. The change demonstrated to me that the SIOP strategies I used to create the lessons provided a structure for the students to take ownership of their learning by encouraging genuine academic interactions.

The quantitative data also showed a positive impact of the SIOP model on academic growth in both reading and math. Although there are limitations in the findings based on the small sample size (n=10), all students in the classroom showed growth in both reading and math. Three of the lowest performing students showed more than ten points of growth in math and reading, with one female student showing an 18 point gain in mathematics and a different female student showing a 16 point gain in reading.

It is my argument that the overall findings of this research study show the use of the SIOP model has an impact on the teacher and student experience. The teacher experience was originally peppered by missteps and frustration. However, the intervention of an outside source provided much needed guidance and support, allowing the remainder of the journey to be a positive and professionally cathartic experience. The student experiences demonstrated the diversity of the SIOP model in meeting a wide variety of student needs. Not only is the model beneficial for developing and reinforcing the use of academic language, but also for providing a structure for purposeful collaboration and cooperation. Although the quantitative analysis revealed academic growth, as mentioned previously, contributing factors may have influenced those results and will be discussed in the following chapter.

The final chapter of my dissertation, Chapter Five, will discuss the conclusions, implications and benefits of these research findings. Recommendations for professional practice and further research are also presented in the final chapter.

CHAPTER 5: CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Through journal entries, student interviews, participant observation and document analysis, this study explored the lived experiences of a teacher and her students as they implemented components of the SIOP model in their classroom. In order for the implementation to account for and adjust to needs that arose in the classroom, this research employed an action research design. The first and second chapters identified a need to study the effect of implementing the SIOP model in a classroom of African American students and established a relevant scholarly foundation for this study. The third chapter described the methodology employed in this study and the fourth chapter discussed the results of the analysis and shared the significant research findings. The final section, Chapter Five, draws conclusions, makes implications based on the findings, as well as offers recommendations for further research on this topic.

Conclusions

Based on the research findings, four major conclusions can be drawn from this study; 1) The implementation of the SIOP model in any classroom should be accompanied by thorough training and on-going support; 2) The SIOP model has a positive effect on student interactions in the classroom; 3) For the implementation of the SIOP model to be successful, I, as a teacher, must be willing to address issues of 'control'; 4) In my classroom, there was a positive impact of the SIOP model on the academic

language skills of students.

Training and On-going Support

As evidenced by my experience, the importance of initial training on the SIOP model and on-going support during its implementation in any classroom is paramount. Of equal importance is the timeline and type of training offered. I had attended a four-day training the summer prior to the implementation and thought I was prepared to use the model during the following school year. Although the sessions were in-depth and provided an adequate overview of the workings of the model, I was unable to begin using the materials in earnest until six months after the training had concluded. I was still in the possession of the materials and books that I had been given as well as the lessons I had planned as part of the final requirements, however enough time had lapsed between the two events that the clarity I possessed that past summer was now slightly cloudy. Since the majority of trainings in our district occur during the early summer months, I feel that finding ways to closely align the training and start dates for using the model would compensate for and prevent other teachers from experiencing the mental atrophy I did.

I also feel that if teachers in my position, with classrooms consisting of non-ELL students, were interested in training to use the SIOP model the district should slightly modify those trainings and gear them for that particular audience. When I first began my research, all I knew about the SIOP model was that it belonged in an ESL classroom. It wasn't until I began to read more about and discuss the makings of the model with experts did I begin to see its potential to be used with non-ELL students. First and foremost, trainings would need to assist teachers like me in broadening our understanding of the

model's potential. The district would need to focus on buy-in from teachers and create a shift in thinking that would embrace the use of a model for students outside the original audience of ELL students.

Although my training was useful, modifying the training to meet the specific needs of non-ELL students would be necessary. The skill levels of ELL students and non-ELL students are very similar but there are slight differences that the teachers of non-ELL students would need to keep in mind. Training would need to focus on ways to build upon existing English language skills (with a focus on academic language), instead of relying on the model to serve as a conduit between a student's native and English language abilities. Granted, the SIOP model is currently used successfully with students in all stages along the continuum of English language acquisition, however, using the model with current English speakers whose main focus is refinement of, not introduction to, language skills would require a modified approach.

My research supports that once training has been completed teachers be provided with, and strongly encouraged to attend additional professional development trainings. According to Ms Clover, the district does provide advanced professional development opportunities on the model, however teachers are not required to attend. Had this implementation not been linked with my dissertation research, I would have been very tempted to cease working with the SIOP model. This was due to my inexperience with the model and lack of support during its implementation. Fortunately I had the one on one support of Ms Clover but had that not been available, monthly follow-up sessions designed to assist teachers tweak lesson plans and troubleshoot areas of concern would

have been very valuable. The benefits that accompany the model well outweigh the training and learning curve associated with the implementation. Providing teachers with continuing professional development would ease frustration and prevent overwhelmed teachers from abandoning the model and denying its benefits to their students.

In addition to follow-up trainings, pairing those new to the model with a mentor to assist with the challenges of implementation is vital to the implementation's success. It was only through my relationship with Ms Clover that I was able to modify how I saw and worked with the model. Without her help I am sure that my students and I would have continued to struggle and the experience would never had turned out as positive as it did.

Mentors, in the form of SIOP coaches, are employed throughout the district and assigned to certain learning communities. Unfortunately their numbers have been reduced due to the budget cuts and are expected to server an ever-increasing number of schools and teachers. It is unrealistic to think the limited number of coaches (there are currently eight district coaches serving over 1,500 teachers) would be able to adequately serve an ever-growing population of teachers and students.

To help alleviate reliance on diminishing district resources, school-based support systems would need to emerge. Building an on-site support system would allow ESL and non-ESL teachers to collaborate on lesson planning and implementation as well as providing a support system through which to discuss challenges and issues facing teachers new to the model. This type of planning and curriculum delivery would encourage and support more co-teaching between ELL and non-ELL students and reduce

the amount of pull-out at schools serving diverse populations. Structuring classrooms with heterogeneous grouping of ELL and non-ELL students have shown to have a positive impact on participants' language development and overall academic growth (Vine, 1997). Having a cohesive school wide curriculum delivery model embraced and utilized by all teachers (ELL and non-ELL alike) would provide a consistent platform on which a school could construct its instructional mainframe.

I will admit to my shortcomings when it comes to my original attempt at implementation of the SIOP model. I was arrogant and naive in believing that a single four-day training sixth months prior to implementation would adequately prepare me to execute a program with the depth and complexity of the SIOP model. I also underestimated the amount of time that would be needed to fully appreciate and understand the potential impact of the model. One semester of use allowed me to get my bearings and begin to uncover and appreciate the prospective impact the program could have on my students. I still consider myself a novice and would expect that at minimum another full year of implementation would be necessary for me to feel grounded and confident that I was using SIOP to its maximum potential.

Knowing what I know now I would have made several changes to my professional development and training. First, I would have implemented the model at the beginning of the school year. This would have allowed me a whole school year to work out the kinks in the program and would have allowed a smoother transition not only for myself but for the students as well. Second, having started using the model at the beginning of the school year, I would have considered attending advanced SIOP trainings throughout the year.

Although they are not required by the district I feel this support would have been beneficial and would have provided me not only with opportunities to revise my content and delivery within the model but would have offered me a chance to meet and network with other teachers using the model. This type of support system would have been a valuable asset during the implementation. Third, I would have put my pride aside earlier in the process and sought out help. My drive to be successful in the classroom derives from my parents' Midwestern work ethic. When faced with a problem, don't question the circumstances, don't focus on the difficulties and don't rely on other's to solve your problem, move forward and figure it out. While this ideal does have its merit in some circumstances, in this situation my stubborn independence was cause for many of my initial difficulties. Not knowing isn't always a reflection on one's abilities, and asking for help isn't always a sign of weakness.

My inadequacies, however, should not diminish the attempts of others to introduce the SIOP model into their classrooms. Just the opposite is true. My journey and that of my students is a testament to the potential of the SIOP model in non-ELL classrooms. My students and I did experience growing pains at the outset but the training and support that I received changed the trajectory of our journey, resulting in many successes in our classroom. With modified trainings and adequate support throughout the process I feel that teachers could greatly enrich their practice thereby enhancing the educational experiences of their students in the classroom.

Impact on Student Interaction

Once I had better understood how to plan and interlace the SIOP strategies into our

daily lessons, the structure of our classroom reverted from staid direct instruction to a more interactive student-centered model. My students had been working cooperatively since the beginning of the school year but not to the level as required by the SIOP model. As I began to analyze the data from the students one theme became evident, there had been a positive impact on the student interactions in my class. Not only did the SIOP model afford students more opportunities for collaboration and participation in cooperative learning groups, the depth and quality of those interactions increased dramatically.

The SIOP model is structured to provide maximum collaboration and student centered learning opportunities. The most profound mistake I had made at the beginning of the implementation was attempting to teach lessons using a direct instruction approach. Once I allowed the model to work as it had been intended, the onus for instruction moved further away from me, and closer to the students themselves. Our daily lessons relied on student conversation and cooperation to learn and review material. Although I had used cooperative learning strategies at the beginning of the year it wasn't until I began to use the SIOP model that I learned how to structure those collaborations to gain the most academic benefit.

The SIOP model is purposeful in its expectation for interaction among students. By expecting students to read, write, listen and speak on a consistent basis the model requires and relies heavily on interaction. Students cannot reasonably sit in a group and complete a lesson without participating in some manner.   Whether they are assigned roles within their group or asked to share a designated outcome with the class, students must

rely on each other to complete assigned tasks. Where in the past I would have guided students through a lesson, introducing vocabulary and highlighting the main ideas to be gleaned from the assignment, when using the SIOP model that responsibility falls directly on the student. As the teacher I must structure the lesson plan so that it comes to fruition, but once in place the students must use each other as resources to gather and learn new information, not rely on me.

The direct benefits of these interactions were evident. Students spent more time using and refining their academic content language, which in turn led to a deeper understanding of the subject matter being presented. This mastery of the material led to year-end growth not only in state-tested subjects but in non-tested coursework as well. A focus on collaboration forced students to learn, practice and master the skills necessary to work productively and interact in a positive fashion. With the responsibility for learning riding on the shoulders of the students, time on task greatly increased. This rise in engagement resulted in a sharp decrease of conduct issues and attention diverting behaviors.

The indirect benefits of the interactions were less obvious but just as important. In observing my students as they learned to work together I noticed a pronounced change in their levels of self-confidence. While the beginning lessons were awkward and peppered with petty arguments, as the semester progressed I watched and listened as the conversations grew more scholarly and more productive. Students were able to redefine their role as learner in the classroom. Where they were once simply learners and recipients of knowledge they now could include their role as teacher and take pride in

their active participation in the process.

The lesson structure also allowed students to become more self-reliant.   I was no longer needed to direct learning and dispense the necessary knowledge in each lesson. I was now serving as a guide and monitor, assisting and gently steering the students when necessary. This was a difficult transition to make initially since many of my students had simply expected me to give them answers to questions they didn't know or couldn't find. They had been trained that if they stubbornly ignored the request, the teacher would acquiesce and eventually provide the answer. However, now armed with skills and strategies to accomplish the task without the help of an adult, this behavior diminished and eventually died out completely.

Finally, the interactions gave students permission to reinvent themselves. Nia and several students struggling with social skill development were able to redefine their roles not only to their classmates but to themselves as well. Bright students that had been viewed as social outcasts were now being valued and sought out by their peers when needing academic assistance. Overbearing bullies were now channeling that energy into newfound roles as group leaders. Armed with support and strategies that allowed them to succeed at similar levels to their peers, my lower achieving students were now productive and participating members in their groups.

Although I had started the journey focused on the singular goal of raising my students' academic language skills I was pleased to discover that my research supported that the model's use contributed to student success in other, less predictable ways. Emphasizing that the SIOP model not only assists in academic growth but also provides

social contributions and personal growth opportunities for students in any classroom and may offer an effective argument when attempting to convince teachers in non-ELL classroom of the programs benefits.

When thinking about future changes I would make with regards to student interactions, several came to mind. I would continue my trainings and delve deeper into the SIOP model. With only one semester under my belt there is no way that I could have tapped into the full potential of the model. I have just scratched the surface of the model's potential and know that I could create more rigorous and challenging lessons using the interaction component. By delving deeper into the model, I feel I could continue to add rigor and deepen the engagement of the students. This could be accomplished through the purposeful teaching of higher order thinking skills. Directly modeling questioning strategies and teaching students to use questioning stems in their collaborations would enhance and deepen their understanding of the content by enriching their academic language. I also know that I could expand on the complexity of tasks that I had assigned this past year. Using the SIOP model to focus on depth of over breadth, I will create opportunities for cooperative work that will penetrate deeper into the content and provide a profundity that was previous lacking. I think of this past semester as laying a strong foundation I can build upon. I know I possess the basic knowledge of the SIOP model and am now afforded the opportunity to hone my skills and create more elaborate and complex learning structures for my students.

Issues of 'Control'

In order to ensure fidelity to the model, the logistical steps of quality lesson

planning and structured curriculum delivery have to be put into practice. Once this has occurred the ultimate success, or failure, of the implementation begins to hinge on the role of the teacher as performance agent. Of the many issues a teacher must address during the initial induction period, the research points to an instructor's ability to mitigate and resolve issues of 'control' as an overriding determinant in executing a successful implementation. These issues include control over curriculum delivery options and control over student learning styles.

Adapting one's lesson plans to follow the format of the SIOP model requires a short-term commitment. Shifting from an established routine of lesson planning to an unfamiliar one may be inconvenient and rather tedious, however, with time the format quickly becomes second nature. For most teachers, the transition to the SIOP model will require a paradigm shift in one's notion of who delivers the curriculum and how it is delivered. This portion of the transition can take longer to integrate and may cause serious consternation as classroom control moves from an internal teacher-driven mode to an external student-driven one.

As mentioned previously, SIOP encourages learning from a student-based center. Lessons are constructed to support an increase in interaction between students and a decrease in interruptions from teachers. Collaborative learning is the rule, not the exception. Teachers choosing to use the SIOP model must be willing to relinquish the domineering control they previously had in their classroom and embrace their newfound role as moderator and facilitator. For teachers not previously exposed to this type of curriculum delivery, the redefinition of the role of teacher can be very disconcerting and

feel unnatural.

Classrooms using the SIOP model should be structured using an inductive rather than a deductive model. The teacher is no longer viewed as the keeper of knowledge and is not expected to regurgitate facts and information students need to acquire. Just the opposite is true. In an inductive model, students are encouraged and expected to learn through discovery by interacting with each other and their environment. Knowledge acquisition focuses on understanding concepts over simply memorizing facts. Students are immersed in lessons where they actively experiment and collaboratively analyze problems. The teacher is not the quarterback but the sideline coach that serves to guide students through the process.

For many teachers, transitioning from a role of regulation into a role of mediation can be daunting. The loss of control over whom and how the curriculum is being delivered can also be unsettling, however, this shift in mindset must occur in order for the SIOP model to work successfully. To fully enact the model as it was intended, the collaborative and interactive piece must be fully supported, otherwise fidelity cannot be maintained.

In addition to accepting loss of control with regards to curriculum delivery, teachers using the SIOP model are also challenged with limiting their control over accepted student learning styles. The SIOP model encourages the use of a wide variety of learning styles in order to meet the diverse needs and abilities of students. While I erroneously thought I knew what was in the best interest of my students and which types of interaction would work best for them, I discovered that this was not always the case. I had to learn that

what I personally considered 'unacceptable' interpersonal skills, actually proved constructive for the students using them. I was forced to abandon my preconceived notions of what I thought would and would not work. In turn I needed to allow my students to reveal to me the structure of interactions they deemed most productive. My attempts to control their interactions initially limited their experience with the SIOP model. For the model to work to its potential, teachers must be willing to allow student interactions to develop organically and expand their definition of collaborative communication.

To ensure a successful implementation of the SIOP model, teachers must be willing to address issues of control. For some teachers, this will not prove to be a great challenge, for others, relinquishing control over aspects of their daily regime will be more problematic. In no way do I mean to insinuate that the SIOP model demands complete control be handed over to the students, leaving the teacher to serve in the role of disconnected observer. However, a shift needs to occur that moves the burden of instruction and responsibility for learning from the teacher to the student. This transition is strongly supported by the skills and strategies of the SIOP model but the ultimate determinant of its success will lie with the teacher's willingness to allow flexibility in classroom and curricular control.

Impact of SIOP model on academic language skills

The research findings revealed that implementation of the SIOP model in a classroom of English speaking students does have a positive impact on their academic language proficiency. This conclusion can be supported by examining my journal entries

and observations from the qualitative data in conjunction with the growth scores in reading and math from the quantitative data.

The SIOP model's focus is on purposeful teaching of the language necessary to make content comprehensible for students. Mastery of this academic language is achieved through lessons that provide the maximum amount of interaction among students. During these interactions students must practice and apply the language through multiple means of communication, i.e., reading, writing, listening and speaking. When students are active participants in a lesson, they are continually developing their academic language skills by applying the content language and vocabulary via peer interactions.

During the semester, I was able to listen to students use content vocabulary to explain the general concept behind Newton's theory of balanced and unbalanced forces and then apply that knowledge by creating distinctive examples of those forces at work. I read comprehensive responses to questions posed during social studies lessons that relied on text references to support their argument. I observed conversations in which students debated the author's purpose for including certain imagery in a poem. I witnessed cooperative pairs of students relaying the steps to math algorithms to one another as they solved computational problems.

None of these instances could have occurred if students were not immersed in the use of academic language. Without mastering the lexicon associated with each curricular module, the students would not be able to successfully discuss and interpret the content. The SIOP model was instrumental in creating repeated opportunities for students to practice their collaborative skills. Although we had participated in lessons that asked for

collaboration at the beginning of the year, it wasn't until the implementation of the SIOP model that those lessons provided for a level of depth and complexity into the interactions. The students moved from simple recall problems to ones requiring them to analyze and synthesize information on a topic. This was only able to occur through their mastery of the content language and vocabulary associated with each lesson.

The collaborations and interactions that occurred in class added a level of rigor and challenge that hadn't existed in our classroom before. Not only were the changes noticed qualitatively within the classroom, there were also gains in student academic growth from end of fourth to end of fifth grade. In reading, gains ranged from 3 points to 18 points with an average gain of 8.8 points per student. In math, gains ranged from 2 points to 18 points with an average gain of 9.8 points per student. According to the district data team, this growth, when converted to z scores translates as an average .38 gain in reading and an average 1.24 gain in math.

The quantitative and qualitative data revealed increases in my students' academic language proficiency levels. This is not surprising since the SIOP model requires interactions that focus on content knowledge acquisition through the use of academic language. It is not possible to separate the two from each other. Since academic language use is such an integral part of the SIOP model, if it is being properly used in the classroom, academic language proficiency will naturally increase. If academic language proficiency levels are not positively affected when using SIOP then fidelity to the model must be brought into question.

Implications

The purpose of this study was to observe, record and analyze the impact of the SIOP model on a classroom of English speaking African American students. In choosing to study the impact of the SIOP model my hope was to contribute to the existing literature on ways to narrow the achievement gap between black and white students. The research conducted using the SIOP model as a possible curriculum delivery tool for English speaking students shows promise in increasing academic language proficiency. A large body of research demonstrating academic gains when using the SIOP model with ELL students is already in existence. I would hope this study could begin to strengthen the suggestion that the current definition and consumer focus of the SIOP model is currently too narrow and should be broadened.

If we ever expect to eliminate the achievement gap, teachers and school systems must be willing to use any tool at their disposal to bring that goal to fruition. The SIOP model is an established, research based program already in use in school districts nationwide. The existing research on the model has shown academic gains for ELL students in reading, writing and math. Instead of reinventing the wheel, pragmatically it makes sense to use an existing program with an established presence, currently supported by trained and experienced personnel, that has demonstrated success.

Relying on the established SIOP program structure already in existence in schools' ESL departments, the transition to include non-ELL students as programs recipients would not be overly disruptive. Experienced ESL personnel, already on staff, could conduct initial on-site training sessions and continuing professional development courses

to support non-ESL staff who are being introduced to the model. Co-teaching opportunities would be encouraged, not only allowing for a shared workload among teachers but also providing a built-in support system to ease the transition. After the initial training workbook is purchased, the SIOP model does not require any additional materials or textbooks, severely limiting the financial impact of the implementation.

Using the SIOP model benefits all students. It is an established program already in use in school districts across the county. Once initially and properly trained, the model complements a teachers' existing instructional repertoire. Students enjoy facilitating the lessons and taking ownership in their learning. Academic achievement increases. With all the benefits the SIOP model has to offer, it makes sense to include it as a curriculum delivery model for all students in all types of learning environments.

Recommendations for Future Research

This is a preliminary study, however, my hope is that this just the first designed around the use of the SIOP model with AELL. Being a novice during its implementation and working under the time constraints set forth in this study, I realize that I have yet to begin to understand the potential the SIOP model has on impacting the academic language proficiency of African American students. There exist a variety of avenues down which future research could take place. I have listed several areas that I feel are most compelling and warrant further investigation.

I was unable to locate research that directly explores the effects of implementing the SIOP model specifically with non-ELL students. In a time when the achievement gap continues to exist, researchers should continue to search for solutions to diminish the

disparity between white and non-white students. Knowing the success SIOP has had on academic achievement levels of ELL students, understanding how and if those successes can be translated to non-ELL students would be highly desirable.

I would be interested in continuing to study the academic and social effects brought about when implementing the SIOP model into a classroom of non-ELL students. Seeing that my students made the greatest gains in the area of mathematics I would be interested in studying the effects of the model specifically as they relate to the area of mathematics. This fall I transferred to the lowest performing middle school in the state, teaching sixth grade math and science. I would like to pursue additional research into the connections between proficiency levels in math and science academic language and the possible impact using the SIOP model could have on student outcomes in those areas.

Additionally, the development of a measurement tool determining academic language levels of native English speakers would be of great benefit to the academic community. Throughout my research I attempted to locate a measurement device that would specifically target academic language levels of my African American students. There are in existence tools to measure language levels of ELL's, however those tools would propose reliability and validity issues if used with native English speakers. In my study I did use state developed end of grade tests to determine academic language growth. As the tests rely heavily on mastery of content academic language, for the purposes of this study they were considered a suitable measurement tool. The creation of a measurement tool expressly developed for this purpose could be of great benefit to the academic community.

Summary

The journey my students and I took brought about changes in us all. The students in my classroom grew academically and they took pride in seeing how far they had come since the end of fourth grade. They learned to take ownership of their learning and through the skills and strategies outlined in the SIOP model became advocates not only for themselves, but for their classmates as well. They filled their 'academic toolbox' with newfound proficiencies in the content areas we studied and left the classroom as competent, collaborative scholars. By internalizing the lexicon of academic language, the students developed into academic leaders and masters of cooperative learning. Whether highlighted by academic or social achievement, not one student left my classroom this year unchanged by the journey we took together. And as amazed as I was with their transformations, I could not have predicted the impact our journey would have on me and my teaching.

Throughout the process I grew in areas that I didn't even realize needed growth and I consider myself a better teacher because of it. I challenged myself to embrace a new way of thinking by using the SIOP model and learned more from my mistakes and missteps than I did from my successes. The strategies I learned in SIOP deepened by talent as an instructor, added specific skills to my 'teaching toolbox,' and invigorated me as an educator. And more importantly, I learned that sometimes the best teacher in the classroom is the one without the advanced degrees and the name on the door.

Seven years after No Child Left Behind was first enacted, limited progress has been made in closing the achievement gap between black and white students. A multitude of

research exists attempting to ameliorate the issues associated with the disparity and yet we still seek an overarching solution to the problem. This qualitative study adds to that body of work by documenting one teacher and the journey she and her students took as they implemented the SIOP model in their classroom with the hope that the gains that SIOP has made in increasing proficiency levels of ELL students could be translated to include AELL as well. Continuing to seek out solutions to this burdensome issue may at times feel like a desperate endeavor but the persistent efforts are not in vain as they will one day lead to equality in academic achievement for all students.

REFERENCES

Alexander, K.L., Entwisle, D.R., & Olson, L. S. (2007). Summer learning and its implications: insights from the Beginning School Study. *New Directions for Youth Development, 114*, 11-32.

Anderson, G.L., Herr, K., & Nihlen, A.S. (1994). *Studying your own school: An educator's guide to qualitative practitioner research.* Thousand Oaks, CA: Corwin Press.

Argyris, C. (1982). *Reasoning, learning and action.* San Francisco: Jossey-Bass.

Artiles, A.J.. (1996). Teacher thinking and perceptions of African-American male achievement in the classroom. In F. A. Rios (Ed.) *Teacher thinking in cultural contexts* (pp.23-54). Albany: State University of New York Press.

Au, K. (2006). *Multicultural issues and literacy achievement.* Mahwah, NJ: Lawrence Erlbaum.

August, D. (in progress). Impact of the SIOP Model on elementary school math learning. Retrieved on July 22, 2008 from http://www.cal.org/saill/.

Bailey, A. L. (Ed.). (2007). The language demands of school: Putting academic English to the test. New Haven, CT: Yale University Press.

Banas, C. (1991, April 29). Motivation improves test scores. *The News & Observer*, p. C1.

Barry, N. H., & Lechner, J. V. (1995). Presevice teachers' attitudes about and awarness of multicultural teaching and learning. *Teaching and Teacher Education, 11,* 149-161.

Baugh, J. (1983). *Black street speech: Its history, structure and survival.* Austin, TX: University of Texas Press.

Baugh, J. (1999). *Out of the mouths of slaves: African America language and educational malpractice.* Austin, TX: University of Texas Press.

Baugh, J, (2004). Ebonics and its controversy. In E. Finegan & J. Rickford (Eds.), *Language in the USA: Themes for the twenty-first century.* (pp. 305-318). Cambridge University Press.

Bourdieu, P. (1977). *Outline of a theory of practice.* Cambridge University Press.

Bourdieu, P. & Passeron, J. C. (1990). *Reproduction in education, society and culture.* 2nd ed., London: Sage Publications.

Bradley, R. H. & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology, 53*, 371-399.

Brahler, C., Bainbridge, W., & Marga. (2004). Can professional development programs help close the achievement gap? *Educational Research Service. 22*(3).

Burnaford, G., Fischer, J., & Hobson, D. (Eds). (2001). *Teachers doing research: The power of action through inquiry.* Mahwah, NJ: Erlbaum Associates.

California Department of Education. (1999). *Reading/Language Arts Framework for California Public Schools.* Sacramento, CA: California Department of Education.

Carmichael, S. & Hamilton, C. (1967). *Black power: The politics of liberations in America.* New York: Vintage Books.

Chamot, A.U. & O'Malley, J.M. (1994). *The Calla handbook: Implementing the Cognitive Academic Language Approach.* (ERIC Document Reproduction Service No. ED 379 927).

Child Trends Databank. (2005). *Dropout rates.* Retrieved on June 16, 2009, from www.childtrendsdatabank.org/pdf/1_PDF.pdf.

Cochran-Smith, M., & Lytle, S. L. (1993). *Inside outside: Teacher research and knowledge.* New York: Teachers College Press.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks: CA, Sage Publications.

Collier, V.P. (1995). *Promoting academic success for ESL students*. Jersey City, NJ: New Jersey Teachers of English to Speakers of Other Languages/Bilingual Educators.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archive, 8*(1), Retrieved July 28, 2009, from http://epaa.asu.edu/epaa/v8n1/.

Davis, P. E. (2007). Something every teacher and counselor needs to know about African-American children. *Multicultural Education. 15*(3), 30-34.

Delpit, L. (1995). *Other people's children.* New York: The New Press.

Dutro, S. and Mora, C. (2003). Rethinking English language instruction: An architectural approach. In G. Garcia (ed.), *English learners: Reaching the highest level of English literacy.* Newark: NJ: International Reading Association.

Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: An instructional model for English language learners. *Journal of Educational Research, 99*(4), 195-211.

Echevarria, J., Vogt, M.E., & Short, D. (2006). *Making content comprehensible for English language learners: The SIOP model.* (3rd Ed.). Boston: Allyn & Bacon.

Engel, D. M. & Whitehead, M. R. (2008). Which English? Standard English and language variety: Some educational perspectives. *English in Education, 30*(1), 36-49.

Entwisle, D., & Alexander, K. (1992). Summer setback: Race, poverty, school composition, and mathematics achievement in the first two years of school. *American Sociological Review, 57*(1), 72-84.

Ferguson, R. (2002). *Addressing racial disparities in high-achieving suburban schools.* North Central Regional Educational Library. Retrieved on July 23, 2008 from http://www.ncrel.org/policy/pubs/html/pivol13/dec2002b.htm.

Ferguson, R. (1998). Can schools narrow the Black-White test score gap? In C. Jencks & M. Phillips (Eds.), *The Black-white test score gap* (pp.273-317). Washington, DC: Brookings Institution.

Firestone, W. A., Goertz, M. E., Natriello, G. (1997). *From cashbox to classroom: The struggle for fiscal reform and educational change in New Jersey.* New York: Teachers College Press.

Freire, P. (1972). *Pedagogy of the oppressed.* New York: Herder and Herder.

Garcia, E. E. (1994). *Understanding and Meeting the Challenge of Student Cultural Diversity.* Boston: Houghton Mifflin.

Garibaldi, A. M. (1992). Educating and motivating African American males to succeed. *Journal of Negro Education, 61*, 4-11.

Gee, J. (1996). *Social linguistics and literacies: Ideologies in discourses.* London: Routledge Falmer.

Godley, A. J. & Minnici, A. (2008). Critical language pedagogy in and urban high school English class. *Urban Education, 43*, 319-346.

Goodlad, J. & Keating, P. (1995). *Access to knowledge: The continuing agenda for our nation's schools.* College Board.

Green, L., (2004). African American English. In E. Finegan & J. Rickford (Eds.), *Language in the USA: Themes for the twenty-first century.* (pp. 305-318). Cambridge University Press.

Grigg, W., Daane, M., Jin, Y., & Campbell, J. (2003). *The nation's report card: Reading 2002.* Washington, DC: U.S. Department of Education.

Guo, G. & Harris, K. M. (2000). The mechanisms mediating the effects of poverty on children's intellectual development. *Demography, 37I* (4), 431- 447.

Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan, 73*(4), 290-294.

Haberman, M. J. & Post, L. (1992). Does direct experience change education students' perceptions of low-income minority students. *Midwestern Educational Researcher, 5*(2), 29-31.

Haycock, K. (2001). Closing the achievement gap. *Educational Leadership*, *58*(6), 6-11.

Haycock, K. (1998). Good teaching matters…a lot. *OAH Magazine of History, 13*(1), 61-63.

Heckman, J. (1995). Lessons from the Bell Curve. *Journal of Political Economy. 103*(5), 1091-1120.

Hendricks, C. (2006). Improving schools through action research: A comprehensive guide for educators. Boston, MA: Allyn and Bacon.

Hernstein, R. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.

Herr, K., & Anderson, G. (2005). *The action research dissertation.* Thousand Oaks, CA: Sage Publications.

Hoover, M. R. (1979). A semiforeign language approach to teaching reading to bidialectical children. In R. Shafer (Ed.), *Applied linguistics and reading (*pp. 63-71). Newark, DE: International reading Association.

Incelli, E. (2008). Foreign language management in Lazio SMEs. *Language Policy, 7*(2), 99-120.

Ipka, V.W. (2003). At risk children in resegregated schools: An analysis of the achievement gap. *Journal of Instructional Psychology. 30*(4), 11-18.

Johnson, E. (2009). *Academic language! Academic literacy!: A guide for K12 educators.* Thousand Oaks, CA: Sage Publications.

King, W. (1998). *Stolen childhood: Slave youth in nineteenth-century America.* Bloomington, IN: Indiana University Press.

Kozol, J. (2005). *The Shame of the Nation: The Restoration of Apartheid Schooling in America.*

Kunjufu, J. (1998). *To be popular or smart: The Black peer group.* Chicago, IL: African American Images.

Kunjufu, J. (2006). *An African centered response to Ruby Payne's poverty theory.* Chicago: African American Images.

Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms.* San Francisco: Jossey-Bass.

Ladson-Billings, G. & Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record, 97*((1), 47-65.

LaMoine, N. (2001). Language variation and literacy acquisition in African American students. In J. Harris, A. Kamhi, & K. Pollock (Eds.), *Literacy in African American communities* (pp. 169-194). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Lankford, H., Loeb, S., & Wykoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy analysis, 24*(1), 37-62.

Law, S. G. & Lane, D.S. (1987). Multicultural acceptance by teacher education students: A survey of attitudes toward 32 ethnic and national groups and a comparison with 60 years of data. *Journal of Instructional Psychology, 14,* 3-9.

Lazaro, D. C., & Medalla, E. (2004). English as the language of trade, finance, and technology in APEC: An East Asia perspective. *Philippine Journal of Development. 58*(31), 277-30.

Lee, J., Grigg, W., and Dion, G. (2007). *The Nation's Report Card: Mathematics 2007 (NCES 2007-494).* National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Lee, J., Grigg, W., and Donahue, P. (2007). *The Nation's Report Card: Reading 2007 (NCES 2007-496).* National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Lewin, K. (1948). *Resolving social conflicts.* New York: Harper & Row.

Lewis, C. W., James, M, Hancock, S, & Hill-Jackson, V. (2008). Framing African American students' success and failure in urban settings: A typology for change. *Urban Education*, *43*, 127-153.

Lomax, P., Woodward, C., Parker, Z. (1996). How can we help educational managers establish and implement effective 'critical' friendships? In P. Lomax (ed.), *Quality management in education: sustaining the vision through action research* (pp.152-165). London: Routledge.

Los Angeles Unified School District Board of Education. (2002). *Academic English Mastery Program for Standard English Learners.* Sacramento, CA: Los Angeles Unified School District Board of Education.

Los Angeles Unified School District Board of Education. (1989). *The Children Can No Longer Wait.* Sacramento, CA: Los Angeles Unified School District Board of Education.

Macdeo, D. (1994). *Literacies of Power: What Americans are not allowed to know.* Boulder, CO: Westview Press.

Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. M. *Through the golden door: Educational approaches for immigrant adolescents with limited schooling.* Baltimore, MD: Center for Applied Linguistics.

Martin Luther King Junior Elementary School Children, et al. v Ann Arbor School District. (July, 1979). Civil Action No. 7-71861, US District Court.

McKernan, J. (1988). The countenance of curriculum action research: Traditional, collaborative and emancipatory-critical conceptions. *Journal of Curriculum and Supervision, 3*(3), 173-200.

McKinney, S., Fuller, S., Hancock, S., & Audette, B. (2006). Does "highly qualified" make you a "star"? *Teacher Education & Practice, 19*, 80-93.

McMillan, J. H. (1996). *Educational research: Fundamentals for the consumer.* (2nd ed.). New York: Harper Collins.

Mills, G. (2007). *Action research: a guide for the teacher researcher.* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Milner, H. R. (2006). But good intentions are not enough: Theoretical and philosophical relevance in teaching students of color. In J. Landsman & C. Lewis (Eds.), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism* (pp.79-90). Sterling, VA: Stylus.

Mora, J. (2005). *History of bilingual education.* Retrieved July 19, 2008, from http://coe.sdsu.edu/people/jmora/Pages/HistoryBE.htm.

National Center for Educational Statistics. (2009). *The condition of education 2000-2007.* Retrieved August 16, 2009, from http://nces.ed.gov/programs/coe/2009/section1/indicator07.asp.

National Center for Educational Statistics. (2007). *The condition of education 2000-2007.* Retrieved July 16, 2008, from http://nces.ed.gov/programs/coe/.

National Urban League. (2007). *The state of Black America: Portrait of the Black male.* New York: Author.

New, C.A. (1996). Teacher thinking and perceptions of African-American male achievement in the classroom. In F.A. Rios (Ed.) *Teacher thinking in cultural contexts* (pp.85-103). Albany: State University of New York Press.

Ogbu, J., & Simons, H. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly, 29*(2), 155-188.

Olson, L., & Jerald, C. D. (1998). Quality counts '98: The urban picture. Retrieved June 18, 2004, from http://www. edweek.org/reports/qc98/challenges.htm.

Orfield, G. (1997). Does desegregation help close the gap? *Journal of Negro Education, 66*(3), 241-254.

Perie, M., Grigg, W.S., & Donahue, P.L. (2005). *The Nation's Report Card: Reading 2005* (NCES) 2006-451). U.S. Department of Education, Institute of Education Sciences, National Center for Educational statistics, Washington DC: U.S. Government Printing Office.

Perry, T., Hilliard III, A., & Steele, C. (2003). *Young, gifted and black: Promoting high achievement among African Americans.* Boston, MA: Beacon Press.

Phillipson, R. (2008). Lingua franca or lingua frankensteinia? English in European integration and globalisation. *World Englishes. 27*(2), 250-267.

Piaget, J. (1972). To Understand Is To Invent. New York: The Viking Press, Inc.

Rickford, J. (1997). The development of African American Vernacular English. In M. Salikoko, J. Rickford, G. Bailey, & J. Baugh (Eds.), *African American English.* London: Reoutledge.

Rickford, J. & Rickford, A. (1996). Dialect readers revisited. *Linguistics and Education, 7.* 107-128.

Roberts, D., Foehr, U., Rodeout, V., & Brodie, M. (1999). *Kids &media @ the new millennium* (A Kaiser Family Foundation report). Menlo Park, CA: Henry J. Kaiser Family Foundation. Retrieved from http://www.kff.org/entmedia/1535-index.cfm.

Rothstein, R. (2004). *Class and schools: Using social, economic and educational reform to close the black-white achievement gap.* Washington, DC: Economic Policy Institute.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action.* New York: Basic Books.

Short, D. (in progress). Academic literacy through sheltered instruction for English Language Learners in secondary schools. Retrieved on July 22, 2008 from http://www.cal.org/projects/archive/academicliteracy.html.

Short, D., Himmel, J., Echevarria, J, & Richards, C. (in progress). The Impact of the SIOP Model on middle school science and language learning. Retrieved on July 22, 2008 from http://www.cal.org/create/research/siopscience.html.

Shulman, L. (1986).   Those who understand: A conception of teacher knowledge. *American Educator, 34,* 9-15.

Shultz, E. L. , Neyhart, K., & Reck, U. M. (1996). Swimming against the tide: A study of prospective teachers' attitudes regarding cultural diversity and urban teaching. *Western Journal of Black Studies, 20*(1), 1-7.

Simmons, T. & Ebbs, S. (2001, February 18). Separate and unequal again. *The News & Observer*, p. A1.

Smitherman, G. (2000). *Talking that talk: Language, culture and education in African American children.* London: New York: Routledge.

Spradley, J. (1980). *Participant observation.* New York: Holt, Reinhart & Winston.

Steingberg, A., & Almeida, C. (2004). *The dropout crisis: Promising approaches in prevention and recovery.* Boston, MA: Jobs for the Future.

Stipek, D. (1993). *Motivation to learn: From theory to practice.* (2nd ed.) Boston: Allyn & Bacon.

Tate, W. (1995). School mathematics and African American students: Thinking seriously about opportunity-to-learn standards. *Educational Administration Quarterly, 31*, 424-448.

Taylor, H. U. (1989). *Standard English, Black English and bidialectalism*. New York: Peter Lang.

Thompson, C. L. & O'Quinn III, S. D. (2001). *Eliminating the Black-White achievement gap*. North Carolina Education Research Council. Retrieved on July 23, 2008 from http://21stcenturyschools.northcarolina.edu/reports.xml.

Thurston, J. & Candlin, C. (1998). Concordancing and the teaching of the vocabulary of academic English. *English for Specific Purposes. 17*(3), 267-280.

Trumbull, E & Pacheco, M. (2005). *Leading with diversity: Cultural competencies for teacher preparation and professional development*. Providence, RI: The Education Alliance Brown University.

United States Department of Education. (2009). Adolescent literacy research network. Retrieved on August 15, 2009 from http://www.ed.gov/about/offices/list/ovae/pi/hs/adollit.html.

United States Department of State. (2009). Office of English language programs. Retrieved on September 21, 2009 from http://exchanges.state.gov/englishteaching/index.html.

Uhlenberg, J & Brown, K. M. (2002). Racial gap in teachers' perceptions of the achievement gap. *Education and Urban Society. 34*, 493-530.

Vine, E. (1997). Language across the curriculum: The language learning potential in a science context. Wellington, NZ: New Zealand Council for Educational Research.

Vygotsky, L. (1987) *Thought and language*. (A. Kozulin, Ed.). Cambridge, MA: MIT Press.

Wellman, D. (1977). *Portraits of White racism*. Cambridge, England: Cambridge University Press.

Williams, S. (1991). Classroom use of African American Language: Educational tool or social weapon? In C. Sleeter (Ed.), *Empowering through multicultural education*. (199-215). New York: State University.

Wolcott, H. F. (1988). Ethnographic research in education. In R. M. Jaeger (Ed.), *Complementary methods for research in education* (pp. 187-210). Washington DC: American Educational Research Association.

Woodson, C. G. (1999.) *The Education of the Negro*. New York: AB Publishing.

Zwiers, J. (2008). *Building academic English: Essential practices for content classrooms*. San Francisco, CA: Jossey Bass.

Zweirs, J. (2007). Teacher practices and perspectives for developing academic language. *International Journal of Applied Linguistics, 17*(1), 93-116.

APPENDIX A – TEACHER PERSONAL JOURNAL REFLECTION QUESTIONS

1)   What curriculum strand and specific lesson did I teach?

2)   What were the content and language objectives?

3)   What strategy/strategies did I use in today's lesson?

4)   Which SIOP features were implemented in today's lesson?

5)   Give a brief description of the lesson

6)   Give a brief description of the outcome of the lesson

APPENDIX B –TEACHER DIGITAL RECORDING REFLECTION QUESTIONS

1) What curriculum strand and specific lesson did I teach?

2) What were the content and language objectives?

3) What went well and what didn't?

4) In what areas of the lesson could I improve?

5) Which students were the most engaged? The least engaged? Were there overriding reasons why those students behaved in that way?

6) What are my initial reactions to the day's student reflection sheets?

7) What are the students saying? What am I missing according to them?

8) How did today's strategy work? Will I use it again?

9) How did the model perform today?

10) Gut reactions to anything else?

APPENDIX C: STUDENT PRE-IMPLEMENTATION WRITTEN REFLECTION QUESTIONS

1)   Think about last year's teacher. What was your favorite lesson or activity he/she

taught to you? Why do you think you remember that lesson so well? What made

it so memorable?

2)   Think about your other teachers over the years. Is there a lesson or activity you

really remember well? Why do you think you remember that lesson so well?

What made it so memorable?

3)   Think about you as a learner. How do you learn best? Alone? In a group? By

reading the text? Doing an activity?

4)   Do you think you are a good student? Why or why not?

5)   Do you like coming to school? Why or why not?

APPENDIX D: STUDENT WRITTEN POST-LESSON REFLECTION QUESTIONS

1)   List curriculum strand and name of lesson

2)   What were the language and content objectives for today's lesson?

3)   Were you excited about learning these objectives? Why or why not?

4)   Name at least one thing you learned from today's lesson.

5)   What did we do during the lesson that helped you learn that one thing?

6)   Can you think of a way I could have made the lesson more interesting or the material easier to learn?

7)   Additional comments/suggestions?

APPENDIX E: STUDENT POST-IMPLEMENTATION REFLECTION
QUESTIONS

1)   Think about this year. What was or were your favorite lessons or activities we did

        this year? Why do you think you liked or remember these lessons so well?

2)   Think about your experience last year. How is learning different for you this year

        compared to last year?

3)   If you could talk to your middle and high school teachers, what advice would you

        give them about teaching?

4)   What should your future teachers know about teaching YOU specifically?

5)   Do you think you are a good student? Why or why not?

6)   Do you think you are a better student that you were last year? Why or why not?

7)   Do you like coming to school? Why or why not?

APPENDIX F: SHELTERED INSTRUCTION OBSERVATION PROTOCOL

228

The Sheltered Instruction Observation Protocol (SIOP®)
(Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer(s): _____   Teacher: _____
Date: _____   School: _____
Grade: _____   Class/Topic: _____
ESL Level: _____   Lesson: Multi-day Single-day *(circle one)*

Total Points Possible: 120 (Subtract 4 points for each NA given) _____
Total Points Earned: _____   Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under "Comments" specific examples of the behaviors observed.

	Highly Evident		Somewhat Evident		Not Evident	
Preparation	**4**	**3**	**2**	**1**	**0**	
1. **Content objectives** clearly defined, displayed, and reviewed with students	❑	❑	❑	❑	❑	
2. **Language objectives** clearly defined, displayed, and reviewed with students	❑	❑	❑	❑	❑	
3. **Content concepts** appropriate for age and educational background level of students	❑	❑	❑	❑	❑	
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	❑	❑	❑	❑	❑	
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	❑	❑	❑	❑	❑	
6. **Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking *Comments:*	❑	❑	❑	❑	❑	
Building Background	**4**	**3**	**2**	**1**	**0**	**NA**
7. **Concepts explicitly linked** to students' background experiences	❑	❑	❑	❑	❑	❑
8. **Links explicitly made** between past learning and new concepts	❑	❑	❑	❑	❑	
9. **Key vocabulary** emphasized (e.g., introduced, written, repeated, and highlighted for students to see) *Comments:*	❑	❑	❑	❑	❑	
Comprehensible Input	**4**	**3**	**2**	**1**	**0**	
10. **Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	❑	❑	❑	❑	❑	
11. **Clear explanation** of academic tasks	❑	❑	❑	❑	❑	
12. **A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) *Comments:*	❑	❑	❑	❑	❑	
Strategies	**4**	**3**	**2**	**1**	**0**	
13. Ample opportunities provided for students to use **learning strategies**	❑	❑	❑	❑	❑	

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model.*)

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	
14. **Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)	❏	❏	❏	❏	❏	
15. A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions) *Comments:*	❏	❏	❏	❏	❏	

Interaction

	4	3	2	1	0	
16. Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	❏	❏	❏	❏	❏	
17. **Grouping configurations** support language and content objectives of the lesson	❏	❏	❏	❏	❏	
18. Sufficient **wait time for student responses** consistently provided	❏	❏	❏	❏	❏	NA
19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text *Comments:*	❏	❏	❏	❏	❏	❏

Practice/Application

	4	3	2	1	0	NA
20. **Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge	❏	❏	❏	❏	❏	❏
21. Activities provided for students to **apply content and language knowledge** in the classroom	❏	❏	❏	❏	❏	❏ NA
22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking) *Comments:*	❏	❏	❏	❏	❏	

Lesson Delivery

	4	3	2	1	0	
23. **Content objectives** clearly supported by lesson delivery	❏	❏	❏	❏	❏	
24. **Language objectives** clearly supported by lesson delivery	❏	❏	❏	❏	❏	
25. **Students engaged** approximately 90% to 100% of the period	❏	❏	❏	❏	❏	
26. **Pacing** of the lesson appropriate to students' ability level *Comments:*	❏	❏	❏	❏	❏	

Review/Assessment

	4	3	2	1	0	
27. Comprehensive **review of key vocabulary**	❏	❏	❏	❏	❏	
28. Comprehensive **review of key content concepts**	❏	❏	❏	❏	❏	
29. Regular **feedback** provided to students on their output (e.g., language, content, work)	❏	❏	❏	❏	❏	
30. **Assessment of student comprehension and learning** of all lesson objectives (e.g., spot checking, group response) throughout the lesson *Comments:*	❏	❏	❏	❏	❏	

appendix a

APPENDIX G: SIOP LESSON PLAN TEMPLATE

231

SIOP® Lesson Plan Template 2

STANDARDS:

THEME:

LESSON TOPIC:

OBJECTIVES:
Language

Content

LEARNING STRATEGIES:

KEY VOCABULARY:

MATERIALS:

MOTIVATION:
(Building background)

PRESENTATION
(Language and content objectives, comprehensible input, strategies, interaction, feedback)

PRACTICE/APPLICATION:
(Meaningful activities, interaction, strategies, practice/application, feedback)

REVIEW/ASSESSMENT:
(Review objectives and vocabulary, assess learning)

EXTENSION:

appendix b

APPENDIX H: SAMPLE LESSON PLANS

review
Build Background

Focus: Review/Assess   Science

SIOP® Lesson Plan Template 2   2/23   **231**

STANDARDS:

THEME:
Newton's Laws of Motion

LESSON TOPIC:
Newton's First Law- Wrap up F4-F15

OBJECTIVES:
Language   *using Newtons 1st Law*
① Explain why orally and in writing, certain activities happen
Content
② Explore ~~how~~ Newton's 1st law *in* real life activities

LEARNING STRATEGIES:
Play "Why" game - (rehearsal)
                                           speed + direction
KEY VOCABULARY:
force, inertia, friction, speed, velocity, acceleration,
                                                          deceleration
MATERIALS: *jump*
Scooter, rope, stopwatches

real world
car accident

Seatbelt

moving furniture

MOTIVATION:
(Building background)
review components of Newton's 1st Law

PRESENTATION
(Language and content objectives, comprehensible input, strategies, interaction, feedback)
① Create 4 corners vocab cards for vocab words

PRACTICE/APPLICATION:
(Meaningful activities, interaction, strategies, practice/application, feedback)
② "Why game — using different scenarios able to explain "why" things happen

REVIEW/ASSESSMENT:
(Review objectives and vocabulary, assess learning)
Collect answers review for

EXTENSION: accuracy

• throw stuffed animal — What causes movement/stop movement — *force, gravity*

• 👓 + rope — time which faster - why? [friction]

• book on Scooter   Why book fly off? [inertia]
   △ direction

• throw beanbag — Which need to be [velocity]
   on moving Scooter   accurate? [accel]

• rope on Scooter — stop — [inertia - deceleration]

Focus: Strategies .... SS

231

SIOP® Lesson Plan Template 2

2/25

STANDARDS:

THEME:
Mid Atlantic Colonies - Chapter 6

LESSON TOPIC:
lesson 1 - Breadbasket Colonies

OBJECTIVES:
Language
① Read chapter & identify info based on key words - who what where when why how ② write a summ at end chapter
Content
① Identify why MAC attracted people of many diff. cultural regions
③ orally share

LEARNING STRATEGIES:
gist

KEY VOCABULARY:
refuge, trial by jury, justice, farm produce, Great Awakening

MATERIALS:

real world:
Why cultures are way are today?

MOTIVATION:
(Building background)
• Why did Puritans/Pilgrims come to America?
• How newcomer contribute to culture?
holidays?
food
cloths
language
religion

PRESENTATION
(Language and content objectives, comprehensible input, strategies, interaction, feedback)
• Split page note taking

page 2

chapter 6 vocab

Model

PRACTICE/APPLICATION:
(Meaningful activities, interaction, strategies, practice/application, feedback)
• Read section aloud
• review section and add info to our chart

Who: names

What: describe action, event

When: time, date

REVIEW/ASSESSMENT:
(Review objectives and vocabulary, assess learning)
• hand in summary - see if followed directions - used model

EXTENSION:

Yesterday President name came to my class. He forgot to buy Sophia a birthday present so at the NTS bake sale a baker/freeman gave him a mix and he combined the ingredients and baked a delicious chocolate cake.

Show how answers all question

Where: location, city, place

Why: explains an action

How: explains process

Mid Atlantic

page 3

Focus: Stud-interact   Math

• CI - visuals, follow direct-n

SIOP® Lesson Plan Template 2   2/26

231

STANDARDS:

THEME:
Fractions

LESSON TOPIC:
+/- Fractions w/ unlike denominators 8/2 pg 462

OBJECTIVES:
Language ① Explain to partner steps needed to find C.D. for 2 number

Content ① Identify C.D. for 2 fractions ② Use C.D. to +/- fractions and find sum/difference

LEARNING STRATEGIES:
rehearsal - drill/practice, recip teaching

KEY VOCABULARY:
common denominator - multiples
(skip counting)

MATERIALS:

buying fence
real world connect

MOTIVATION:
(Building background)
• review steps to finding C.D for 2 numbers.

PRESENTATION
(Language and content objectives, comprehensible input, strategies, interaction, feedback)
• Demonstrate steps to +/- fraction w/ unlike deno-

PRACTICE/APPLICATION:
(Meaningful activities, interaction, strategies, practice/application, feedback)
• w/ partner complete 3 practice problems

REVIEW/ASSESSMENT: • indep. start HW
(Review objectives and vocabulary, assess learning)
• monitor student/partner progress

EXTENSION:
• Write steps in own words

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), Making Content Comprehensible for English Learners: The SIOP® Model.)

$\frac{3}{4}$ $\frac{2}{8}$

① Circle denominators

② look at 1st fraction, list multiples (skip count) of that number

③ repeat process w/ 2nd fractions

④ circle smallest/lowest # have in common

⑤ set both fractions equal to the L.C.D.

APPENDIX I: STUDENT RESPONSE TABLE

	2/23 Char Map	2/26 Newtons 1st law	3/2 Note taking	3/5 Note Taking	3/10 Fractions Game	3/12 Newtons law Gallery walk	3/16 LA Sequencing
Nia	This is so boring! I hate this lesson!	Why can't you let us do any stuff? You did everything and we just sate here and watched…it was no fun at all!	This didn't help me at all because I was working in a groups and everyone was pesky and didn't listen to me. I'm an independent person and Davaunn just kept whining the whole time! Let me work in-dependent, PLEASE!	Take notes	I know everything about fractions	I liked the Gallery Walk. It was fun! I liked walking around to each station..yes it was fun walking and learning with my friend Sharonda…we had fun girl!	It was fun to get up and act everything out with everyone in the class; we had to get the right answers.
Dawuan	This sucks	She could have took us outside and throw stuff ourself	This lesson sucked	This sucks	I liked this because it helped me work hard..i liked working with Davuann.this lesson was the best!	I loved this lesson because it was funny and fun	I like that the other team had to guess
Davuann	Dewey saved his family	I like throwing but I wanted to do it too	You talk to fast and I cant keep up	Don't put me with girls	I liked working with a partner and the fact you didn't help us.	reading scenario, I liked it, we got out of our seat	I like it because we work in a group
Aisha	Don't go so fast	no comment	I don't remember	Write notes	Solve the problem	I liked it because it helped me understand better	I liked the game, it helped me understand sequencing more
Zhane	I liked talking about grandma	She could have let someone else on the scooter	I just thought u wanted us to take notes	How to write notes	It was way to hard and Dawuann kept braggin	I liked it because I got to get motivated	That we had to move and it was a game
Fifi	I like when you read in a funny voice	We should be the ones to act out volcty and inersha	Take script out of the new, where, when, how	Write a note	Work hard with partners	Going around the room was fun	I likd we had to put it in ordar
Sharonda	Character map	I hate science	This is SO boring	Write a sumary	To become math machines	I liked it cuz the notes were funny	I liked everything
Nakita	I did this last year	It get boring when she talks	I hate taking notes	To copy notes	It was good but kinda boring	I like it –it was fun	I loved it because it was a game
Troy	visualize	no	I hate this lesson	absent	I hate math, its stupid	I like…	it was fun
Walt	Big a big boot	It was ok	boring	no	yes	Yes because you get to create a force	guessing

	3/16 Science Notes	3/18 Math – add/ subtract fractions	4/13 SS review	5/4 EOG review	5/6 EOG review	5/8 EOG review
Nia	I didn't like this lesson bc I couldn'tget anything done bc Nakita was just talking to me the whole time and I couldn't con-centrate and so I had to do all the work and it made me mad	At first I didn't have a clue what we were doing…I just wanted a sort cur and I didn't see why I had to work by myself. Then when I showed her what to do…well at first it was hard cuz she doesn't get it sometimes and I wanted to go on to the next one bu then she did it an I was glad….sometimes you but in our business too much tho.	I like working with partners!	absent	I loved that I can work with a partner but I don't like people getting too com-petitive. its better if we just work to help each other..and I can get help so I don't get frustrated.	This activity helped me learn because it makes those kids who don't study really study more.. we get to work in a group and that's a funner way to play and learn, helping each other.
Dawuann	I liked working with a partner	We need to work hard to get all the things we need to learn	I liked working with Davaunn	I didn't like we worked by ourself	the best..it helped us work hard and I liked it because it was like a race and we were going to beat the girls.	It was fun, way better than studying regularly
Davuann	Working with partners is fun	Fractions, consintrate	To work in partners	Don't like reading by myself	I liked to beat the girls – we are bests!	You get to work with partners and get candy
Aisha	Working in a group because I got more help and I could ask them questions..I like working with theses partners because they make me feel more comfortable	absent	I liked it we tried it on our own	I liked the skunk	You get to check your answer	Because it makes my reading skills better
Zhane	Learn to work as a team…working with 2 people was better for me. It isa good thing to review these things because it helps get my reading skills up	Work hard with partners	Working with a partner	Making connectio ns	When you review you get to remember	Yes, its like the real EOG but you get to work together
Fifi	Liked reading to each other. We got help but it was good that we got to read it our on our own	Practice fractions	absent	I need to lern how to red fast	This will help me on the EOG	I lick it because we worke with porners and help us do reading for the eogs
Sharonda	Science is ok	Thank you Ms Collins	Girl you workin them boots!	vocab	People getting to competive	It helps me understand reading better
Nakita	yes	I liked it	I don't know	The end was the best	Solving the problems together	Get wrong answer
Troy	absent	Doing math	I like partner	absent	I can work with my partner	nothing
Walt	It was good	Math is easy	I liked we got to work with a partner and read to each other	I liked reading by myself	Working with a partner	I just like it