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Collaborative Pull-Out Literacy Classroom for Dually Served Students

A Dissertation Presented for the
Doctor of Education
Degree
Kennesaw State University

Mandy D. Sitten
April 20, 2020

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Dedication

I dedicate this dissertation to my mother, Sandra Daniels, who instilled in me the qualities of perseverance and commitment and encouraged me to always strive for excellence in whatever I pursue. I also dedicate this dissertation to my husband David and my children Abby and Grady for their tireless love, and always believing in me, inspiring me, and encouraging me to stay on my path. Always live your best life; don't fear failure, be afraid of not having the chance.

Acknowledgments

I would like to thank Dr. Kate Zimmer for her expertise, guidance, assistance, and patience with me throughout the writing of this dissertation. I would like to thank my committee members Dr. Melissa Driver, Dr. Mei-Lin Chang, and Dr. James Gambrell, for their support, suggestions, and encouragement.

I would like to specifically acknowledge my sister Wendy Allard for always being there for me regardless of the time and/or issue.

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Definition of Terms

Students with Disabilities (SWD)

The IDEA defines SWDs as individuals with a disorder in one or more of the basic psychological processes involved in understanding or using language (spoken or written) that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (2004).

English Learners (ELs)

ELs are students whose primary or home language is not English and who are eligible for services based on the results of an English language proficiency assessment. The Georgia Education Code defines ELs as students whose primary or home language is not English and who are eligible for services based on their W-APT results (Alston & Ellis, 2017). Georgia, like all states, is mandated to identify ELs in Pre-K-12 schools by level of ELP (Civil Rights Act of 1964; Lau v. Nichols, 1974; Paulsen, 2016; Plyler v. Doe, 1982) and provide research-based language assistance so that the ELs develop proficiency in the English language (all four domains: listening, speaking, reading, and writing) to successfully perform academically at the assigned grade level (Castenada v. Picard, 1981). The state prescribes rules and regulations regarding eligibility criteria and standards to carry out to identify and service ELs that are eligible to receive ESOL services (Alston & Ellis, 2017).

Dually-Served Students

Dually-served students are identified as English learners who have a disability. They have been identified as eligible for both ESOL and special education services. For this study, the definition has been narrowed to include only ELs with disabilities. The GADOE (Alston & Ellis, 2017) defines dually-served students as those receiving services through both special education and ESOL programs, where the special education and ESOL specialists collaborate to determine the most effective plan and provide the needed support for implementation for the dually-served student.

Both Titles I and III of ESSA require states and LEAs to annually assess the English proficiency in the domains of speaking, listening, reading, and writing of all ELs in the state who are enrolled in public schools in grades K-12 (Alston & Ellis, 2017). Accordingly, as part of a general state assessment program, all ELs with disabilities must participate in WIDA 2.0 (ACCESS for ELLs 2.0 Summative Assessment, 2018).

English for Speakers of Other Languages (ESOL)

ESOL is a state-funded educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs (Georgia Department of Education, 2015). ESOL is a state-funded educational support program provided to help ELs develop English language proficiency in academic and social language in order to participate fully in a school's educational program.

Collaborative classroom

In this study means a classroom specifically designed to focus on literacy skills and language acquisition needs for middle school dually-served students

Co-Taught Class

The general definition of co-teaching involves two equally-qualified individuals who may or may not have the same area of expertise, jointly delivering instruction to a group of students. A common example of co-teaching today occurs in many inclusion classrooms, where a general education teacher and a special education teacher share responsibility for classroom management and instruction. The general definition of co-teaching involves two equally-qualified individuals who may or may not have the same area of expertise, jointly delivering instruction to a group of students. A common example of co-teaching today occurs in many inclusion classrooms, where a general education teacher and a special education teacher share responsibility for classroom management and instruction.

Collaboratively Taught Class

In this classroom, a highly-qualified special education teacher and a highly-qualified ESOL teacher work together to examine and implement best practices in both disciplines to meet the specific needs of ELs with disabilities (Dove & Honigsfeld, 2010).

In a collaboratively-taught classroom, a highly-qualified special education teacher and a highly-qualified ESOL teacher work together to examine and implement best practices in both disciplines to meet the specific needs of ELs with disabilities (Honigsfeld & Dove, 2014).

ACCESS

ACCESS is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' development progress in all four domains: listening, speaking, reading, and writing. ACCESS meets U.S. federal requirements under

ESSA for monitoring and reporting ELs' progress toward ELP. ELs take the ACCESS annually (ACCESS for ELLs 2.0 Summative Assessment, 2014).

EOG (End of Grade Test)

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, Mathematics, Science, and Social Studies. Students in grades three through eight take an end-of-grade assessment in English Language Arts and Mathematics, while students in grades five and eight are also assessed in Science and Social Studies (Georgia Department of Education, 2015).

SRI (The Scholastic Reading Inventory)

SRI is a criterion-referenced test that measures reading comprehension and matches students to texts so they can read with confidence and control. Results are reported as scale scores (Lexile® measures) (*Scholastic, Inc.*, 2014).

Lexile

A Lexile measure is defined as “the numeric representation of an individual’s reading ability or a text’s readability (or difficulty)” (The Lexile Framework for Reading, 2018).

Abstract

This descriptive study examines the effectiveness of a collaboratively-taught classroom literacy skills and language acquisition delivery collaborative classroom for middle school students who receive both special education and ESOL services. Limited research was found on best practices for teaching dually-served students, yet a noticeable increase of evidence indicates that ELs with disabilities require accommodations for language development and/or modifications for their disability in order to achieve academic success. This research combines theories of additional language acquisition and special education to show their relationship to the needs of dually-served students; it will address problems of serving ELs with disabilities. This research explores if an increase in reading proficiency was evident due to the implementation of the collaborative classroom. ELs with disabilities did show an increase in reading proficiency within all middle school grade levels; the largest growth was within dually-served students in the collaborative classroom for the spring 16-week session. When the researcher analyzed grade level data, she discovered that 154% of ELs with disabilities in the collaborative classroom increased their Lexile level. Examining data and feedback from the collaborative classroom revealed unique patterns and findings that can contribute to the field of education. This study will help determine effective interventions that address dually-served students' unique populations, which is at risk of dropping out of school due to disability, language, literacy, or a combination of these factors. Additionally, the research will address effective ways to maximize integration of content instruction to increase student reading performance within the collaborative classroom for dually-served students.

Chapter One: Introduction

This study examines a collaborative classroom for literacy skills and language acquisition, focusing on literacy and academic needs for middle school dually-served students, meaning those who receive both special education and English for speakers of other languages (ESOL) services. The current collaborative classroom for these dually-served students includes collaborative teaching by educators certified to teach English learners (ELs) and those qualified to teach students with disabilities. Only limited research exists that has already examined best practices for teaching these dually-served students. A noticeable increase of evidence shows that, in order to be successful in school, ELs with learning disabilities require not only accommodations for language development, but also accommodations and/or modifications for their disability (or disabilities) (Garcia & Tyler, 2010; Gersten et al., 2000; Harry & Klingner, 2006; Kushner, 2008). This research combines theories related to additional language acquisition and special education to determine how prior researchers address the academic and language needs of dually-served students.

In 2016, there were 4,752 dually-served students in the study district, and the number has steadily increased over the past two years (County & District, 2016). In 2014, only 1,500 students qualified to receive services from both ESOL and special education (County & District, 2014). Nineteen elementary schools and six middle schools have been identified as having a significant number of students eligible for both programs' services, thereby highlighting the growing need to establish more permanent collaborative classrooms at schools within the district (County & District, 2014). The school system targeted in this study accounts for 50% of the state's 8,444 dually-served

students. The research conducted in this study focuses on defining an increase in reading proficiency due to the implementation of the collaborative classroom. ELs with disabilities who participated in the collaborative classroom demonstrated increases in reading proficiency within all middle school grade levels (sixth, seventh, and eighth), but the largest growth within the collaborative classroom occurred over 16 weeks in spring. Grade-level data indicated an improvement of ELs with disabilities in the collaborative classroom, as they increased their Lexile level. Examining data and feedback from the collaborative classroom for dually-served students revealed unique patterns and findings that can contribute to the field of education, including effective interventions that address this unique group's risk of dropping out of school due to disability, language, literacy, or a combination of these factors. Finally, the results offered effective ways to maximize integration of content instruction to increase student reading performance for dually-served students.

Utilizing the data from the study among ELs with disabilities allows for strategic planning to occur that focuses on providing school environments with the necessary resources and skills required to meet this population's particular educational needs. In addition to investigating the components that affect ELs with disabilities, it is also imperative to improve the methods and strategies currently lacking in the educational environments in which ELs with disabilities exist. For ELs with disabilities, educational success is dependent on the school's ability to recognize their particular learning and linguistic strengths while matching appropriate instructional methods to their unique needs; likewise, this particular subset of the student population may experience greater challenges in achieving educational success. This is evident in how educational

institutions and educators struggle to address the academic needs of ELs with disabilities. In addition, there is an undeniable achievement gap and poor rate of high school graduation among this student group (Fry, 2007; Hibel et al., 2011; Olsen, 2010). Lack of academic progress is further compounded when academic and English language development needs are not met. Research conducted on the education of ELs has emphasized how English language development is critical to this student population's educational success (August & Shanahan, 2006; Genesee et al., 2005; Orosco & Klinger, 2010). For students with disabilities (SWDs), the Individual Education Plan (IEP) documents the steps that will be implemented on behalf of a student in order to attain maximal educational benefits. Understanding the essential educational needs of ELs with disabilities and recognizing how IEPs drive the instructional program of SWDs, the literature reviewed focuses on examining the IEPs of ELs and their long-term outcomes (Baca & Cervantes, 2004). Educational success for ELs with disabilities is dependent on the educational plan that is developed for these students. Determining an educational plan that offers these students a greater opportunity for success is the focus of this study. Research is needed to examine the patterns of ELs with disabilities; this will be a critical element to the success of greater contributions to the body of literature on ELs and SWDs.

Background Student Data

In this section, background data is provided at the national, state, and local levels. I will review the data that supports the need for this research study. The data shows trends from national, state, and local levels that are impacting dually-served students.

National Student Data

The overall population of students in U.S. public schools in the fall of 2017 was approximately 50.7 million students (National Center for Education Statistics, 2018). Public schools in this nation are on the edge of a new demographic era. In the fall of 2014, for the first time, the overall number of Latino, African-American, and Asian students in public K-12 classrooms surpassed the number of non-Hispanic Caucasians. The new collective majority of minority school children are projected by the National Center for Education Statistics to be 50.3% of the population by the fall of 2023 (Maxwell, 2018). This increase has been driven largely by the dramatic growth in the Latino population and a decline in the Caucasian population, and, to a lesser degree, by a steady rise in the number of Asian students (while African-American student growth generally has been stagnant) (Maxwell, 2018). The demographic shift makes it difficult for the education system to keep up with the ever-evolving landscape of academic needs. Thus, there is a demand to address the educational outcomes for the newly-diverse majority of American students (Maxwell, 2018), and demographers and educators have taken on this task. The enrollment milestone of Latino, African-American, and Asian students in public schools emphasizes a multitude of challenges for educators, including that more students are living in poverty, more students encounter life experiences that differ from those of their teachers, and more students will require English language instruction (Maxwell, 2018).

Students with Disabilities Data

After years of steady decline, the nationwide count of school-age students covered under the Individuals with Disabilities Education Act (IDEA) has recently shown an upswing (Maxwell, 2018). The number of students with disabilities who range in age

from six through 21 fell to a low of 5.67 million in 2011 but rose to 5.83 million in 2014, the most recent year for which figures are available (Samuels, 2017).

English Learner Data

Data on ELs is more readily available than that of students covered under IDEA. ELs are the fastest-growing student population in U.S. public schools, and their academic performance is lagging compared to their native English-speaking peers (Rivera et al., 2009). According to the United States Department of Education (USDOE), the number of ELs in U.S. schools has increased to almost nine times the rate of total school enrollment (NCELA, 2016). The majority of ELs are increasing in concentration in five states: Louisiana (42.7%), Wyoming (48.1%), Rhode Island (48.8%), Mississippi (50.6%), and West Virginia (83.5%) (NCELA, 2017). As this population continues to grow in public schools, their academic achievement gap widens (NCELA, 2016).

Dually-Served Student Data

Based on 2008 national data, there are over 500,000 ELs with specific learning disabilities (SLDs). SLDs are historically one of the highest disability occurrences among the Pre-K-12 student population in general and for ELs in particular (NCELA, 2011). More current data on dually-served students is presently difficult to determine, due to states collecting data separately on ESOL and special education students. In 2017, the reauthorization of the Elementary and Secondary Education Act (ESEA) and Every Student Succeeds Act (ESSA), included a recommendation that the academic achievement of these students be consistently tracked (GADOE, 2017). ESSA requires states to document the progress of ELs on the state's English Language Proficiency (ELP) assessment as part of their Title I accountability system and to disaggregate those

results for ELs with disabilities. This requirement is in addition to the Title III requirement to report on the number and percentage of ELs making progress toward achieving English language proficiency and to disaggregate those results, at a minimum, for ELs with disabilities.

State of Georgia Student Data

Georgia's high school graduation rate has increased from 79.4% in 2016 to 82.2% in 2019, which is the first year that Georgia's graduation rate has risen above 80% using the adjusted cohort calculation now required by federal law (GADOE, 2019). This adjusted cohort graduation rate is calculated by the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort (i.e. those students who do not complete the required classes in order to graduate in four years) for the graduating class (GADOE, 2019). In reports from the 2018-2019 school year, the state of Georgia reports that 58.9% of ELs and 58.6% of special education students graduated in the four year cohort (Graduation rate, 2017). The state did not report the graduation rate on dually-served students yet but instead focused on ELs and special education students.

Students with disabilities data. The number of SWDs within the state of Georgia came from the state-emailed report Full Time Equivalent Data Collection System (FTE) (GADOE, 2018). The state report accounts for each Georgia school system's student population and how much time is served with those students. Georgia schools are responsible for educating a diverse, constantly-changing student population, which includes a high population of students who qualify for special education services at 200,418 as of the fall 2018 FTE report from the GADOE.

English learner data. The number of ELs served within the state of Georgia came from the state-emailed report FTE (GADOE, 2018). Georgia schools are responsible for educating a diverse, constantly-changing student population, which includes a population of students who qualify for ESOL services at 108,752 as of the fall 2018 FTE report from the GADOE (GADOE, 2018).

Dually-served student data. The number of dually-served students within the state of Georgia came from the state-emailed report FTE on ELs and special education students. Georgia schools are responsible for educating a diverse, constantly-changing student population that includes a dually-served population comprised of ELs and special education students who qualify for special education services and ESOL services. These numbers are at 8,444 as of the fall 2016 FTE report from the GADOE (GADOE, 2016).

Local School System Student Data

The school district used for this study is one of the largest school systems in Georgia and one of the top 25 school systems in the United States (CCSD, 2019). For 2019, the cohort graduation rate for the school district hovered above the 85.2% mark for the second straight year. At 85.2%, the rate is up 8.7 percentage points over a five-year period and marks the third consecutive year that the rate has topped 80%. Six of the district schools posted rates higher than 90% (CCSD, 2017). The current demographic data, as of February 2019 is as follows: Caucasian 37.2%, Black 30.3%, Hispanic 22.4%, Asian 6.0%, and Multi-Racial 4.1% (CCDS, 2019).

Students with disabilities data. The school district within which this study was conducted is one of the largest in the state. Teachers in the district are responsible for educating over 111,722 students in a diverse, constantly-changing, suburban/urban

environment. Out of the 111,722 students, 13% of those students have a disability (14,700 students) (CCDS, 2018). As reported by the state, this is 13% of the 200,418 students served for disabilities throughout the entire state of Georgia (GADOE, 2018).

English learner data. There are currently approximately 12,000 ELs in grades K-12 in large, suburban school district in the Southeast U.S. This is a massive increase from the 100 plus students in 1989 (CCDS, 2018). ELs account for 10% of the school system's population and 7% of the state's population (GADOE, 2018).

Dually-served student data. In 2016, there were 4,752 dually-served students in the study's geographical focus area, and the number had steadily increased throughout the two years prior to the study's publication (County & District, 2016). In 2014, only 1,500 students qualified to receive services from both ESOL and special education (County & District, 2014). However, in 2014, 19 elementary schools and six middle schools were identified with a significant number of students eligible for both program services, thereby highlighting the growing need within the district (County & District, 2014). The school system accounts for 50% of the state's dually-served student population of 8,444.

Policy and Law

Below are legal policies, laws, and Supreme Court decisions that impact the identification and teaching of SWDs, ELs, and dually-served students. Information is included for national, state, and local levels.

Students with Disabilities

IDEA requires that each state and its local education agencies (LEAs) ensure that a free, appropriate public education is made available to all eligible children with disabilities who are within the mandatory range of ages from three to 22 (Council for

Exceptional Children, 2004). The LEAs must also ensure that the student rights covered within IDEA protections are extended to all eligible children and their parents (Council for Exceptional Children, 2004). IDEA and its provisions require that all students with disabilities be included in all general state assessment programs, including those described under Section 1111 of the ESEA. The ESEA was reauthorized as the Every Student Succeeds Act (ESSA) on December 10, 2015, and represents good news of the reauthorization for students who are dually-serviced through both ESOL and Special Education. Schools are now held accountable for how students learn and achieve, and they now must aim to provide an equal opportunity for students who receive disability services.

IDEA defines SWDs as individuals with a disorder in one or more of the basic psychological processes involved in understanding or using language (spoken or written) that may manifest in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations; such disorders include conditions like perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (Council for Exceptional Children, 2004).

English learners. The Georgia Education Code defines ELs as students whose primary, or home language is not English and who are eligible for ESOL services based on the results of an English language proficiency assessment called the WIDA-ACCESS Placement Test (Alston & Ellis, 2017). Georgia, like all states, is mandated to identify ELs in Pre-K-12 schools by level ELP (Civil Rights Act of 1964; Lau v. Nichols, 1974; Plyler v. Doe, 1982; Paulsen, 2016) and provide research-based language assistance so that the ELs develop proficiency in all four domains of the English language (listening,

speaking, reading, and writing) in order to successfully perform academically at the assigned grade level (Castenada v. Picard, 1981). The state prescribes rules and regulations regarding eligibility criteria and standards to carry out identify in service of ELs who are eligible to receive ESOL services (Alston & Ellis, 2017).

Dually-served students. The GADOE (Alston & Ellis, 2017) defines dually-served students as those receiving services through both special education and ESOL programs, where the special education and ESOL specialists collaborate to determine the most effective plan and provide the needed support of implementation on behalf of the dually-served student.

Both Titles I and III of the ESSA require states and LEAs to annually assess the ELP of all ELs in the state who are enrolled in public schools in grades K-12 in the domains of speaking, listening, reading, and writing (Alston & Ellis, 2017). Accordingly, as part of a general state assessment program, all ELs with disabilities must participate in the annual state ELP assessment called WIDA 2.0 (ACCESS for ELLs 2.0 Summative Assessment, 2014). The term EL is used to describe a pupil who meets the following criteria: s/he is born outside of the United States; s/he speaks a native tongue other than English; s/he comes from an environment where a language other than English is dominant; s/he displays difficulties in speaking, reading, writing, or understanding the English language in sufficient quantity to deny the individual the ability to meet the state's proficient level of achievement on state assessments, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. No Child Left Behind (2002) defines this student population as Limited English Proficient (LEP). The literature reviewed by this researcher primarily

used the term English Learner; hence, EL is the umbrella term used throughout in this dissertation to encapsulate a description of both English learners and Limited English Proficient students.

Graduation Rate

Information is provided below on graduation rates at the national and state level for students with disabilities, ELs, and dually-served students.

General Education

The national graduation rate for the class of 2015-2016 reached 83% (1% higher than the 2014 graduation rate in the United States), but significant gaps remain for student groups across the landscape. Trends in graduation rates vary widely from state to state. Ohio's graduation rate, for example, has been stagnant, while Georgia's reported rate has risen more than 10 points, from 67% to 79% since 2010-2011. In fact, Georgia's rate jumped more than six points from last spring to this spring. According to *The Atlanta Journal-Constitution*, Georgia officials credited the rise to an increased focus on attendance and dropout prevention, as well as to the elimination of state exit exams (Kamenetz & Turner, 2017).

Students with Disabilities

Across the United States, 64.6% of students with disabilities graduated from high school in 2015, a rate of graduation roughly 20% lower than the national average of students without disabilities. In Georgia, Nevada, and Mississippi, students with disabilities graduated from high school at half the rate of their non-disabled peers (Diament, 2015). Overall, the nation's graduation rate rose to 82.3% for the 2013-2014 year but only reached 63.1% for students with disabilities.

Georgia has the nation's third-lowest graduation rate for students with disabilities. Considering that one in 12 of the state's students has an identified disability, thousands do not receive a high school diploma. The most recent graduation rate for students with disabilities in Georgia is 36.5%, which is far below the 62 % national average graduation rate of SWDs. Georgia's graduation rate for all students, which includes those with disabilities, is 72.5%. The State Education Department wants to raise the graduation rate for students with disabilities to 50% by 2018 (Stirgus, 2015).

English Learners

The national graduation rate for the nation's ELs in 2014 was 62.6%, a slight increase over the previous year. The nation's four-year graduation rate for ELs, which includes some students who were once classified as ELs but no longer qualify for services, has improved nearly six percentage points over the past three years (Stirgus, 2015). Despite the increase, the percentage of ELs graduating from high school within four years still trails other subgroups, including students with disabilities and those who come from low-income families (Diament, 2015).

The achievement performance data among ELs has reflected limited academic and linguistic gains. This lack of academic progress is especially evident in critical academic areas, such as math and reading. In an analysis by Fry (2007), 2005 national standardized test scores of ELs in math and reading revealed that 46% of ELs in the fourth grade scored below basic (which means below grade level) in mathematics, and 73% scored below basic in reading. His analysis also shows that the middle school achievement of ELs in eighth grade was worse, with 71% scoring below basic in

mathematics and reading. Although ELs have made some gains, they are still performing significantly lower than their native English-speaking peers.

Dually-Served Students

The research on dually-served students has primarily focused on issues that occur prior to an EL being evaluated for a disability (Keller-Allen, 2006). ELs with disabilities require particular services and instructional practices that meet their unique needs. This student population is challenged by having to function with a disability in an educational environment that is culturally and linguistically different from their norm. The research on dually-served students has shown that many of their IEPs and instructional programs do not actually address their unique cultural and linguistic needs (Collier, 2004; Yates & Ortiz, 2004). In addition, Zehler et al. (2003) found in a national study of K-12 public schools that two-thirds of districts did not have services dedicated to address the needs of dually-served students; they also discovered that scarcity exists in research on effective instructional practices for this population. If services that meet the academic needs of this culturally and linguistically diverse population are not typically available, it follows that the IEPs of these students do not include them and are therefore insufficient. Providing instructional practices that are appropriate for dually-served students is challenging because the impact of both the disability (or disabilities) and language acquisition must be addressed simultaneously. The academic success of dually-served students is dependent on the instructional practices that are used to educate them, and yet more research is needed not only to identify these practices, but also to determine their effectiveness (Thurlow et al., 2008).

Instructional Practices

In the study a review of instructional practices that are the most effective instructional practices to meet the needs of SWD students' are studied. Before educators can use effective instructional practices to optimize student outcomes, they must understand which strategies are, in fact, the most effective. To address this need, the researcher focused on strategies that support the SWD population. The following section focuses on specialized instruction within the IEP to support SWD students and coteaching models to support the instruction within the collaborative classroom.

Students with Disabilities

Students with disabilities are served in each subject area based on the amount and delivery of services required according to their IEPs. The range of services may vary according to the area of disability, cognitive level, processing deficits, achievement levels, strengths, and weaknesses. The IEP team members must document the student's current level of performance and write objectives from the information gathered, addressing the student's learning needs. They must determine which objectives can be taught in the general education setting. For those objectives which cannot be met in a general education setting, the team must determine in which special education setting the objectives will be taught. The IEP team must determine a method to evaluate the appropriateness of the Least Restrictive Environment (LRE) decision(s) through ongoing assessment of student learning. The LRE can have several instructional practices within the inclusion classrooms to support special education students.

Inclusion classrooms are mandated by IDEA. "Inclusion" refers to a classroom that has a diverse group of students with a variety of learning needs. Usually, inclusion

means a mixture of general education students with students who have IEPs. Normally, in an inclusion setting, there are two co-teachers to provide extra support for students who need it or whose IEP requires it. The most important part of co-teaching is finding what model of co-teaching works for the classroom in ways that are best for the SWDs.

There are many different models for co-teaching that work in a variety of settings, and finding out what works for co-teachers is a process of trial and error. Good practice suggests that the model of co-teaching should change based on the content and the lesson (Wong & Perez, 2013). If consistency is maintained in classroom management and classroom policies, then changing the model of co-teaching based on the lesson plan can be beneficial. Within the model classroom, the ESOL and special education teachers work together as co-teachers, collaborating and utilizing the different practices of co-teaching listed below.

Parallel Teaching. This refers to two teachers teaching the same content simultaneously in one classroom. The purpose of this model is to lower the student-to-teacher ratio while delivering the content (Wong & Perez, 2013).

Station Teaching. This is when teachers split the content into different stations around the classroom. Each teacher becomes an expert in one piece of the content and runs a station. During the course of the lesson, students rotate throughout the stations in order to receive all of the content that they need (Wong & Perez, 2013).

Alternative Teaching. This refers to when one teacher works with the majority of students in a full class setting, and the second teacher pulls a small group of students out of the classroom (or to a separate area of the classroom) to work together in a small group. In the small group, the second teacher can either teach the same content as the first

group is receiving, while providing extra support to students who need it, or address individual student needs and academic gaps in previously taught content (Wong et al., 2013).

One Teaches, One Assists. This model works when content needs to be delivered to the class as a whole. As one teacher teaches the lesson, the other teacher walks around the room answering students' questions, keeping students on task, and helping individual students when needed (Wong & Perez, 2013).

The following section focuses on ELs instruction practices and ESOL models that are used to support the instruction within the collaborative classroom.

English Learners

LEAs and schools are required to provide English language assistance to all EL students. Such assistance shall be provided through the state-funded ESOL program approved in advance by the state. Some of the following models are used within the state of Georgia:

Pull-Out Model. Students are taken out of a general education class for the purpose of receiving small-group language instruction from the ESOL teacher (Dove & Honigsfeld, 2010).

Push-In Model. Students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher (Dove & Honigsfeld, 2010).

Alternative Teaching. The teachers take turns assuming the lead role. For example, the regular classroom teacher may lead while the ESOL teacher provides mini

lessons to individuals and/or small groups in order to pre-teach or clarify instruction and vice versa (Dove & Honigsfeld, 2010).

Team Teaching. Both teachers' direct whole class instruction and work supportively to teach the same lesson at the same time (Dove & Honigsfeld, 2010).

One Teaches, One Assists. Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates the room and assesses students through observations and checklists (Dove & Honigsfeld, 2010).

Parallel Grouping. Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content (Dove & Honigsfeld, 2010).

Flexible Grouping. Teachers provide students at various proficiency levels with the support they need for specific content; student groups change as needed (Dove & Honigsfeld, 2010).

Multiple Groupings. Allows both teachers to monitor student work while targeting selected students with assistance for their particular learning needs (Dove & Honigsfeld, 2010).

The following section focuses on dually-served population and the need for additional research on instructional practices to support dually-served students within the collaborative classroom.

Dually-Served Students

In their findings of ELs with disabilities, Zehler et al. (2003) identified that teachers lack skills required to meet the needs of this population; this is a major barrier to improving this population's outcomes. Zehler et al. argued that further research is needed to determine effective practices for educating this population. The call for more research

in this area has been common within the literature, and only a limited number of studies have specifically examined how ELs with disabilities are being addressed in schools. The literature has examined ELs prior to their receiving an SWD designation (i.e., referral and identification process), yet greater gaps in the literature exist concerning post-identification. The reasons outlined here explain the urgency of this area of research and the significance of this study to the body of literature and the educational field (Fenner et al., 2015). Based on the research it shows the need for instructional practices to support dually-served students and how those practice can support the literacy development to help support educators in helping this population become more successful within the classroom.

Literacy Development

General Education

According to a study conducted in 2012 by the U.S. Department of Education and the National Institute of Literacy, 32 million adults in the U.S. cannot read, which equates to 14% of the population. Twenty-one percent of adults in the U.S. read below a fifth-grade level, and 19% of high school graduates cannot read. The literacy rate is not any better than it was ten years ago. According to the National Assessment of Adult Literacy (completed most recently in 2003, and before that, in 1992), 14% of adult Americans demonstrated a “below basic” literacy level in 2003, and 29% exhibited a “basic” reading level (Dexter, 2012).

Students with Disabilities

Literacy data specific to students with disabilities is lacking, but several useful inferences can be drawn. For example, significant numbers of adolescents in the United

States do not read and/or write at levels needed to meet the demands of the 21st century. Data collected from reading and writing assessments conducted by the National Assessment of Educational Progress (NAEP) indicates little improvement in development of literacy skills for the nation's 13- through 17-year-olds (Grigg et al., 2007; Perie et al., 2005; Persky et al., 2003). With respect to reading, the most recent NAEP data (Grigg et al., 2007; Perie et al., 2005) indicates that 36% of fourth graders and 27% of eighth graders in the U.S. scored at the "below basic" level of proficiency, which NAEP defines as partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade level. Additionally, at the twelfth-grade level, 26% of 17-year-old students do not demonstrate a fundamental ability to communicate in writing. A wealth of evidence shows that intensive, high-quality literacy instruction can help struggling students build the skills they need to succeed in high school and beyond (Biancarosa & Snow, 2004).

English Learners

ELs represent the fastest-growing segment of the U.S. and Georgia student population, yet with respect to reading and literacy rates, this group is among the country's lowest-performing students. This study looks at the crisis of low literacy rates among ELs, what research is currently being done, the findings of that research, and key questions that policymakers need to address. The report also includes a brief look into the types of support required in order to provide ELs with effective literacy instruction.

Dually-Served Students

Literacy development for both EL and special education students is lacking in multiple ways. Both EL and special education have effective models of instructions and

extensive policies and practices in place. Thus, it appears that most state and local education agencies need to make extensive changes to their current policies and practices if they are to implement growth in literacy and academic achievement for dually-served students. Suggested further research related to EL students with disabilities includes descriptions of academic and language development trajectories, the impact of student culture and school contextual factors on academic achievement, the effectiveness of state identification and placement tools and procedures, and the effectiveness of specific school and classroom interventions.

Limitations with Dually-Served Students

Recent studies have examined the educational outcomes of ELs, revealing that ELs have experienced overall minimal academic success, particularly in their English language development (Flores et al., 2009; Olsen, 2010). Research has also reviewed the effects of ELs being considered for a learning disability and the lack of academic progress made, which can negatively impact graduation rates.

Although ELs are not over-represented nationally in the SWD category (Harry & Klingler, 2006) or in the special education category (National Educational Association, 2007), the data indicate that, at the local and school levels, the linguistically-diverse populations has changed (Valenzuela et al., 2006; Rueda & Windmueller, 2006). Sullivan (2011) research indicates that ESOL students are increasingly likely to be identified as having learning disabilities or mental retardation and are less likely to be served in either the least or most restrictive educational environments relative to their English-speaking peers. In this study, the research used local level data at the school level. Since finding ways to close the gaps in reading proficiency is a critical element in the academic success

of dually-served students, this study examines the impact of an innovative collaborative classroom on students' literacy skills.

The academic progress of EL students in special education and in particular disability categories has been a long-standing concern (Artiles et al., 2002; Donovan & Cross, 2002; Oswald et al., 1999). Particular student populations often do not fit in the current structure of schooling. ELs are a population of students who bring a variety of cultural and linguistic assets that are not always embraced by administrators and teachers (Darling-Hammond, 2010). ELs include students who are progressing toward English language proficiency so that they can meaningfully access curriculum in the English language. ELs represent a culturally- and linguistically-diverse student population that has been quickly increasing in schools. As the number of ELs entering school systems has grown, concerns have developed over their long-term educational outcomes and their representation in high-incident special education categories, such as SWD.

For this reason, greater interface must occur across the broad field of education to ensure strong educational outcomes for ELs and SWDs (Baca & Cervantes, 2004). This study goes a step further to analyze (in isolation) only those EL students with disabilities (dually-served) who are placed within the collaborative classroom. "Collaborative classroom" in this study means a classroom specifically designed to focus on literacy skills and language acquisition needs for middle school dually-served students. The current collaborative classroom for these dually-served students includes collaborative teaching by educators certified to teach ELs and educators qualified to teach students with disabilities. The study included a sixth, seventh and eighth-grade collaborative classroom for all 16th weeks. Due to scheduling concerns the collaborative classroom

continues the with just the sixth-grade collaborative classroom completing the spring 16 weeks. By analyzing EL students with disabilities (in isolation) who participated in the collaborative classroom experiment, the study was able to narrow down relationships between collaborative classroom implementation over the course of a year.

Nonetheless, this study has several limitations. There is, for example, always some uncertainty concerning collaborative classroom specification, such as which terms to include. Thus, more research is needed with similar collaborative classrooms in place. Also, with respect to the design of the study, it was not possible to develop an experimental design with randomized assignment for the treatment or control group due to the high transient rate of ELs with disabilities within study. Therefore, this study employed a descriptive and experimental design approach to determine the relationship between instructional programs in the collaborative classroom and collaborative teaching designed to serve ELs with disabilities in education. In chapter 3, I investigate the impact of the collaborative classroom as compared to a dually-served student who is only receiving support from ESOL or only from special education. This study aims to find ways to support dually-served students to help close the literacy gap between traditional students and ELs with learning disabilities in the second-largest school system in the state of Georgia.

Purpose of the Study

This dissertation aims to examine a collaborative classroom for dually-served students through a descriptive and experimental design approach. The purpose of this study was to determine the relationship between an instructional program that took place in a collaborative classroom collaborative teaching designed to serve ELs with

disabilities in education. It is necessary to understand whether a relationship exist between dually-served students accessing the collaborative classroom thus this study examines the literacy levels of middle school students both exposed to the collaborative classroom. This examination of possible relationships relies on data collected throughout the research period to target students' literacy levels as analyzed by grade level.

Determining how educators have addressed the instructional framework that incorporates strategies and needs will be the second element of this study. The researcher explores these elements by analyzing the cumulative educational records of dually-served middle school students.

Based on the results of this study, the researcher provides recommendations for future dually-served collaborative classroom. The researcher also provides key considerations for an instructional framework to support educational programs for dually-served students. In summary, the purpose of this study is to examine the effect of embedding a literacy focused instructional framework into collaborative classrooms on the literacy skills of dually-served students. The research experiences of this culturally- and linguistically-diverse student population can provide research findings that could influence educational practices at the district and school levels.

Research Questions

The overarching research question addressed in this study focus on how an ESOL and special education collaboratively-taught literacy and language program contributes to effective interventions that address the unique challenges of dually-served students at risk of not advancing to the next grade level due to disability, language, literacy, or a combination of these factors. Specifically, the following research questions are posed:

- (1) To what extent will students' reading proficiency increase or decrease after the implementation of the literacy collaborative classroom instruction (16 weeks duration)?
- (2) Is there a significant difference between the reading proficiency growth from the previous literacy collaborative classroom (16 weeks duration in fall) and the implementation of the literacy collaborative classroom (16 weeks duration in spring)?
- (3) In what ways do the collaborative teachers consider the literacy collaborative classroom beneficial to dually-served students?
- (4) In what ways do the dually-served students consider the literacy collaborative classroom beneficial to themselves?

By addressing these questions, the researcher will identify effective ways to maximize the integration of content instruction and increase student performance in content areas for dually- served students. This study will provide quantitative data on the effectiveness of the literacy and language development class.

Chapter Two: Literature Review

This literature review contains an overview of literature on the research-based evidence-based practices (EBPs) that support reading instruction with the following populations: English Language Learners (ELLs), students with disabilities (SWD), and dually served students. The first section will focus on the theoretical framework socio-cultural (Vygotsky, 1978); typically applied through cultural and linguistic pedagogies as a response to the theory of sociocultural. The second section will examine the literature regarding the evidence-based practice essential to reading skills for ELL, SWD, and dually served students. Most of the existing research surrounding ELs with disabilities has focused on race, language, or the general category of special education (Artiles et al., 2005) rather than targeting these topics in conjunction to bring about a better full-picture understanding of ELs with disabilities.

For this reason, this literature review addresses and examines a collaborative literacy classroom focusing on ELs with disabilities. Throughout the literature review, the researcher discusses the reading needs and evidence-based instructional practices for ELs, SWD, and dually-served students. ELs and special education are both multifaceted topics. To appropriately examine dually-served students and the research regarding them, this literature review examines each topic—ESOL and special education—not only individually but also in combination, including a discussion of the impact vocabulary, reading comprehension, explicit instruction, and computer-assisted learning system.

Literature stretching back to the early 1990s supports the need to provide instruction in both English language development and special education to ELs with disabilities (Artiles & Ortiz, 2002; Frantz & Wexler, 1994; Gersten et al., 1999; Hudson

& Fradd, 1990; Obiakor & Utley, 1996). What persists is an increase in evidence that ELs with disabilities simultaneously require accommodations for language development and accommodations and/or modifications for their disability (or disabilities) in order to be successful in school (Garcia & Tyler, 2010; Gersten et al., 2000; Harry & Klingner, 2006; Kushner, 2008). Artiles and Ortiz (2002) and Rohano (2005) also report the difficulties associated with remediating ELs' disabilities if teachers provide instruction either in the students' non-native languages or without linguistic support. Therefore, this literature review addresses areas of both special education and ESOL evidence-based instructional practices. The literature review begins with the theoretical framework that addresses both special education and ESOL research.

Theoretical Framework

The theoretical framework for this research encompasses the foundational theories of education: socio-cultural (Vygotsky, 1978); these are typically applied through cultural, interaction and collaboration with a cultural linguistic response pedagogies as a response to the theory of socio-culture. These intersections highlight a positive educational outcome for culturally and linguistically diverse student populations in settings where literacy, language, and academic needs are met through an instructional framework that simultaneously supports reading development, taking into account specific learning disabilities and English language development levels. This literature review addresses the components of the theoretical framework on collaboration/co-teaching models originally developed in special education and recently adapted for ESOL classrooms (Honigsfeld & Dove, 2010).

Socio-Cultural Theory

The socio-cultural theory explains how individual mental functioning is related to cultural, in, and historical context; hence, the focus of the socio-cultural perspective is on the roles that participation in social interactions and culturally-organized activities play in influencing psychological development. While much of the framework for socio-cultural theory was put forth by Lev Vygotsky (1931, 1997), extensions, elaborations, and refinements of socio-cultural theory can be found in writings regarding activity theory (Chaiklin & Lave, 1993; Leontiev, 1981) and cultural-historical activity theory (Cole, 1985; Cole & Dale, 1986). Socio-cultural theory approaches learning from the perspective of the learner, revealing how the culture, history, and language of the learner fosters and develops learning (Lantolf & Thorne, 2006; Orosco & Klinger, 2010; Vygotsky, 1978). This approach to learning identifies and values the student's association with social situations, as well as how his or her cultural influences (including language) can serve as critical instructional tools of the classroom environment. Vygotsky (1978) described this relationship as a mediated process influenced by history, the learner's social experiences, and cultural artifacts (such as language). For many linguistically-diverse students, language and culture exemplify the inter-relationship between the processes of cultural, historical, and linguistic experiences and activities (Cole, 1985; Wertsh, 1991). Culture and language differences that ELs bring with them to the classroom may make mastering content more challenging because general education teachers may not have the knowledge, skills, and dispositions to support the learning of both the English language and the general content mandated in the curriculum standards. When students have problems in the classroom, teachers tend to find issues with the

students rather than with the instructional practice (Villegas & Lucas, 2002). When culture, language, and learning abilities are perceived as mismatched with the structure of the school, teachers often identify problems with the student instead of considering how instruction and assessment can be differentiated to meet the student's cultural, linguistic, and learning needs (Figueroa & Newsome, 2006; Klingner & Harry, 2006; Sullivan, 2011; Villegas & Lucas, 2002). If a student can utilize the approaches of social-cultural theory, s/he can shift control and responsibility to him/herself to simplify higher-order cognitive functioning and develop the necessary problem-solving skills (Vygotsky, 1978). Another concept vital to Vygotsky's theory of cognitive development is the zone of proximal development (ZPD), which he described as "the distance between the actual developmental level as determined by independent problem-solving and the level of possible development as determined through problem-solving under the adult direction or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Vygotsky proposed that the optimal level of learning occurs when the teacher provides instruction within the ZPD, which means that the instruction is stimulating and comprehensible, rather than frustrating or boring. ZPD is described as the difference between what a child can do independently and what s/he can do with targeted assistance (scaffolding). Instruction focused within each student's ZPD is not too difficult or too easy, but just challenging enough to help him or her develop new skills by building on those that have already been established. Students are most receptive to instruction within their ZPD because it represents the next logical step in their ongoing skill development. Understanding how to locate and use each student's ZPD can help educators plan more targeted instruction for the whole class, small groups, and individuals. Ultimately,

aligning classroom instruction and assessments to students' ZPDs can help educators more effectively guide all students. The process of social development described by Vygotsky, was profoundly rooted in the early stages of a child's social involvements and figurative systems, which include language development (González, 2005; Trueba, 1989). Vygotsky's offerings to the development of higher cognitive functioning and the methods for nurturing this development have especially influenced a socio-cultural approach to education in utilizing assessments to adjust instruction in order to challenge students (Kouzlin, 2003; Wertsch, 1991).

In alignment with Vygotsky, Krashen (1978) notes that language development also contains a ZPD. In his Input Hypothesis ($i + 1$), he argues that teachers must provide language input just above what an EL can easily understand in order to provide comprehensible, yet growth-minded, material. While Krashen's hypothesis is focused on language acquisition rather than learning, others have provided evidence of the need to provide comprehensible language input when teaching language within the context of the content area classroom (Echevarria et al., 2006; Lucas et al., 2013; TESOL International Writing Team, 2018). Focusing on language development and content simultaneously supports teachers in designing high-quality lessons and adaptation of instruction based upon learner needs (TESOL International Writing Team, 2018).

Various education researchers have argued that a socio-cultural approach to the acquisition of knowledge is critical to learning and essentially develops through utilizing the learner's culture, history, and language (DeJong & Harper, 2005; Lantolf & Thorne, 2006; Orosco & Klinger, 2010; Vygotsky, 1978). In addition, a socio-cultural method inspects relationships between human mental processes and cultural, historical, and

linguistic involvements and activities (Cole, 1985; Wertsch, 1991). The relationship between cognition and culture can be influential when trying to answer how mental processes occur when focusing on the performance itself. Regrettably, educators have traditionally used the performances of particular cultural groups—such as Caucasian and middle class—as indicators of their inadequate cognition and ability (Cole, 1985; Wertsch, 1991). Given the fact that social environments differ among social groups, variations have occurred in order to consider valuable methods of problem-solving and functioning among culturally and linguistically diverse students, like ELs, including students with disabilities. These approaches to learning and the value that certain cultural groups like ELs with disabilities have on certain types of higher-order functioning skills are serious considerations when applying a socio-cultural method to education (Lantolf & Thorne, 2006; Orosco & Klinger, 2010; Vygotsky, 1978).

Educational researchers have examined the relationship between cognition and culture. The suggestion proposed by early theorists of cognitive dependency by particular cultural groups, races, and classes was based on blemished perceptions and beliefs. Early theories in cognition were mistakenly established without considering that the cultural and linguistic differences between the groups being studied could be manipulating deficit-based approaches (Lantolf & Thorne, 2006; Orosco & Klinger, 2010; Vygotsky, 1978). By looking at an approach of helping students understand where they come from culturally, Cervantes-Soon and Carrillo (2017) draw from their positionalities as border pedagogues, which is a culturally comprehensive educational approach utilized in multicultural settings to help students understand their histories and experiences. From Mestiz theories of intelligences (Carrillo, 2013) and Chicana feminist thought, Cervantes-

Soon and Carillo (2017) offer three pedagogical practices with the potential to cultivate and foster student agency toward social transformation; they do this through their exemplary articulations of border thinking and from their ethnographic research at a high school in the Mexico-U.S. borderlands. Simultaneously, such work will challenge the limits of individual perspectives and develop abilities to act against oppression.

Within the context of socio-cultural theory, the academic achievement of ELs with disabilities rests not only on previously-acquired academic content knowledge but also on the development of the cultural and linguistic funds of knowledge they bring to the academic classroom (Johnson, 2006; Moll et al., 1992). In response to these funds of knowledge, educators who use culturally and linguistically responsive pedagogy provide opportunities to see these potential differences as untapped resources, rather than as deficits (de Jong & Harper, 2005; Harry & Klinger, 2006; Orosco & Klinger, 2010; Rueda et al., 2000; Villegas & Lucas 2013). McDonald et al. (2012) conducted a study regarding culturally and linguistically responsive pedagogy among 58 Midwest teachers by grade level taught (elementary vs. secondary) and strategy used (strategy vs. no strategy); the study results indicated that 39 elementary teachers had a significantly higher academic achievement with their students than those of the 19 secondary teachers when neither group was implementing a strategy. However, in the strategy category, there was no significant difference between the secondary teachers and those of the elementary teachers, and both groups of teachers performed significantly higher than their peers due to implementing the strategy within the study. In a mixed-method study, McDonald et al. (2011) explored the use of culturally and linguistically responsive pedagogy strategies in K-12. The researchers found that strategy use among all 39

teachers yielded significant increases in similar rates across all 39 teachers' classes, regardless of the content area. Recognizing how cultural factors, such as language, could be seen as deficits related to cognitive abilities, the socio-cultural theory provides another lens for the relationship between culture and language as an innovative process of thinking that could help in a manner that produces constructive effects on learning and development (Harry & Klinger, 2006; Orosco & Klinger, 2010; Rueda et al., 2000).

As educators understand the focus of socio-cultural theory and its influence on individual learning, as well as how a person's culture impacts instruction and learning for him or her, they will better serve ELs with disabilities. The socio-cultural theory has been particularly used by educators to transform children's thoughts, perceptions, worldviews, and behaviors. According to Vygotsky, social interactions between children in the social context lead not only to improved levels of knowledge but also to a complete transformation of their views and behaviors (Mahn, 1999). Parents and educators are gradually using this theory in settling their primary duty of assisting children to become high achievers. The most fundamental notion of a socio-cultural theoretical perspective is that an individual's mind is culturally mediated (Mahn, 1999). The theory emphasizes that culture is the main determinant of individual development. In this perspective, a child's learning process is mainly affected by culture since every child grows up in the context of culture, including the culture of the school environment. Vygotsky believed that exposing a child to a variety of cultures and social environments expands his or her knowledge base; he also believed that developmental progressions, dependent upon a person's cultural tools granted to the child within the social context, will greatly assist him or her in shaping his or her perceptions of the world (Valenzuela et al., 2005).

Consequently, educational theorists have specifically focused on Vygotsky's socio-cultural theory, due to the recognition of the fundamental functions played by social and cultural factors and influences in the processes of learning and development.

According to socio-cultural theory, learning can be passed on to individuals using three approaches, namely imitative learning, instructed learning, and collaborative learning. Imitative learning happens when the child tries to copy another individual within the social context. In contrast, instructed learning occurs when a child recalls the instructions or directions given by an instructor and then sets them into practice. Collaborative learning is assumed to take place when a group of individuals works together in the process of learning as they strive to understand each other or achieve a particular goal together (Valenzuela et al., 2002). According to social-cultural theory, the learning process begins at birth and persists throughout the lifespan.

As reviewed in the three approaches of socio-cultural learning, there is a need to consider further Vygotsky's idea of a ZPD and a student's problem-solving ability. Vygotsky coined the term and created the concept of the ZPD to signify the distance between the actual development stage (as exhibited by independent problem-solving ability) and the level of potential development (as exhibited by problem-solving ability under the direction of an adult or in cooperation with more competent peers). The sociocultural theory has important implications for children with specialized needs, as it can be effectively used to occasion critical advancements in their learning development. According to the theory, children can learn much through social interaction.

As such, curricula for children with special needs should be specifically designed to highlight and underline the interaction between the children and the learning tasks

(Valenzuela et al., 2002). The students and their counterparts with special needs will derive the meaning of the learning process in the setting of active involvement in the real social environment. With suitable adult assistance, children with special needs can effectively complete duties that they are unable of performing on their own. In this perspective, educators can apply the scaffolding technique discussed in the socio-cultural theory to instill knowledge in children (Edwards, 2005). The method requires educators to persistently adjust the level of their assistance in response to the students' level of educational performance. Consecutive studies have revealed that the scaffolding technique not only produces immediate results in teaching children, but it also instructs the skills and knowledge required for independent problem-solving in the future (Valenzuela et al., 2002). The assessment methods used by educators to assess the performance of children and children with special needs must take into consideration the ZPD. All in all, Vygotsky's theoretical perspective has offered many positive implications in the learning process of students and children with special needs. In line with the propositions of socio-cultural theory, children within this age-group must frequently be exposed to an array of social situations within the social context, since each interaction is perceived as a learning experience.

Culturally and Linguistically Responsive Pedagogy (CLRP)

A critical component of multicultural education is culturally responsive teaching. According to Gay (2000), "Culturally responsive teaching is defined as using the cultural knowledge, prior experience, frames of reference, and performance styles of ethnically diverse students to make learning encounters more applicable and effective for them" (p. 29). The theoretical and conceptual base of the culturally responsive teaching construct

has been clearly articulated in the literature. However, the developmental process of individual teachers in attaining culturally responsive practices is an area in need of investigation. This research strives to contribute to the knowledge of culturally responsive development by examining teachers' perspectives about the development and practice of culturally responsive teaching. U.S. classrooms are becoming increasingly culturally and linguistically diverse (Aud et al., 2010; The Stanford Center on Poverty and Inequality, 2014). Although classrooms continue to increase in social complexity, the teacher workforce continues to be composed predominately of Caucasian, female, middle-class teachers. There is a disconnect between who is teaching in our classrooms and who populates our classrooms. This disparity presents pedagogical challenges for teachers and has significant negative consequences for students in our educational system. Indicators of these challenges show in high levels of teacher attrition and lower levels of effective practice (Ingersoll, 2003; Lankford et al., 2002; Scheopner, 2010; Siwatu, 2011). For culturally and linguistically diverse students, the challenges associated with divergence between students and teachers can be found in current gaps in academic achievement, academic efficacy, graduation rates, college acceptance, and college completion. In response to these trends and consequences, teachers need specific training in CRT (Gay, 2000; Ladson-Billings, 1994). CRT is an approach that seeks to prepare teachers pedagogically to meet the needs of all students; it has a rich literature base and multiple models to prepare and train both pre-service and practicing teachers (Bennett, 2007; Gay, 2000; Nieto, 2004). Despite a breadth of CRT literature, empirical research on models and training is lacking. Of the limited research on CRT, the affirmation of models is a primary focus. An area of continued research is the understanding of how

teachers are developing culturally-relevant teaching skills during and after their pre-service and professional development experience. There is a clear need to affirm and refine culturally relevant teaching theory based upon the study of the lived experience of teachers (Banks, 2008; Ladson-Billings, 1994). For this study, culturally and linguistically responsive pedagogy is defined as that which recognizes both the importance of including students' cultural references and linguistic needs (Banks, 2007; DeJong & Harper, 2005; Gay, 2002; Villegas & Lucas, 2013) in all aspects of teaching and learning (Ladson-Billings, 1994). Characteristics of culturally and linguistically responsive teaching are (a) socio-cultural awareness (Banks, 2007); (b) attitudes of affirmation towards students and their funds of knowledge (Moll, 1992); (c) development of collaboration skills (Dove & Honigsfeld, 2010); (d) knowledge of second language acquisition and applied linguistics (Krashin, 1997; Cummins, 2001); (e) and knowledge of teaching literacy, as well as general pedagogical knowledge and skills needed to accommodate and/or modify content instruction and assessment based upon student language development, academic needs, and social needs (Villegas & Lucas, 2013). It is necessary to discuss the core components of culturally responsive pedagogy and linguistically responsive pedagogy separately before discussing culturally and linguistically responsive pedagogy as a combined entity.

CLRP combines the principles of CRP and LRP (de Jong & Harper, 2005; Lucas & Villegas, 2012). Gay (2002) asserts that “[b]ased off of Culturally Responsive Pedagogy and Linguistically Responsive Pedagogy (de Jong & Harper, 2005, p.105), they advocate for a combination of the two frameworks which is Culturally & Linguistically Responsive Pedagogy.” (p. 105) CLRP is an educational method that takes

ELs' diverse cultural and linguistic circumstances into consideration in order to offer instruction that is responsive to the needs of the students (Gay, 2010; Hersi & Watkinson, 2012; Ladson-Billings, 1994). Researchers have studied CLRP through the lens of CRP (e.g., Gay, 2010; Ladson-Billings, 1994; Richards et al., 2007; Villegas & Lucas, 2002), LRP (e.g., Heineke et al., 2012; Lucas & Villegas, 2010, 2013; Lucas et al., 2008), and a combination of both types of responsive pedagogy (Cloud, 2002; Giouroukakis & Honigsfeld, 2010; Klingner & Soltero-González, 2009). In CLRP classrooms, there is a direct, methodical effort on the part of a teacher to support learners by considering both the linguistic and cultural needs of students while teaching literacy and/or content (Echevarria et al., 2012). To effectively teach utilizing CLRP, teachers must know about second language acquisition and socio-cultural awareness in addition to knowledge of how to teach literacy and content (mathematics, science, social studies, and language arts) (Echevarria et al., 2008).

As noted earlier, it is necessary to disrupt the dominant culture of teaching pedagogy and practices in order to move away from schooling immersed in SRT to practices that support critical pedagogy. CLRP is the means of addressing educational inequities faced by many culturally and linguistically diverse students. It is through CLRP that instruction reflects and connects closely with learners' cultures (Gay, 2010; Vavrus, 2008; Villegas & Lucas, 2002) and supports English language development. Due to its importance on academic language instruction and scaffolding, CLRP has been found to benefit ELs (Lucas & Villegas, 2010, 2013; Lucas et al., 2008). Also, CLRP in mainstream classrooms is beneficial to native English speakers because the more formal language of schooling is significantly different from the casual vernacular of daily

conversation (Brisk & Zhang-Wu, 2017; Schleppegrell, 2004). Academic English and Conversational English are not two separate languages; however, Academic English is more demanding and complex than Conversational English. EL students with social English proficiency may not necessarily have English academic ability. Teachers must make this distinction. Academic English is the language essential for success in school. It is related to a standards-based curriculum, including the content areas of math, science, social studies, and English language arts. To facilitate academic language development, one can focus on oral language development surrounding themes like plants, Mexico, or dinosaurs; in other words, the lesson plans' themes can encompass anything that the learner finds engaging. Lesson plans can include art, manipulatives, and dramatic play to encourage maximal engagement (Cummins, J. & Wong Fillmore, L. 2000).

Nevertheless their status as native or non-native speakers, students may not have previous experiences with the language of schooling (Valdés et al., 2005). While their needs differ depending on the degree of academic language exposure, all learners require guidance and support in the language of schooling (Brisk & Zhang-Wu, 2017). As a result, academic language instruction and scaffolding, as part of the initiatives of CLRP, should be given adequate attention in mainstream classrooms, not just in ESOL or special needs classrooms.

When teachers realize, interrogate, and adjust their teaching practices toward addressing the cultural and linguistic diversity of their students, student academic achievement is positively impacted (Echevarria et al., 2012). Lucas and Villegas (2013) argue that teachers' positive attitudes toward diversity can not only reinforce the trust between students and teachers but also can increase expectations for learners, which

could lead to improved learning outcomes. To practice CLRP in content classrooms, teachers need to pay attention to their teaching style from the perspectives of both culture and language. In order to be culturally responsive, teachers must develop a deep understanding of race, adopt welcoming attitudes toward students from diverse cultural backgrounds, commit themselves to being agents of change, and refine their knowledge and skills to address students' socio-cultural backgrounds (Villegas & Lucas, 2002). To be receptive to linguistic diversity, teachers also need to realize the value of multilingualism; appreciate the interrelationships among language, identity, and culture; and feel obliged to advocate for ELs (Lucas & Villegas, 2013).

CLRP not only helps teachers connect students' socio-cultural backgrounds to the classroom, but it also assists them in an examination of how additional research in subtractive schooling effects the classroom. Subtractive schooling is a framework that emerged from a three-year ethnographic study aimed at analyzing the influence of generational status on academic achievement and schooling orientations for Mexican immigrant and Mexican American students. Valenzuela argues that schools are structured in ways that subtract resources from youth, divesting them of their cultures, languages, and community-based identities (2018). Progressing toward an additive schooling model requires that educators be purposeful about establishing authentic, caring relationships and about countering subtractive policies and practices (Valenzuela, 2018). Teachers who dedicate themselves to CLRP must be driven and courageous enough not only to advocate for ELs, but also to be committed to improving students' content knowledge and their instructional skills. In supporting ELs and promoting CLRP Hersi and

Watkinson (2012) state, “teachers often demonstrate an ethic of caring, actively to the needs, incentives, and viewpoints” of their students (p. 100).

Such an idea of caring, which supports students and puts their needs at the focus, can potentially foster the educational achievement of all students (Franquiz & del Carmen Salazar, 2004) and, in turn, inspire teachers to further develop their skills as CLRP experts (Skerrett, 2011). However, putting CLRP into practice may be an intimidating task for teachers striving to become culturally and linguistically responsive. Rather than working in isolation, the goal can be attained by moving beyond the solitary teacher in a classroom to building networks with colleagues and school leaders because working together will yield a more systemically pervasive goal of accepting and embracing multiculturalism in the schools (Bailey et al., 2001). However, critical studies that focus on a more collaborative approach rarely offer tangible solutions. When scholars create innovative programs, their suggestions for scaling up tend to be overly prescriptive and only focus on one component of the educational pipeline. Bernal and Aleman (2016) deftly navigate this tricky terrain as they document their 10-year long journey through the formation of the Adelman program in their exciting book. They offer multipronged strategies for creating transformation in the educational field (Bernal & Aleman, 2016). A supportive school framework is one of the main influences that facilitate the actual implementation of CLRP; trust, guidance, and action provided by school leaders can substantially impact mainstream teachers’ motivation, confidence, and determination in enhancing their CLRP instructional knowledge and skills (Hersi & Watkinson, 2012; Richards et al., 2007).

The review of the theoretical framework for this research encompasses the foundational theories of education: socio-cultural (Vygotsky, 1978); these are typically applied through cultural, interaction and collaboration with a cultural linguistic response pedagogies as a response to the theory of socio-culture. These intersections highlight a positive educational outcome for culturally and linguistically diverse student populations in settings where literacy, language, and academic needs are met through an instructional framework that simultaneously supports reading development, taking into account specific learning disabilities and English language development levels. The next section goes into detail on research regarding the evidence-based practice essential to reading skills for ELL and SWD and dually served students.

To improve the quality of instruction students need to receive evidence- based instruction that support students achieve, the field of education has been making great efforts for a number of years to implement evidence-based instruction. In general, an evidence-based instruction is one whose effectiveness is supported by rigorous research. In other words, research shows that the practice or program works. Next, the research will review the importance of evidence-based instruction to support ELs and SWD in instruction to support the collaborative classroom.

What is Evidence-Based Instruction

The International Reading Association (IRA) defined evidence-based instruction as a practice that is derived from research and has demonstrated a record of success (2010). Evidence-based instruction is an approach, practice, or methodology that is derived from evidence. Such evidence is often a derivative from empirical research, resulting in reliable, trustworthy, and valid substantiation suggesting that is effective and

that all proofs or facts that support such a program or practice are scientifically based. In the disability literature, typically refers to scientific-based instruction as evidence-based practices; thus, in this dissertation, the focus will be using the language evidenced-based practices (EBPs).

Evidence-Based Practices (EBP) for SWDs

Students with disabilities need to be taught using the most effective instructional practices to meet their potentials. Before special educators can use effective practices to optimize student outcomes, they must understand which strategies are, in fact, the most effective. To address this need, recent reforms in education have focused increasingly on the identification of evidence-based practice. EBPs are supported by extensive research. To determine which strategies are EBP, the educational field has developed strict standards regarding the quantity, quality, research design, and magnitude of the effect of these strategies.

The influence of a student with a disability (SWD) on academic achievement differs according to the student, so general education teaching strategies are not one-size-fits-all. When instruction and intervention packages are developed for SWDs, they must be individualized (Zigmond, 2003) and based upon the specific needs of the student (Swanson, 2001). Part of the task in determining the most appropriate EBP involves not only understanding a student's academic needs but also his or her unique neurological processing needs. Although a range of literature exists on instructional practices for SWDs, practical research in the area of effective instruction for dually-served students is scarce (Kloo et al., 2009).

In the paragraphs below, I will explain prominent reading EBPs used with the population of SWDs on vocabulary, academic language, comprehension, explicit instruction, and computer-assisted learning systems.

Vocabulary. There have been numerous studies that focus on SWD and vocabulary (i.e., Beck & McKeown, 2007; Bos & Anders, 1990; Cunningham & Stanovich, 1997; Dexter et al., 2011; Marzono, 2005; Scarborough, 2000; Snow et al., 1998; Roskos et al., 2008; Zwiers, 2014). Vocabulary holds communication and comprehension together, making it accessible for children. There are four categories of students vocabulary acquisition and instruction that are the most challenging: students with limited English, students who do not read outside of school, students with disabilities, and students with limited vocabulary knowledge. Educational research has established a strong connection between vocabulary knowledge and reading comprehension, yet Sedita (2005) cautions that there is not no one best method for vocabulary instruction. Rather, Sedita proposes that vocabulary should be taught both directly and indirectly, using multiple strategies simultaneously and/or consecutively. Sedita conducted a meta-analysis of vocabulary strategies for SWD. The study revealed that one teacher cannot teach students all the words they need to learn in one academic year. Sedita highlights the benefits of exposing students to new words weekly, having them read frequently, and incorporating new vocabulary into daily instruction and everyday usage whenever possible. Vocabulary instruction that produces detailed word knowledge, can increase reading comprehension for students with disabilities, is key, particularly for secondary instruction. Sedita's findings suggest that interventions that engage students with memory devices (i.e., a memory technique a student can use to help

them improve their ability to encode and recall important information), graphic depictions of the vocabulary word, and that are paired with scaffolded and direct instruction are most effective. In addition, Sedita stated that vocabulary computer-assisted instruction, although not ideal for long-term vocabulary building strategy, is helpful for independent student practice.

In summary, Sedita meta-analysis shows teachers who scaffold learning by using visual organizational strategies, asking questions, elaborating on meanings of the word, and engage in cooperative dialogues, will improve students' vocabulary outcomes. Multiple strategy frameworks are the best means for facilitating students' vocabulary development and whole text comprehension processing. This review presents an update and extension of the research on instructional methods for vocabulary learning by secondary age students with learning disabilities.

Phonological Awareness. There have been numerous studies that focus on SWD and phonological awareness (i.e., Adams et al., 1998; Chard & Osborn, 1998; Hulme & Snowling, 1992; Rack et al., 1992; Shankweiler et al., 1995; Shaywitz, 1996; Snow et al., 1998; Snider, 1995; Stanovich & Siegel, 1994; Torgesen & Davis, 1996). Phonological awareness is the understanding of different ways that oral language can be separated into smaller components and manipulated (Chall, 1983). Spoken language can be broken down in numerous ways, including sentences into words, words into syllables, onset and rime, and individual phonemes. The manipulating of sounds includes deleting, adding, or substituting syllables or sounds. Being phonologically aware means having an over-all understanding of all of these levels.

In the reading process, a typical reader progresses from manipulating sounds

(phonemic awareness) to combining phonemes (phonics). These skills are typically needed before the reader can focus on higher-level reading skills such as fluency, vocabulary development, and reading comprehension. When a child lacks the foundational skills of phonemic awareness and phonics, they often have difficulty in reading and might lag behind others. Thus, the focus during the primary grades is “learning to read,” but after that, it becomes “reading to learn” (Chall, 1983).

Awareness of phonemes is essential to grasp the alphabetic principle that underlies our system of the written language. Specifically, evolving readers must be sensitive to the internal structure of words to benefit from formal reading instruction (Adams et al., 1998; Liberman et al., 1974). If children understand that words can be separated into individual phonemes and that phonemes can be blended into words, they can use letter-sounds to read and build words. As a consequence of this connection, phonological awareness in young children is a solid predictor of later reading success (Ehri & Wilce, 1980, 1985; Liberman et al., 1974; Perfetti et al., 1987). Researchers have shown that this strong relationship between phonological awareness and reading success continues through school and especially students with a disability (Calfée et al., 1973; Shankweiler et al., 1995).

Comprehension. There have been numerous studies that focus on SWD and comprehension (i.e., Chan & Cole, 1986; Cheung & Slavin, 2013; Gersten et al., 1998; Klingler et al., 1998; Lan et al., 2014; Swanson & Hoskyn, 1998; Swanson et al., 1998; Watson et al., 2012). Reading comprehension, the construction of meaning from text is considered the essence of reading (Solis et al., 2011). Comprehension is a complex skill that includes relating new knowledge to prior knowledge, inferring main concepts,

excluding unimportant details, retaining information in short-term memory, and recalling information during assessments (Bulgren et al., 2007; Kim et al., 2004). Given the complexity of reading comprehension, it is often cited as a significant roadblock in the path of secondary students with disabilities (Berkeley et al., 2011; Gajria et al., 2007). Cortiella and Horowitz (2014) reported that 70% of secondary students with learning disabilities perform below average in passage comprehension compared to 48% of students without disabilities. Seeing the comprehension challenges of secondary students with disabilities, teachers must understand and use EBPs that support students' academic needs.

Seifert and Espin (2012) designed a study that included a subject experimental program on the outcome of direct instruction containing text reading and vocabulary learning on secondary students with identified reading disabilities. Their study examined the effects of three types of reading interventions on secondary students with disabilities. Twenty 10th-grade students with disabilities participated in the study. By using a within-subjects design, the relative effects of three different instructional approaches—text reading, vocabulary learning, and text reading—were studied with a control ailment in which participants received no instruction. The effects of the interventions on reading fluency, vocabulary knowledge, and comprehension were observed. Results discovered that the text-reading and combined interventions had a positive impact on reading fluency and vocabulary knowledge and that the vocabulary intervention had a positive result on the student's vocabulary skills. Possible effects were found for the comprehension measures. Results of Seifert & Espin study imply that students' reading of a text and culture of the vocabulary used in text, can be improved with direct instruction. The

effects of this small study demonstrated that direct instruction involving both text reading and vocabulary instruction had a positive effect on comprehension and reading fluency; however, the study did not review the long-term impact of these strategies. This oversight is significant, especially when considering how students with disabilities need to learn how to accommodate their needs to receive the information.

Explicit Instruction. There have been numerous studies that focus on SWD and explicit instruction (i.e., Anderson & Keel, 2002; Carnine et al., 2004; Cole & Dale, 1986; Drakeford, 2002; Forness et al., 1997; Moreau, 2014; Spencer et al., 2014; Vaughn & Wagner, 2014). Explicit instruction for students with disabilities is necessary as it helps them develop skills, strategies, vocabulary terms, concepts, and rules that are needed for understanding important concepts. Explicit instruction takes complex skills and strategies and breaks them down into smaller (easy to obtain) instruction units in a systematic and direct way (Seifert and Espin, 2012).

Swanson (2001) reviewed the literature that involved effective instructional practices for six to 18-year-old SWDs and found that direct instruction and strategy instruction produced the maximum outcome. Using the Cohen coefficient of .80 to determine the large effect size, Swanson examined the treatment studies, which included direct instruction and explicit strategy instruction to determine which method has more influence on the outcomes. Although explicit strategy instruction that encompasses practice and cues was shown to have a larger impact compared to direct instruction, both direct instruction and explicit strategy were found to have a significant effect. Also, the study found that small collaborating groups had a positive impact on students' results and recognized them as being a critical element of the instructional package. This is a

teaching strategy that is encouraged to assist teachers in meeting the diverse learning needs of students in a classroom and to increase student engagement. When teachers use these approaches in an informed and systematic way, they appear to yield information about a student's learning difficulties and educational needs that will be of value to all, but most especially to the SWDs (Flanagan & Alfonso, 2011).

Instructional methods used with SWDs must be clearly understood by the teacher to help the student's process information. Inquiry on best practices for students with disabilities showed a pattern of presenting information and teaching students' strategies for retrieving information in a way that their brains can process. Educating students on the different aspects of how their brains process information and showing them how they can learn to accommodate the process are critical efforts for ensuring the academic success of students with disabilities. Although special education does offer SWDs a critical piece of support to meet their educational needs, the lack of academic progress and the concerns over the quality of special education programs and services have raised additional concerns for SWDs (Seifert and Espin, 2012).

Computer-assisted Learning Systems. There have been numerous studies that focus on SWD and computer-assisted learning systems (i.e., Bahr & Rieth, 1989; Christmann et al., 1997; Gibson et al., 2011; Greer et al., 2013; Hollender et al., 2010; Pereira et al., 2013; Schmidt et al., 1986; Saine, 2012; Wilson, 1993). The program is an individual-orientated computer program that provides supplemental instruction in reading skills for at-risk children. These programs guide students through sequenced activities according to their individual ability and grade level. Computer-assisted instruction (CAI) can offer teachers a tool for enhancing teaching and learning in their classrooms. CAI has

the possibility to offer students with disabilities self-paced, individualized instruction that includes immediate feedback and multiple opportunities for practice (Hall et al., 2000; Lewis, 2000; MacArthur & Haynes, 1995; Rieth & Semmel, 1991; Woodward et al., 1986). Students usually find CAI to be fairly motivating. Yet, Wissick and Gardner (2000) warned that to make the most of the benefits of technology, students with disabilities should not be left to their own devices but should receive assistance as needed. Hall et al. (2000) reviewed 17 studies on CAI in reading interventions for students with disabilities. They noted that 3 of these studies focused on strategy instruction and included improving reading comprehension as a goal (Bahr et al., 1991; Keene & Davey, 1987; Woodward et al., 1986).

In general, studies using CAI as a provider of teaching practices (e.g., providing the main ideas or definitions) have established significant improvements in reading comprehension (Horton et al., 1989; MacArthur & Haynes, 1995), whereas studies using CAI as a tool in the classroom (e.g., providing text on the screen) did not produce significant improvements in reading comprehension for students with reading difficulties (Elkind et al., 1993; Farmer et al., 1992). These findings suggest that active reading CAI programs should provide effective, specific comprehension instruction for students with disabilities.

Evidence-Based Practices (EBP) for ELs

The evidence-based practices for ELs are divided into five categories; a) vocabulary; b) academic language; c) comprehension; d) explicit instruction and; e) computer-assisted learning systems. Many of the main recommendations are not different from what would be recommended for students who are not ELs. This section extends

this understanding and highlights literature that has contributed to the pedagogical implications in successfully educating ELs. Academic instructional practices have historically been a challenge to meeting the educational needs of ELs. Some instructional practices have been linked to a certain level of success.

Horowitz et al. (2009) examined district-level initiatives within four large urban school districts that shared members of the Council of Great City School collaborative and showed academic improvements among ELs. The study included interviews with key staff and focus group meetings, as well as a review of district materials and data. The results revealed three common elements that threaded among the four sample districts: contextual factors, promising practices, and limiting factors. Specific common elements within these areas were as follows: an interest in district leadership communicating the emphasis on accountability for ELs' achievement, ELs' instruction aligned to the core curriculum, reoccurring professional development for staff on language acquisition strategies and best practices, and accessibility and sharing ELs' data at all levels. In the paragraphs below, I will explain prominent reading EBPs used with the population of ELs on vocabulary, academic language, comprehension, explicit instruction, and computer-assisted learning systems.

Vocabulary. There have been numerous studies that focus on ELs and vocabulary (i.e., Carlo et al., 2004; Gu, 2010; Gu & Johnson, 1996; Hwang et al. 2015; Laufer, 2009; Lesaux et al. 2010; Matunchniak et al. 2013; Meara, 1980; Nation, 1990; Vaughn et al., 2009). Vocabulary practices for ELs included utilizing vocabulary across the content areas; a) provide opportunities for an in-depth understanding of words through reading, writing, listening, and speaking; b) teach high-utility academic words; c) teach word-

learning strategies. ELs must receive opportunities for an in-depth understanding of words through reading, writing, listening, and speaking. Results from multiple studies support using instructional strategies such as student-friendly definitions, examples, and non-examples, and requiring students to use target words in their writing and discussions with teachers and peers (e.g., Cena et al., 2013; Lawrence, & White, 2009; Lesaux et al., 2010; Silverman & Hines, 2009; Townsend & Collins, 2009; Vaughn et al., 2009). In Cena et al., (2013) study, Spanish vocabulary was taught to students using explicit instructional practices, including defining the word, using examples and non-examples, writing a student-friendly definition, and sharing a sentence with a peer. Outcomes indicated significant differences in the depth of understanding of Spanish vocabulary. Similar results were found in Silverman & Hines 2009 study. ELs were receiving an English vocabulary intervention using a combination of explicit instructional strategies and short video clips. The vocabulary strategy was effective for increasing word knowledge of vocabulary words taught and decoding words.

Academic Language. There have been numerous studies that focus on ELs and academic language (i.e., Callahan, 2005; Fillmore & Snow, 2002; Francis et al., 2006; Haynes & Zacarian, 2010; Lessaux et al., 2010; Lesaux et al., 2014; Meltzer & Haman, 2005; Scarcella, 2003; Snow & Fillmore, 2000). Another critical area that researchers have noted as essential for building academic skills is oral language development (Genessee et al., 2005). Butler and Hakuta (2009) studied ELs and native English speakers who were struggling readers and strong readers, respectively, examining the relationship between academic oral language and reading comprehension. During a fourth-grade science lesson that included academic vocabulary, the students received

individual instruction both orally and via hands-on activities. The oral questions measured students' comprehension and academic oral proficiency. The assessment outcomes showed that the most influential association among both struggling readers and strong readers existed in their abilities to use accurate academic vocabulary. When measuring their skills to use language in complex ways, a significant statistical difference existed among ELs, regardless of reading ability, with orally complex sentences (.67 strong readers and .94 struggling readers). This study's results suggest how ELs' oral language skills could be deceptive, targeted, and purposefully taught and measured.

The failure to use academic language, especially orally, may be misunderstood as a disability rather than a language acquisition issue. If academic language is not contextualized and decontextualized in an orderly manner, students cannot simplify and develop academic language on tests, such as state standardized assessments. In verbal tasks, ELs struggle without rigorous instruction on communicating effectively in English and using complex academic English language across academic disciplines. The process of simultaneously acquiring academic content while learning the English language is demanding and can leave certain students with academic and linguistic gaps.

Comprehension. There have been numerous studies that focus on ELs and comprehension (i.e., August & Shanahan, 2006; Cummins, 2007; Kieffer & Lesaux, 2012; Lesaux & Geva, 2006; Li & Nes, 2001; Lipka & Siegel, 2012; Jiang et al., 2012; Ortis & Klingner, 2010; Taboada & Rutherford, 2011; Vaughn et al., 2009). ELs must be taught comprehension strategies to help them access the content while they are developing English proficiency. Teaching ELs learning strategies to access content information as they read is essential (Echevarria et al., 2012). Collaborative strategic

reading, developed for ELs and other struggling students, is one way that has been shown to be effective in teaching comprehension (Klingner et al., 2012). Organized peer discussion and collaborative activities are included through the before-during-after reading process; together, students use reading strategies to monitor their comprehension, review and synthesize information, ask and answer questions, and take steps to improve their understanding. The support and foundation of literacy is a critical element that must be targeted and fostered to ensure that ELs have the foundation for accessing core instruction.

Explicit Instruction. There have been numerous studies that focus on ELs and explicit instruction (i.e., Fillmore & Snow, 2002; Francis et al., 2006; Genesee et al., 2006; Gersten & Baker, 2000; Gibbons, 2002; Haynes & Zacarian, 2010; McCardle et al., 2005; Vanosdall et al., 2007; Vaughn et al., 2006; Walqui, 2006). ELs need time during content instruction to develop English proficiency. Combined time for developing English proficiency is most effectively accomplished by using sheltered instructional techniques to support students' content-area learning. Samples of sheltered instructional techniques include having clear content and language objectives, building background knowledge, and providing information in a comprehensible way, teaching-learning strategies, and providing students with opportunities to interact with peers and teachers (Echevarria et al., 2012). In Echevarria, Richards-Tutor, Pham, & Ratleff, (2011) study using the Sheltered Instruction Observation Protocol model, teachers who used sheltered instructional strategies had students who improved on both reading and writing measures than those in classrooms where sheltered instructional strategies were not used.

Sheltered Content Instruction (SCI) is an instructional approach utilized to link acquisition needs and the academic instruction of ELs as they continue to acquire the English language and prevent gaps in academic skills. SCI developed out of the need to ensure that ELs received access to grade-level and standards-based instruction that linked English language acquisition needs with particular instructional scaffolding techniques and strategies. This instructional approach encompasses a variety of scaffolding techniques with the purpose of providing academic content instruction and meeting academic language objectives (Genzuck, 2011).

The research on effective instruction for English language learners' points to three important principles: generally effective practices are likely to be effective with English language learners; English language learners require extra instructional supports, and the home language can be used to help academic development. Additionally, English language learners need adequate opportunities to develop proficiency in English (Goldenberg, 2013). In a study of high-performing schools with large populations of English language learners, four effective practices were recognized as having the most significant positive correlation with increased test scores: applying a coherent, standards-based curriculum and instructional program; prioritizing student achievement; confirming the availability of instructional resources; and using assessment data to improve student instruction (Williams et al., 2007).

Computer-assisted learning systems. There have been numerous studies that focus on ELs and computer-assisted learning systems (i.e., Cheung & Slavin, 2013; Baumgartner et al., 2003; Borgman et al., 2008; Chapelle, 2001; Godzicki et al., 2013; Hannafin & Land, 1997; Keengwe & Hussein, 2013; MacArthur et al., 2001; Meskill,

2005; White, 2013). ELs computer-assisted learning systems review by “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School” conducted by the Institute of Education Sciences resulted in four recommendations; a) teach a set of academic vocabulary words across several days using a variety of instructional activities; b) integrate oral and written English language instruction into content-area; c) provide regular, structured opportunities to develop written language skills ;d) deliver small-group instructional intervention to students struggling in areas of literacy and English language development (Baker et al., 2014).

Research shows that English language learners’ reading comprehension improves when teachers draw upon students’ background knowledge in relation to the story (Saunders, 1998; Ulanoff & Pucci, 1999). To confirm success for English language learners, Coady et al. (2003) suggest texts that a) are comprehensible; b) are reader-friendly, and c) make links to students’ prior knowledge and experience. English language learners, in particular, benefit from repeated reading using computer-assisting learning programs (De la Colina et al., 2001). The computer-assisting learning programs provide both visual and print contexts and has been shown to increase word recognition in English language learners (National Center for Technology Innovation and Center for Implementing Technology in Education, 2016).

The overlap and key distinctions between evidence-based practices SWD and ELs. Although there are many common strategies for supporting ELs and SWDs, the evidence-based practice suggests there is no one-size-fits-all technique for meeting the diverse learning needs of these students. Rather than prescribing blanket approaches to serving ELs and SWDs, the focus to support students should be on recognizing the

individualized and often complex needs the students and devising instructional strategies to address those needs, in vocabulary, reading, and computer-assisted learning programs.

Evidence-based Reading Instruction for Dually-Served Students

The research on ELs with disabilities has mainly focused on issues that occur prior to when an EL is found eligible for disability benefits (Keller-Allen, 2006). ELs with disabilities need specific services and instructional practices that meet their unique needs. ELs with disabilities face challenges in functioning with a disability in an educational environment that has cultural and linguistic differences centered on the majority and, therefore, different from their norm. Although services are critical to the academic success of ELs (Genesse et al., 2005), the research on ELs with disabilities has shown that many of their IEPs and instructional programs do not address their unique cultural and linguistic needs (Collier, 2004; Yates & Ortiz, 2004). Zehler et al.'s (2003) descriptive study of services in K–12 public schools found that two-thirds of districts did not have services that addressed the needs of ELs with disabilities and further lacked research on effective instructional practices for this population. If services to meet the needs of this culturally and linguistically diverse population are not available, then likely the IEPs of these students do not include them either.

Summaries of Existing Literature on Reading Interventions for Dually-Served Students. The literature gathered related to the topic of study from online databases using the multidisciplinary database Academic Search Complete and the Google Scholar database. The literature found relevant peer-reviewed articles in the following journals: *Journal of Exceptional Children*, *Learning Disabilities Research & Practice*, *Teaching Exceptional Children*, *Learning Disability Quarterly*, *Learning and*

Instruction, Reading Research Quarterly, and Journal of Special Education. Specific criteria searched included a combination of the following terms included *reading, read, students with disabilities, English language Learners, ELL with disabilities, ESOL and special education, special education and ELL, SWD and ELL, dually-served students*.

The search produced approximately 450 records of abstracts, articles, and dissertations.

The literature was narrowed down to specific studies, which utilized studies on evidence-based practice for ELs and SWD students anywhere from K-12 were in relation reading skills. The literature was narrowed down to specific studies, which utilized reading interventions for dually-severed students.

Reading inventions for dually-served students has limited research that focuses on the area of study. After reviewing the literature, the literature is broken down and two areas. The research focused on the next section of literate to support the instruction framework within the collaborative classroom to support the dually-served students. The first area reviews System 44, which a computer-assisted program to support reading instruction for ELs with disabilities. The second area focuses on Wilson Reading System that involves two studies dealing with ELs with disabilities.

System 44 is a version of READ 180 for adolescent readers who have not mastered basic phonics and decoding skills. The program focuses on decoding, fluency, and comprehension. Both READ 180 and System 44 studies reviewed showed a positive impact from supplement time used for reading instruction. The computer-based assisted program gives students structure and differentiated instruction to support reading instruction. There have been numerous studies that focus on system 44 and READ 180 supporting reading instruction for the general population, SWD and ELs (i.e., Schenck et

al., 2011; Sprague et al., 2012; Swanlund et al., 2012). The in-depth search of literature review only studies on ELs with disabilities on system 44 for research instruction, which is reviewed below.

Beam et al. (2016) conducted a study that used *system 44* in 10 KIPP NYC public charter schools. The majority of the student body were African American (48%) or Hispanic (49%) and received free or reduced-price lunch (88%). Fifteen percent were SWD, and 8% were ELL. During the 2014–2015 school year, 193 eighth-grade students in five middle schools were selected to participate in a study of *System 44*'s success. Students scoring Below Basic on *The Reading Inventory* and as Pre-Decoders, Beginning Decoders, or Developing Decoders on *The Phonics Inventory* were positioned into *System 44* classrooms where they were likely to obtain 45 to 90 minutes of instruction five times per week. The model varied across the schools with some classrooms using a stand-alone *System 44* application and some classrooms using an combined *READ 180/System 44* model. There was a significant relationship growth seen for students who used *System 44*. Students that completed more than one unit (e.g., a unit includes five strands: The Code, Word Strategies, Sight Words, Reading, and Writing, and provides differentiated instruction and practice) demonstrated significantly greater gains, as well as gains on *The Phonics Inventory*. Students grew an average of 273 Lexile on *The Reading Inventory*, and 80% met or exceeded average growth. Forty-nine percent of students met or exceeded two times the average growth. On average, students showed significant gains in both *The Phonics Inventory* Accuracy (6.8 points) and Fluency (10.7 points). For former ELs, 91% exceeded typical growth, and 100% exceeded typical *The Reading Inventory* growth. For students with disabilities, 80% exceeded average growth,

and 72% exceeded typical *The Reading Inventory* growth. The *system 44* study showed growth for both ELs and SWD students by utilizing the program. The program helps students work on decoding, fluency, and comprehension to support vocabulary skills and student's Lexile levels over time.

Wilson Reading System. The Wilson Reading System (WRS) is useful in developing the reading skills of individuals with a language-based learning disability or who struggled to learn to read. It is a structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. The WRS focuses on word studies, spelling, fluency, and comprehension to support children with reading and language difficulty. Only two studies focused on dually served students utilizing WRS to work on reading skills.

Wilson and O'Connor (1995) examined the efficacy of WRS in the public school setting of ELs. The purpose of this study was to determine whether the use of WRS significantly improved student's basic reading and spelling skills. A total of 220 students, ranged from grades 3 to 12, were included in the study. Each student received two or three 1:1 lessons per week throughout the school year for an average of 62 lessons completed by the end of the year. Results indicated significant gains in Word Attack, where the average increase was 4.6-grade levels. Significant gains in Passage Comprehension were also achieved, where the average gain was 1.6-grade levels.

Stebbins et al. (2012) examined the use of the WRS for students with disabilities and evaluated their learning outcomes for two years. A total of 20 students participated in this study with an IEP documenting the need for specialized reading instruction. Students

received four 45-minute sessions per week of direct reading instruction with the WRS in the classroom. Results showed that as the WRS was implemented, the mean scores on Word Attack increased substantially during the first year, plateaued during the summer and fall, then rose slightly again in spring. Results also showed a significant increase in scores from the fall to the spring of the next year in the Reading Fluency, Basic Reading Skills, and Letter-Word Identification subtests of the study. This study documented the significant growth of the participants in their application of phonic and structural analysis skills to pronounce nonsense words. Throughout the study, approximately one half of a standard deviation was gained in word attack skills. Students also showed significant gains in their ability to quickly and accurately read simple sentences, and their reading fluency improved significantly. Although the participants' basic reading skills scores changed significantly over time, the effects were minimal.

ELs with disabilities. This review of the literature concludes that empirical and theoretical research exists but lacks support for ELs with disabilities. The researcher determined from this literature review that the methods used to support ELs with disabilities are inadequate and generate unclear results due to policies, cultural and linguistic biases, inadequate assessment tools and practices, and socio-cultural factors. The increasing number of students designated as eligible for both ESOL and special education needs to be viewed as a teaching opportunity. Both studies provide an examination of a new way for ESOL and special education to collaborate in support of students' individual needs. Also, the opportunity exists to add to the body of literature for addressing the academic and linguistic needs of ELs receiving special education services. By continuing to ignore the necessary linguistic and academic supports that this

population requires for academic success, long-term challenges that go beyond the schools will occur. By providing more support in the area of reading, students will have more opportunities in the future, which is why the reading intervention has been researched over the years.

Summary. In summary, the Literature review collects and analyzes data targeting literacy and different educational aspects affecting dually-served students. This study aims to focus on literacy among dually-served students by examining the relationship between ESOL and special education in supporting the needs of the growing EL population. The ultimate goals of this study are to contribute to the research on dually-served students to increase their academic achievement in literacy, to improve the educational outcomes of dually-served students, and to lower the increasing dropout rate of a growing population of diverse students. The study will achieve these goals by supporting EL students with disabilities in the collaborative classroom with ESOL and special education teachers collaborating to find accommodations and strategies that will help support the students academically.

In Chapter 1, the researcher identified the problem and presented its relevance and importance to the educational field. Chapter 2 has reviewed the pertinent literature related to this study, focusing on socio-cultural theory, cultural and linguistic responsiveness to pedagogy, special education, ELs, and evidence-based instructional practices of ELs in special education. In Chapter 3, the researcher will discuss research methodology and design, as well as explain the details of the data collection and analysis methods.

Purpose of the Study

This dissertation aims to examine a collaborative literacy collaborative classroom for dually-served students by analyzing patterns and relationships in two ways. The study employed a descriptive and experimental design approach to determine the relationship between evidence-based instructional practices in the classroom and collaborative teaching designed to serve ELs with disabilities in education. As it is necessary to understand whether relationships exist between dually-served students accessing the collaborative classroom, this study examines the most current literacy levels of middle school students exposed to the collaborative classroom. This examination of possible relationships relies on data collected throughout the research period to target students' literacy levels as analyzed by grade level. Determining how educators have addressed the instructional framework that incorporates strategies and needs will be the second element of this study. The researcher explores these elements by analyzing the cumulative educational records of dually-served middle school students.

Based on the results of this study, the researcher provides recommendations and key considerations for an instructional framework to support educational programs for dually-served students. In summary, the purpose of this study is to examine the effect of the collaborative classroom with an embedded literacy instructional framework on dually-served students' literacy skills. The findings of this study could influence educational practices at the district and school levels.

Research Questions

The overarching research question addressed herein focuses on how an ESOL and special education collaboratively-taught literacy and language program contributes to

effective interventions that address the unique challenges of dually-served students at risk of not advancing to the next grade level due to disability, language, literacy, or a combination of these factors. Specifically, the following research questions are posed:

- (1) To what extent will students' reading proficiency increase or decrease after the implementation of the literacy collaborative classroom instruction (16 weeks duration)?
- (2) Is there a significant difference between the reading proficiency growth from the previous literacy collaborative classroom (16 weeks duration in fall) and the implementation of the literacy collaborative classroom (16 weeks duration in spring)?
- (3) In what ways do the collaborative teachers consider the literacy collaborative classroom beneficial to dually-served students?
- (4) In what ways do the dually-served students consider the literacy collaborative classroom beneficial to themselves?

By addressing these questions, the research will identify effective ways to maximize the integration of content instruction and increase student performance in content areas for dually- served students. This study will provide quantitative data on the effectiveness of the literacy and language development class.

Chapter 3: Methodology

This study aims to examine a collaborative classroom for dually-served students by analyzing the data over two semesters in supporting the students reading skills. The study employed a descriptive and experimental design approach to determine the relationship between instructional programs in the collaborative classroom and collaborative teaching designed to serve ELs with disabilities in education. As it is necessary to understand whether relationships exist between dually-served students accessing the collaborative classroom, this study examines the most current literacy levels of middle school students both exposed and not exposed to the collaborative classroom. This examination of the data collected throughout the research period to target students' literacy levels as analyzed by grade level. Determining how educators have addressed the instructional framework that incorporates strategies and needs will be the second element of this study. The researcher explores these elements by analyzing the cumulative educational records of dually-served middle school students.

Only a few select studies have examined how dually-served students receive services and the impact those services have on students' outcomes (Artiles et al., 2005; MacSwan & Rolstad, 2006). Based on the review of the literature, inadequacy exists in how dually-served students' academic needs are being met (Baca & Cervantes, 2004; Collier, 2004; Yates & Ortiz, 2004). The research questions in this study aim to investigate different aspects of the educational outcomes of dually-served students within the collaborative classroom and thereby add to the body of literature addressing this culturally and linguistically diverse student population. These areas of investigation include:

- Increased academic performance of students eligible for both ESOL and special education services;
- Increased knowledge among special education teachers regarding best practices to meet the academic and literacy needs of ELs, resulting in a more targeted instructional approach;
- Increased knowledge among ESOL teachers regarding best practices to meet the academic and literacy needs of students who have a disability, resulting in a more targeted instructional approach; and
- Maximized state-allowable ESOL and special education FTE segments.

Thus, the following questions were addressed:

Table 1

Research Questions, Type of Measurement for Variables, and Corresponding Analysis

Research Question	Key Variables	Measurement Type	Sample size	Statistical Analysis
(1) To what extent will students' reading proficiency change (i.e., increase or decrease) after the implementation of the literacy collaborative classroom instruction (16 weeks)?	Sixth grade Lexile, ACCESS and Reading EOG scores (pre- and post-)	Continuous Variable	19	Paired-Sample <i>t</i> -test
	Seventh grade Lexile, ACCESS and Reading EOG scores (pre- and post-)		15	Paired-Sample <i>t</i> -test
	Eighth grade Lexile, ACCESS and Reading EOG scores (pre- and post-)		13	Paired-Sample <i>t</i> -test
(2) Is there a significant difference between the reading proficiency growth from the previous	Sixth Grade Growth from Fall	Continuous Variable	19	Paired-Sample <i>t</i> -test
	Sixth Grade Growth from Spring		19	

literacy collaborative classroom (16 weeks in fall) and the implementation of the literacy collaborative classroom (16 weeks in spring)?

(3) In what ways do the collaborative teachers consider the literacy collaborative classroom beneficial to dually-served students?

Teacher
Questionnaire

6

(4) In what ways do the dually-served students consider the literacy collaborative classroom beneficial to themselves?

Student
Questionnaire

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Research Design

This descriptive study investigated the combined statistical trends of EL and special education data and also included a social validity measure of students' personal experiences. The research study was intended to examine the outcomes of an innovative course collaborative classroom that allows for dually-identified sixth, seventh, and eighth-grade students to receive daily instruction from two teachers, one highly qualified in special education and the other in ESOL, in order to ensure a strong focus on the specific literacy and academic language needs of this unique group of students. The study included the seventh and eighth graders received the specialized collaborative classroom instruction for 16 weeks, whereas the sixth graders received it for 32 weeks. In this descriptive study, the researcher attempted to emulate research as conducted in actual practice; both quantitative and questions were asked, and data from each were used to inform the whole of the research (Johnson & Onwuegbuzie, 2004).

For Phase One of this study, the researcher collected quantitative data to examine the differences, if any, in academic achievement that existed between the dually-served students and other ELs in the innovative collaborative classroom. In order to examine this phenomenon and population accurately, the researcher purposefully selected sixth, seventh and eighth-grade students, but only sixth-grade students remained in the collaborative classroom for the second half of the school year, dually-served students in one highly-populated school that served dually-identified students in school year 2015–2016. The selection criteria for the sample were as follows: ELs’ ACCESS levels (which needed to be below a certain threshold to qualify for the class), and identified disability, current enrollment in sixth, seventh and eighth grade, and eligibility for both ESOL and special education services during the 2015–2016 school year. Although ELs with disabilities are a diverse student population with a span of cultural and linguistic differences (Artiles et al., 2005), the criteria used for sampling matched the key variables examined in the research question (reading proficiency and benefits of the collaborative classroom).

The final sample used in the quantitative phase of the research study included specific students based on particular, defined factors. The data collected involved 26 student data files. Each file included unique student identification number and extensive student information, such as: Lexile levels, eligibility status, grade level, school of attendance, EOG Milestone testing scores, ACCESS test scores, SRI levels, San Diego Quick data, and so forth. Although all of the data was valuable, only certain data contained the variables that the researcher was studying and addressed the research

questions. Hence, the researcher only used the data related to the methodology outlined in this study when selecting participants.

Setting and Context

The study was conducted in the second largest school system in a southern, eastern state. The student body is increasingly diverse and currently includes ~9,000 English learners (ELs). Of these 9,000 ELs, approximately 1,500 qualify for program services from both English Speakers of Other Languages (ESOL) and special education services. This group of students will be referred to as dually-served students. The school district includes approximately 1,500 dually-identified children. Nineteen elementary schools and six middle schools have been identified as having a significant number of students who are dually-served. Of these schools, one middle school was chosen for inclusion in this innovative ESOL/Special Education collaborative classroom implementation. The collaborative class took place within one 70-minute long daily academic course, into which certain carefully-selected dually-identified students were specifically placed for instruction.

This study relates to school district priorities in the area of services provided to students with special needs, and it also focuses on instructional techniques. By developing and studying a course for students who qualify for both special education and ESOL services, this study sought to determine if a collaboratively-taught class is an academically effective intervention for this unique group of students who is at risk of dropping out of school due to disability, language, literacy, or a combination of these factors. In addition, the research addressed ways to integrate content instruction and included data linking student performance in content areas for dually-served students.

The review of the district's data for one area revealed a high population of students who fall under both qualifications for special education and ESOL.

Dually-identified students frequently receive services in only one of the areas of academic weakness: either special education or ESOL. Lack of academic support in both areas can lead to a high rate of academic failure, low Lexile scores, and low standardized test scores. Through this newly-designed course, dually-served students received a collaboration of services to aid skill development in both areas. This research project included collaboration between not only the special education and ESOL departments, but also between individual teachers in order to utilize pedagogy and appropriate instructional practices from both fields.

Pedagogy and instructional practices were altered throughout the course of the study, utilizing a constant comparative approach based on research from Corbin and Strauss (2014). The researcher and course teachers partnered to determine changes in instruction that would help meet the students' special education needs in the best way possible while also equally addressing language development needs in all four-language domains of listening, speaking, reading, and writing. Most of the instruction occurred in small groups that included components of a workshop approach (Corbin & Strauss, 2014). ESOL and special education instruction occurred through differentiation and small group instruction, incorporating both language and content objectives. Teachers had a daily structured, collaborative planning session to review student progress, update unit planners, and formulate upcoming lessons.

Participants

In order to understand the makeup of students in the research study's collaborative classroom the researcher created a cross-tabulation of data categorized by student information (Appendix A). This cross-tabulation also provided an opportunity for comparisons to be made between categories. The researcher labeled multiple areas for analysis (student demographics, disability, EOG Milestone assessments, ACCESS assessments, Lexile levels, SRI scores). Since the focus of this research was on dually-served students, the researcher determined that the EL and SWD labels were sufficient for describing the population and addressing the purpose of this research. The researcher organized the student data by category: students who were dually-served as EL/SWD students and in the collaborative classroom, students who were designated EL only, and students who were dually-served and not in the collaborative classroom. Categorizing students using this method of cross-tabulation enabled the researcher to examine the data for students within the collaborative classroom; additionally, it also permitted comparisons to be made to the students without disabilities and students with disabilities but who were not in the collaborative classroom. The researcher also discovered data for students who had withdrawn during the implementation of the collaborative classroom; to ensure accurate measurement of frequency, the researcher excluded these students from the analyses. This method of the organization described the population of the research in a manner that could be examined proportionately.

Three groups participated in this study: (1) ESOL and special education teachers assigned to collaboratively teach the course of dually-served students; (2) students enrolled in the course; and (3) general education teachers who teach the students in the

course. Groups One and Two were determined by the school administration. Students were selected not only by assessing standardized test scores, but also through conversations with school administrators, ESOL coordinators, special education coordinators.

The researcher obtained an IRB from the university and district to conduct the study. This gave the researcher permission to collect the data needed and the implementation of the collaborative classroom within a middle school. The research consent forms to sign and given to all teachers, students (and their caregivers) involved in the study.

Intervention

In this study, the collaborative classroom was specifically designed to focus on literacy skills and language acquisition needs for middle school dually-served students. The current collaborative classroom for these dually-served students includes collaborative teaching by educators certified to teach ELs and educators qualified to teach students with disabilities. The study included a sixth, seventh, and eighth-grade model classroom for all 16th weeks. Due to scheduling concerns, the collaborative classroom continues with just the sixth-grade model completing the spring 16 weeks. By analyzing EL students with disabilities (in isolation) who participated in the model classroom experiment, the study was able to narrow down relationships between collaborative classroom implementation over the course of a year (i.e., instructional framework, collaborative teachers, school supports and professional development).

Instructional Framework. Through the newly-designed course in this study, dually-identified students received a collaboration of services to aid in literacy development.

Pedagogy for the class drew upon research-based best practices in both ESOL and special education. The class utilized one segment a day to support the students with two collaborating teachers. The collaborative classroom included an instructional framework that was developed to help with the implementation of the collaborative classroom (see Appendix A). The instructional framework included (but was not limited to) specific literacy skill comprehension cards, called System 44, whose goal is to ensure that each student masters the system of 44 sounds and 26 letters that constitute the English language, allowing them to become fluent and confident readers. In addition, System 44 provides students with access to increasingly more complex texts with supports for comprehension, practice with responding to rigorous text-dependent questions, and multiple opportunities for evidence-based writing. These instructional elements help prepare students for the level of academic rigor that the heightened standards require (Houghton Mifflin Harcourt, 2015). In addition to System 44, the instructional framework also included Study Island (2015), which offers rigorous content built from the Common Core Georgia Performance Standards and Georgia Performance Standards to prepare for the Georgia Milestones. Study Island supports the learning process and builds off of the students' enthusiasm for technology with engaging, interactive lessons and activities. Students can work through the web-based program at their own pace, or teachers can guide students through the program (Study Island, 2015).

The instructional framework of the collaborative classroom was designed to include differentiation through flexible groupings. This class included collaboration between individual teachers in the special education and ESOL departments in order to: utilize pedagogy from both disciplines; assist all teachers in becoming more

knowledgeable about both ESOL and special education pedagogy and practices; and inform all teachers about how they can work together to support student achievement.

Collaborative Teachers. The collaborating ESOL and special education teachers performed multiple critical actions and interactions to support students in the collaborative classroom. These are as follows:

- Developed lesson plans that clearly incorporated differentiation of pedagogies, strategies, and activities targeting the academic needs of the dually-identified students
- Drew upon a combination of general education, ESOL, and special education pedagogy
- Utilized research-based ESOL and special education methods and strategies within the content areas
- Integrated methods to meet the students' special education needs, along with all four language domains (listening, speaking, reading, and writing), in all components of the workshop model, including small group instruction
- Addressed the needs of varied language development levels by scaffolding content area performance tasks and instruction
- Provided small group instruction using methods from both ESOL and special education, thereby incorporating both language and content objectives
- Monitored progress of students within the class and provided feedback to the students' other teachers

- Participated in regular professional learning for at least two hours per month (see Table 2), including data review and prescriptive interventions addressing areas of concern
- Documented progress made by students and collected student data consistently at the end of every month
- Generated short-range and long-range professional development plans for themselves and for other relevant faculty and administrators
- Collected student work samples for analysis every month
- Adjusted instruction based on results of analyses documenting the targeted instruction

School Support. The administration of the school where the collaborative classroom was located cooperated by supporting students and collaborating teachers in several ways:

- Utilized an innovative ESOL and special education guide to aid in scheduling and creating classes composed of both ELs and SWDs in seventh and eighth grades for 16 weeks and sixth grade for a total of 32 weeks (both 16 weeks in fall and spring semesters)
- Utilized a reduced class model to qualify for both ESOL and special education to serve each EL daily in excess of the number of minutes required to earn FTE credit as stated in Georgia State Bill 160-5-1-.08 (2007): Class Size: 2–3 = 225 minutes per week (45 minutes daily) and 4–5 = 250 minutes per week (50 minutes daily). In addition, EL and special education class (concurrent)

EL served minutes were: sixth-grade students = minimum of 300 minutes per week (60 minutes daily)

- Provided collaborating teachers with joint planning time daily
- Provided collaborating teachers with one structured planning session to review student progress, update unit planners, and create upcoming lessons
- Integrated a time for teachers to collaborate with grade-level general education teams on lesson plans and student progress

Professional Development. Professional development for the collaborating teachers was delivered in three ways: (1) during their scheduled planning once a month, (2) after school once a month, and (3) during post-planning (one to three hours). Professional development was delivered by school district ESOL and special education staff and/or teacher education faculty from a partnered teacher education program (see Table 2). Dates were flexible based upon the school calendar and the participating school's schedule.

Table 2

Professional Development Delivered to Participating Staff

Timing of Professional Development	Participants	Professional Development Providers
Pre- and Post-Planning 2 Trainings (Data Review)	ESOL and Special Education Teachers Researcher	Administration, ESOL district personnel, special education liaison, partnered teacher education program faculty
Pre-Teach 3 Trainings (Co-Teaching, System 44, Wilson Reading, Vocab Cards)	ESOL and Special Education Teachers Researcher	Administration, ESOL district personnel, special education liaison, partnered teacher education program faculty
Planning Once a Semester	ESOL and Special Education Teachers	ESOL district personnel, special education liaison,

3 Meetings (Review Student Data, Lesson Plans, Next Steps)	Researcher	partnered teacher education program faculty
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Measurement

The data analysis in this phase of the study involved multiple statistical methods, both descriptive and inferential. As this study involved descriptive and inferential statistical analysis, Statistical Package in the Social Sciences was used. The data analysis for this phase of the study began with descriptive statistics in order to depict the student population within the school and the target group of the study. To begin this process of analysis, the researcher systematically arranged the data collected to compute the frequency of key variables' distribution. These key variables included Lexile levels, EOG Milestone assessment scores, ACCESS assessment scores, and SRI scores.

The inferential statistical analysis of the data collected involved the use of paired *t*-test, looking at pre- and post-data collected on Lexile levels, ACCESS scores, and EOG assessments. This statistical analysis allowed for inferences to be drawn about the sample being studied and determined statistical significance. The paired sample *t*-test, sometimes called the dependent sample *t*-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample *t*-test, each subject or entity is measured twice, resulting in *pairs* of observations (Pair Sample T-Test, 2019). This non-parametric test also determined whether a statistically significant relationship existed between these variables. The researcher then analyzed these data for patterns of distribution and statistical significance. The determined probability level the researcher used in this study was the standard level of significance used by educational researchers. The aim of this phase of the study was to determine how the innovative

collaborative classroom for dually-served students would support and provide literacy skills, so it was the intent of the researcher to persistently select the students for this portion of the study based on pre- and post- overall reading proficiency levels. In terms of the selection process, the researcher first reviewed students' current reading proficiency levels. Then the researcher examined their reading proficiency levels at the start of the school year of designation for those students in the dually-served collaborative classroom.

As the researcher reviewed the records of the students within the innovative collaborative classroom and their reading proficiency, she determined that students without a disability should also be considered in the sampling process. This decision was appropriate given the high level of transition rate of students and the influence and support of the students who received instruction in the classroom. The following section describes the next steps for collecting data based on the criteria outlined.

Standardized (ACCESS) Test Scores. All students ACCESS scores were collected by the researcher using the school's database system pre and post being in the collaborative classroom. ACCESS for ELs is a standards-based, criterion-referenced ELP test designed to measure ELs' social and academic proficiency in English (WIDA, 2016). ACCESS for ELs meets the federal requirements that oblige states to evaluate ELs in grades K-12 on their progress in learning to speak, listen to, read, and write English (Georgia Department of Education, 2015). Scholastic Reading Inventory (SRI) levels were initially developed in 1998 and 1999 as a print-based assessment of reading comprehension. In late 1998, Scholastic began developing a computer-based version. A Foundational Reading Assessment subtest was added to the *SRI College & Career*

Technical Guide for students in grades K–12 who are still developing the foundational reading skills necessary for reading comprehension. Richard K. Wagner originally developed the Foundational Reading Assessment as a screener and placement assessment for *iRead* (also known as the SRI), and it has developed into a reading assessment to screen K–12 students' reading level (Scholastic, Inc., 2014, p. 8).

Lexile Scores. All students Lexile scores were collected by research using the school's database system pre and post being in the collaborative classroom. A Lexile is a specific number that describes a student's reading comprehension ability. A student receives his or her Lexile through formal methods, such as a linking study where the reporting scale of a norm-referenced or criterion-referenced assessment is linked with the Lexile scale, or through informal methods, such as reading aloud a book with a known Lexile measure (MetaMetrics, 2014).

Attendance Data. All student's attendance was collected by the research using the school's database system before students were chosen and on-going during the collaborative classroom. Attendance data for students in specific elementary and middle schools within a school district were analyzed. By collecting this data, the research could see if this was an inclusionary factor of students' learning before entering the collaborative classroom and throughout the school year within the collaborative classroom. All data was utilized to chart academic achievement (for an example of the academic data chart, see Appendix F, which is the IRB forms).

Lexile scores were collected throughout the school year to monitor growth. Data was again collected for ACCESS test scores and Lexile scores at the end of the school year to determine the impact, if any, on student achievement from participation in the

collaborative classroom study. Throughout the study, data was used to develop and modify instructional material, differentiate groupings, and target areas of literacy and academic weakness for each student individually. The study utilized ongoing communication with all parties involved in supporting the class. Classroom assessments and SRI were collected and analyzed on an ongoing basis as support for claims showing an increase or decrease of academic performance (see Table 3). The class's communication was facilitated throughout the program through a planned collaboration of everyone supporting the program.

Social Validity. ESOL and special education collaborating teachers completed questionnaires, and each met twice with the researcher. General education teachers of the dually-identified students completed questionnaires once per academic year. Students also completed a questionnaire. Supervisory staff periodically conducted classroom observations. Collaborating teachers provided lesson plans and copies of class materials. To ensure that the collaboratively taught class met the proposed goals and objectives, two innovative review meetings were held with the school's administrative team (January and March). The goal of these meetings was to examine progress toward collaborative classroom goals, objectives, structures, and processes using the data tools listed in Table 3 and the following questions:

- What is the status of the collaborative classroom's progress toward helping ELs with disabilities achieve their goals?
- What do teachers consider the strengths and weaknesses of the collaborative classroom?

- What do the parties involved in the collaborative classroom consider to be its strengths and weaknesses with relation to students' academic performance data?
- How does the collaborative class's actual implementation compare with its design?

Validity and Reliability

The aim of the study was to determine how the collaborative classroom for dually-served students would support and provide literacy skills, so it was the intent of the researcher to persistently select the students for this portion of the study based on pre- and post- overall reading proficiency levels. In terms of the selection process, the researcher first reviewed students' current reading proficiency levels. Then the researcher examined their reading proficiency levels at the start of the school year of designation for those students in the dually-served classroom model.

As the researcher reviewed the records of the students within the collaborative classroom and their reading proficiency, she determined that students without a disability should also be considered in the sampling process. This decision was appropriate given the high level of transition rate of students and the influence and support of the students who received instruction in the classroom. The following table reviews the researcher's framework in collecting data over the course of the study.

Table 3*Data Collection Information*

Data to be Collected	Data Collection Instruments	Data Source
Standardized test data ACCESS test scores, SRI levels, Lexile scores, and student attendance data	None	Standardized test data (ACCESS test scores, SRI levels, and EOG Georgia Milestone), Lexile scores, and student attendance data
Perceptions, suggestions	Teacher questionnaires Student questionnaires	Collaborating teachers (ESOL, special education), students
Perceptions, feedback	Teacher questionnaires	General education teachers who teach the dually-identified students participating in the innovative collaborative classroom
Perceptions, feedback	Individual interviews, audiotape/transcriptions	Collaborating teachers (ESOL, special education) and general education teachers who teach the dually-identified students participating in the innovative collaborative classroom
Implementation of knowledge and skills learning through professional development	2 + 2 Observation Feedback ESOL/SWD Classroom Observation Form Review of lesson plans	Observation of collaboratively taught class for dually-served students
Innovative collaborative classroom review meetings	Review goals and objectives	The team will review the innovative collaborative classroom goals and objectives

Summary. This study adopted a theoretical lens focused on language acquisition theories and synthesized these theories with the known research on the dually-served

continuum, including the work of Baca & Cervantes, 2004; Collier, 2004; Artiles & Ortiz, 2002. A discussion of the history of the problems facing ELs with disabilities, as well as the progression of legislation and laws addressing the dually-served population, can tie the present research and theory to positive solutions in language and academic delivery models in order to address problems in education. The current research, coupled with the theories on language acquisition and—more specifically—how these theories relate to the special education needs of ELs, attempted to address the local problems in a growing dually-served population.

Chapter 4: Findings

Chapter 4 explicitly connects the findings of this research study with its methodology. To establish this link, the researcher provides a brief restatement of the purpose of this study then categorizes the findings according to the different phases of the study.

Phase One of the study was quantitative and involved examining the distribution of proficiency-level data among ELs with disabilities within the dually-served sixth-grade students ($n = 19$), seventh-grade students ($n = 15$), and eighth-grade students ($n = 13$). This section presents graphical depictions of the key findings from this phase. This information included data on ELs with disabilities, including pre- and post-Lexile levels, End of Grade (EOG) Milestone assessments, and ACCESS assessments. The assessment data of the collaboratively-taught collaborative classroom included dually-served students' academic performance on Scholastic Reading Inventory (SRI) and ACCESS scores.

The quantitative phase of the study (second 16 weeks in spring) revealed the significant difference between the reading proficiency growth from the previous literacy collaborative classroom (first 16 weeks in fall). In Phase Two, the growth of a group of students from the fall of sixth grade to the spring of sixth grade was examined to understand if the implementation of the collaborative classroom helped the sixth-grade students progress from fall to spring term. Due to scheduling conflicts in the sixth-grade collaborative classroom was the only group that was tracked for the full school year the fall 16 weeks and spring 16 weeks.

The findings section ends with a synthesis of the interpretations that the researcher initially made through the quantitative data-finding for Phases One and Two. Following the research design outlined in Chapter 3, this study answered the following research questions:

- (1) To what extent will students' reading proficiency increase or decrease after implementation of the literacy collaborative classroom instruction (16 weeks duration)?
- (2) Is there a significant difference between the reading proficiency growth from the previous literacy collaborative classroom (16 weeks in fall) and the implementation of the literacy collaborative classroom (16 weeks in spring)?

Quantitative Findings

Data was collected to answer the proposed research questions. Adhering to the purpose of this study and using the research questions outlined, the researcher analyzed the data that would best describe the relationship between the sixth-grade collaboratively-taught collaborative classroom students. In addition, the researcher determined which data would be most appropriate to select for the analyses. Data relevant to the overall student population within the research, including eligibility and literacy levels, were considered and used to depict the students. The key variables that were analyzed addressed the research questions related to Lexile levels, EOG Milestone tests, ACCESS tests, and SRI assessments. The following sections describe and summarize the distribution of this data in detail, along with the patterns discovered among variables.

By comparing other assessments including EOG Milestones, ACCESS, ACCESS Literacy, and SRI, the research also examined the significant difference in reading

proficiency growth between the sixth, seventh, and eighth-grade students in the regular classroom and that of the students in the collaboratively-taught classroom. Examining the data of ELs and SWDs using these assessments allowed the researcher to isolate each grade level and each collaborative classroom as a group for further analysis.

Research Question One

- (1) To what extent will students' reading proficiency increase or decrease after implementation of the literacy collaborative classroom instruction (16 weeks duration)?

The researcher examined the change of ELs with disabilities in reading proficiency by grade level within the collaboratively-taught classroom after the 16 weeks elapsed (N = collaborative classroom students 52). Sixth- through eighth-grade data was analyzed. Overall, analysis of grade-level data revealed that a majority of students sampled were represented in sixth (34%), seventh (35%), and eighth (31%) grades. Graphs and results are presented for each grade level.

Sixth Grade. The sixth-grade group that was not part of the collaboratively-taught classroom showed a small margin of growth on the Lexile score based on the t -test. The pre-Lexile level score was based on a sample of 19 sixth-grade collaborative classroom students ($M = 609.47$, $SD = 23.03$). The post-Lexile level score of a sample of 19 sixth-grade collaborative classroom students was also obtained ($M = 690.26$, $SD = 25.12$). Paired-sample t -tests revealed that there was a statistically significant difference between the collaborative classroom's sixth-grade students in terms of their pre- and post-Lexile scores: $t(28) = -2.74$ $p < .05$, one tailed. The pre-ACCESS score of a sample of 19 sixth-grade collaborative classroom students was as follows: $M = 3.92$, $SD = 0.289$.

The post-ACCESS score of a sample of 19 sixth-grade collaborative classroom students was also obtained ($M = 3.43$, $SD = 0.247$). Paired-sample t -tests revealed that there was a statistically significant difference for the sixth-grade collaborative classroom students in terms of their pre- and post-ACCESS scores $t(28) = 3.88$, $p < .001$ one tailed. The pre-reading EOG score of a sample of 19 sixth-grade collaborative classroom students is as follows: ($M = 428.05$, $SD = 23.03$). The post-reading EOG score of a sample of 19 sixth-grade collaborative classroom students was also obtained ($M = 418.05$, $SD = 25.06$). Paired-sample t -tests revealed that there was no statistically significant difference for the sixth-grade collaborative classroom students in terms of their pre- and post-reading EOG scores: $t(28) = 1.35$, $p > .05$, one tailed. The sixth-grade students showed more growth within their Lexile levels over the course of the year, with more than an 80 point gain in overall growth for the group.

Table 4

Descriptive statistics and t-test results for sixth grade dually-served students

	Lexile		Access		Reading EOG	
	Pre	Post	Pre	Post	Pre	Post
Collaborative Classroom (n=19)	609.47 (23.03)	690.26 (25.12)	3.92 (0.289)	3.43 (0.247)	428.05 (23.03)	418.05 (25.06)
Pair-sample t -test	-2.74		3.88		1.35	
p-value	0.013		0.001		0.190	

Seventh Grade. The pre-Lexile level score of a sample of 15 seventh-grade students was obtained ($M = 707.56$, $SD = 36.12$). The post-Lexile level score of a sample of 15 seventh-grade students was also obtained ($M = 842.78$, $SD = 33.55$). Statistical

analysis revealed that the seventh-grade students had a significantly different mean Lexile score than 700, which is the population mean: $t(18) = -3.83, p < .05$, one-tailed. The students in this group did show some growth in their Lexile level for the course for the year but were exposed to the collaboratively-taught classroom during the fall semester only due to scheduling difficulties. The mean pre-ACCESS score of a sample of 15 seventh-grade collaborative classroom students is 3.87 (SD = 0.15), and the post-ACCESS score decreased to 3.63 (SD = 0.18). Paired-sample t -tests revealed that there was a statistically significant difference for the seventh-grade collaborative classroom students between the pre- and post-ACCESS scores: $t(18) = 1.78, p < .05$, one tailed. The pre-reading EOG score of a sample of 15 seventh-grade collaborative classroom students is as follows: (M = 428.44, SD = 9.91). The post-reading EOG score of a sample of 15 seventh-grade collaborative classroom students was also obtained (M = 434.94, SD = 8.01). Paired-sample t -tests revealed that there was a non-statistically significant difference for the seventh-grade collaborative classroom students in terms of their pre- and post-reading EOG scores: $t(18) = -0.63, p > .05$, one tailed. The seventh-grade students who were in the collaborative classroom showed more growth within their Lexile levels over the course of the year than the ELs with disabilities who were not in the class, with more than a 135 point overall increase for the group of students.

Table 5

Descriptive statistics and t-test results for seventh grade dually-served students

	Lexile		Access		Reading EOG	
	Pre	Post	Pre	Post	Pre	Post
Collaborative Classroom (n=15)	707.5 (36.12)	842.7 (33.55)	3.87 (0.15)	3.63 (0.18)	428.44 (9.91)	434.94 (8.101)

Pair-sample <i>t</i> -test	-3.83	1.78	-0.63
p-value	0.0006	0.04	0.26

Eighth Grade. The pre-Lexile level score of a sample of 13 eighth-grade students in the collaborative classroom was obtained ($M = 753.12$, $SD = 40.22$). The statistical analysis revealed that eighth-grade students' Lexile scores showed an increase close to be statistically significant: $t(13) = -1.34$, $p > .05$, one-tailed. The post-Lexile level score of a sample of 16 eighth-grade students was also obtained ($M = 802.5$, $SD = 29.2$). The pre-ACCESS score of a sample of 13 eighth-grade collaborative classroom students ($M = 3.95$, $SD = 0.15$) was higher than the post-ACCESS score ($M = 3.72$, $SD = 0.20$). Paired-sample *t*-tests revealed that there was a statistically significant difference for the eighth-grade collaborative classroom students in terms of their pre- and post-ACCESS scores: $t(16) = 2.96$, $p < .05$, one tailed. The pre-reading EOG score of a sample of 13 eighth-grade collaborative classroom students ($M = 435.18$, $SD = 9.68$) was very close to the post-reading EOG score ($M = 436.68$, $SD = 8.65$). Paired-sample *t*-tests revealed that there was no statistically significant difference for the eighth-grade collaborative classroom students in terms of their pre- and post-reading EOG scores: $t(16) = -0.13$, $p > .05$, one tailed. The eighth-grade students showed growth within their Lexile levels over the course of the year than the other grade levels, with more than a 49 point increase in the growth of the overall group of students.

Table 6

Descriptive statistics and t-test results for eight grade dually-served students

Lexile		Access		Reading EOG	
Pre	Post	Pre	Post	Pre	Post

Collaborative Classroom (n=13)	753.12 (40.22)	802.5 (29.27)	3.95 (0.15)	3.72 (0.20)	435.18 (9.68)	436.68 (8.65)
Pair-sample t-test	-1.34		2.96		-0.13	
p-value	0.09		0.003		0.44	

Figure 1

Sixth-Grade Lexile Levels

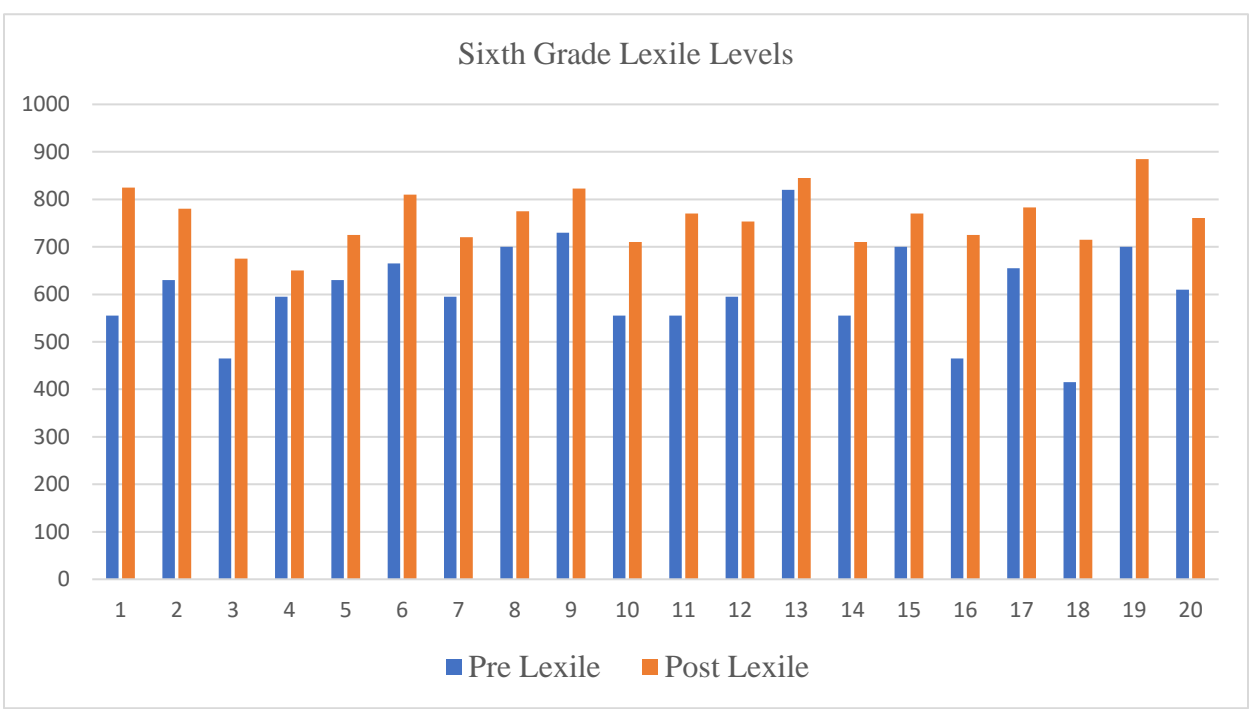


Figure 2

ELs in the Collaboratively-Taught Classroom

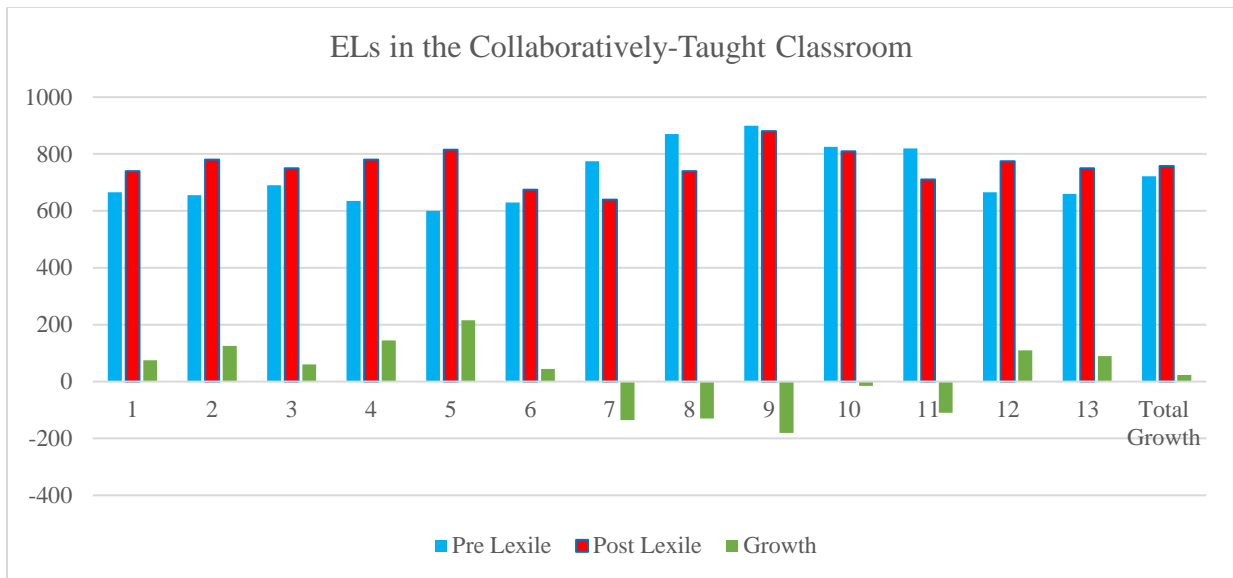
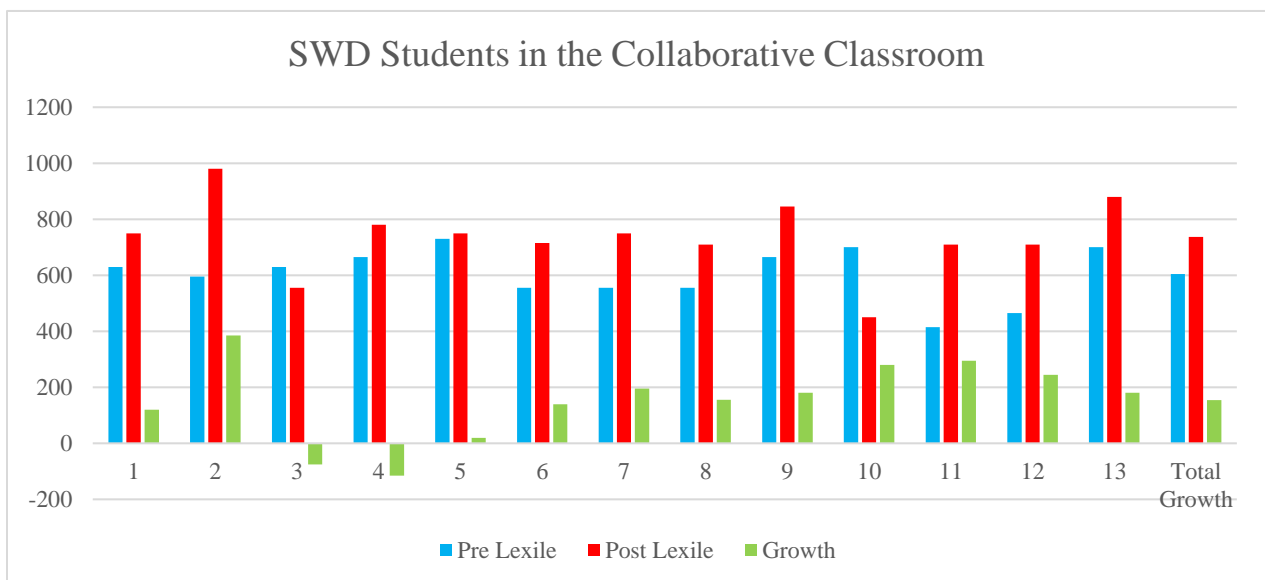


Figure 3

SWD Students in the Collaboratively-Taught Classroom



The sixth-grade SWDs in the collaboratively-taught classroom were the only group that had exposure to the instructional collaborative classroom for the entire school year, with the second 16 weeks of the collaborative classroom being closely observed. The pre-Lexile level score of a sample of 19 sixth-grade SWDs in the collaborative classroom was obtained ($M = 609.47$, $SD = 23.03$). The post-Lexile level score of a

sample of 19 sixth-grade SWDs was also obtained ($M = 690.26$, $SD = 25.12$). Students in the SWD group showed the most growth in Lexile level, with more than an 80% average growth over the school year.

In providing an opportunity for ELs and SWDs to be examined and compared with other groups that were not in the collaborative classroom, the data collected based on such examinations and comparisons revealed that the collaboratively-taught collaborative classroom students showed more growth in Lexile level, SRI, and ACCESS scores than the ELs with disabilities who were not in the collaborative classroom. The researcher was able to discern different patterns in various areas of growth in the sixth-through eighth-grade groups' concentration in the distribution of Lexile level, SRI, and EOG data among the grade levels. The eighth-grade graph showed SRI and Lexile as areas of dominant growth (see Table 6), while the seventh-grade group showed more SRI improvements than in any other area (see Table 5). The sixth-grade group showed more growth on the EOG assessment than any of the other groups (see Table 4). Although all of the dually-served students were exposed to the collaboratively-taught collaborative classroom, only the sixth-grade ELs with disabilities were given the structured instructional framework for the second 16 weeks, which might explain why the performance outcomes differed at each grade level.

Research Question Two

- 2) Is there a significant difference between the reading proficiency growth from the previous literacy collaborative classroom (16 weeks in fall) and the implementation of the literacy collaborative classroom (16 weeks in spring)?

Table 7

Descriptive statistics and t-test results for Pre and Post of sixth grade dually-served students

	Collaborative Classroom Lexile (16 weeks Fall n=19)		Collaborative Classroom Lexile (16 weeks Spring n=19)	
Lexile Mean	609.47	690.26	690.26	765.52
Pre- and Post-	(23.03)	(22.12)	(22.12)	(13.82)
Mean Difference	80.78		75.26	
Pair-sample			-0.14	
p-value			0.44	

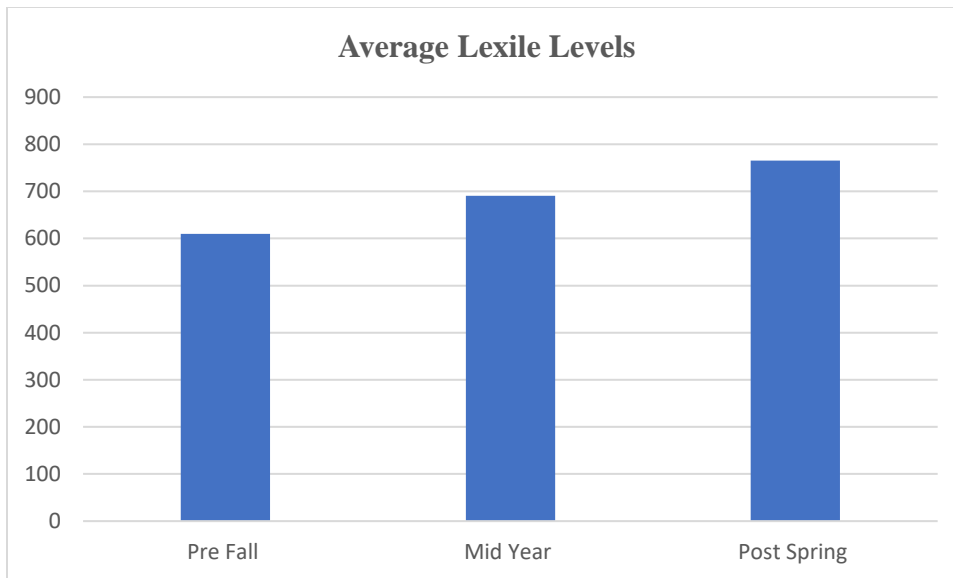
Unlike the seventh-and eighth-grade groups, the sixth-grade group was in the collaborative classroom for a full year with the research collecting the Lexile score for the fall and spring 16 weeks to see if any growth on the Lexile score based on the *t*-test. The pre-Lexile level score was based on a sample of 19 sixth-grade collaborative classroom students ($M = 609.47$, $SD = 23.03$). The post-Lexile level score of a sample of 19 sixth-grade collaborative classroom students was also obtained ($M = 690.26$, $SD = 25.12$) for the first 16th weeks. The spring 16 weeks pre-Lexile level score was based on a sample of 19 sixth-grade collaborative classroom students ($M = 690.26$, $SD = 22.12$). The post-Lexile level score of a sample of 19 sixth-grade collaborative classroom students was also obtained ($M = 765.52$, $SD = 13.82$) for the spring 16th weeks. Paired-sample *t*-tests revealed that there was not a statistically significant difference between the collaborative classroom's sixth-grade students over the two 16-week sessions in terms of their pre- and post-Lexile scores: $t(28) = 0.14$ $p > .05$, one tailed. Paired-sample *t*-tests revealed that there was no statistically significant difference for the sixth-grade collaborative classroom students in terms of their pre- and post-reading EOG scores, with

a mean for fall at 80.78 and a mean of 75.26. Even though students did show growth over the two semesters, the pair t-test did not show the growth the researcher was hoping to find with a mean for fall at 80.78 and a mean of 75.26. Even though students did show growth over the two semesters, the paired *t*-test did not show the growth the researcher was hoping to find.

Next, the research reviewed an ANOVA single factor analysis to see if growth was demonstrated in the Lexile levels of the sixth-grade students in the fall and spring 16 weeks of the collaborative classroom. One-way analysis of variance (ANOVA) was calculated on pre- and post- mean scores (609.47) of fall 16 weeks the start of Spring (690.26) and the end of the spring 16th weeks (765.52). The analysis was significant, $F(2, 54) = 10.62, p = .00001$. The comparisons indicated in the ANOVA single factor showed that there was growth in the sixth-grade collaborative classroom Lexile levels from the pre-fall 16 weeks' score to the end of the 16 spring post-score with a 156.05 point increase in overall Lexile score.

Figure 4

Average Lexile Levels of Sixth-Grade Students in the Collaboratively-Taught Classroom

**Table 8**

Sixth grade Lexile score for fall 16 weeks and spring 16 weeks

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	231444.73	2	115722.36	10.62	0.00	3.16
Within Groups	588163.15	54	10891.91			
Total	819607.89	56				

As the research question guiding this portion of the study examined significant differences in reading proficiency among the collaboratively-taught classroom students, the researcher conducted a deeper analysis of their EOG scores and Lexile levels. Using 2015–2016 overall performance results on EOG tests and Lexile assessments, the researcher analyzed the distribution among ELs with disabilities in the collaboratively-taught collaborative classroom with paired *t*-test statistics to investigate the relationship between these categories. As mentioned in the previous section regarding ELs and SWDs, the collaborative classroom included $N = 19$ participants. As depicted in Table 4, based

on a sample of data collected from 19 dually-served students in the collaborative classroom, the 2015 Lexile score mean was 609.97, with a standard deviation of 23.03, while the 2016 EOG mean score was 690.26, with a standard deviation of 25.12.

Comparing these two means in the sample, the paired-sample *t*-test was statistically significant ($t = -8.73$, $df = 3.44$, $p < .05$). Therefore, the null hypothesis shows that there is no differences in the pre and post test for the 2015-2016 school year. In fact, students' scores increased by about 1.13 points on average from 2015 to 2016. The 95% confidence interval for the difference ranged between 23.03 and 13.82. In fact, students' scores increased by about 94 points on average from 2015 to 2016.

Furthermore, based on a sample of data collected from 19 ELs with disabilities in the collaboratively-taught classroom, Figure 6 shows that the 2015 Lexile level mean score was 609.47, with a standard deviation of 23.03, compared to the 2016 Lexile level mean score of 760.47, with a standard deviation of 13.82. In fact, students' scores increased about 94 points on average from 2015 to 2016.

The researcher expected ELs with disabilities to progress one to two Lexile levels in a one-year period, so she also expected an increase in the reading proficiency over the first and second 16 weeks of the collaboratively-taught classroom (as it stands to reason that more exposure would lead to higher Lexile levels and EOG scores). A slight increase did occur, as reflected in the data of the collaborative classroom students sixth graders. The ELs' Lexile level growth was 23%, and the ELs' with disabilities growth was 155%. On the EOG, the growth of the ELs in the collaborative classroom decreased (i.e., -41%), whereas the ELs' and SWDs' growth increased (i.e., 2.6%). However, the greatest increase occurred in the sixth-grade ELs with disabilities who were within the

collaborative classroom for both 16 week sessions; they performed highest on Lexile and EOG assessments out of all of the participants ($N = 52$). Recognizing the decreased performance on the EOG among ELs, the data reflected the possibility that the ELs in the collaborative classroom might have been reaching a plateau due to language.

Although the patterns indicated significance and allowed for the researcher to draw inferences, they did not provide a full explanation or offer a comprehensive reason for these relationships where the students who were not in the collaboratively-taught classroom were concerned. Nevertheless, examining the relationship between ELs with disabilities and those with the same eligibility but who did not participate in the collaborative classroom, provided an opportunity to describe this population as it existed in the school district using a collaborative classroom to focus on literacy for dually-served students. In addition, the patterns of distribution, statistical findings, and research focus contribute to the field of special education and educational research, which the researcher established as a need in earlier chapters. Furthermore, a foundation for future research is provided by examining the relationship of students involved in the collaboratively-taught classroom compared to students who did not receive services.

The key findings in this research answered the research questions established in this study and put forward implications that will contribute to the field of education. By collecting data on both the collaboratively-taught classroom students and other grade-level dually-served students who did not learn in the collaboratively-taught classroom, the researcher was able to compare student performance in terms of Lexile level, EOG, ACCESS, and SRI to examine the patterns in and impact of the collaborative classroom. The researcher analyzed multiple variables to determine if patterns and relationships

existed, including grade-level assessments, to see if having exposure in either the 16 weeks in the fall or the 16 weeks in the spring had an effect on the students' reading proficiency.

These findings led to the further examination of the variables and the relationships that may have existed when combining ELs with disabilities and the more structured instructional framework of the collaboratively-taught classroom (as opposed to the regular classroom) within the 16-week spring period. The analysis of the spring collaboratively-taught classroom data found an average growth of 88% in Lexile level, 127% on SRI, and 2.6% on ACCESS scores. This was an important finding, as these students who were dually-served in the collaborative classroom received collaborative teaching for two 16-week semesters, with the second 16 weeks being more instructionally structured. The students within the collaborative classroom demonstrated an overall growth of 154 points in Lexile level, showing an increase in reading proficiency in this group. Although they included only 16% of the 41 dually-served students within the collaborative classroom, these students showed an increase in reading proficiency.

The aim of this phase of research was to compare post-collaborative classroom ready proficiency levels of ELs with disabilities after exposure to the collaborative classroom to their levels before entering the collaborative classroom. The methods used and the findings of the quantitative portion of this study achieved this goal. However, limitations exist in how these results can be generalized to other ELs with disabilities in collaborative classrooms at other schools and to other researchers' ability to identify the cause of the discovered relationships. When the researcher conducted the *t*-test to determine the strength of these relationships, the results were weak for many of the

variables. Nevertheless, the frequency of distribution and the results from the *t*-test statistical significance tests demonstrated that a relationship does exist among the variables examined in this research.

In summary, the quantitative phase supported answers to the first two research questions and provided descriptive and inferential data. Yet the phenomenon under study is multi-faceted, and the quantitative portion of the research only offered a partial description of this research from an instructional level. Consequently, the social validity findings answered the last two research questions and provided a more individualized perspective that further enriched the quantitative findings. The next section provides the social validity findings from Phase Two of the study.

Social Validity Findings

1. In what ways do the collaborative teachers consider the literacy collaborative classroom beneficial to dually-served students?
2. In what ways do the dually-served students consider the literacy collaborative classroom beneficial?

In addition to the student data collected, both the ESOL and the special education teachers in the collaborative classroom provided feedback on survey questions included in Appendix D. The collaborative teachers reported that both the ELs and SWDs had similar instructional needs. They were generally visual, kinesthetic, and intrapersonal (or social) learners who sometimes compensate for their deficits by demonstrating high-order thinking ability. The collaborative teachers identified several areas that made it difficult to teach dually-served students, including the significant gaps in reading and writing skills. Collaborative EL Teacher One reported that it was challenging to ensure that there

was consistent, ongoing communication between the ESOL and special needs departments. Collaborative SWD Teacher Two stated that “having time for effective planning with the collaborative teachers needs to be a priority for the collaborative classroom to work.” Survey responses of both collaborative teachers indicated a need for a more permanent program for dually-served students, like that of the collaborative classroom, as it would likely have a positive impact on students’ performance.

Collaborative EL Teacher One said, “Since working on this project, I have gained more hands-on knowledge on how to better support not just EL students but all students.”

The researcher also asked students within the collaborative classroom how they benefitted. Five students stated that they enjoyed having the two teachers in the classroom helping them with reading and writing. On the survey, two students stated that they liked the group activities and reading about different types of issues in other subject areas (Student Survey [Interview]. (n.d.)). The surveys showed that the majority of all students’ feedback on the collaboratively-taught classroom was positive (Student Survey [Interview]. (n.d.)). The researcher also conducted two observations during the second 16 weeks to see how the class was running and to provide support to the collaborative teachers.

Summary. In summary, this research set out to determine if an increase in reading proficiency was evident due to the implementation of the collaboratively-taught classroom. The researcher found that ELs with disabilities showed an increase in reading proficiency within all grade levels, but the largest growth was within the collaborative classroom in the 16 weeks of the spring. When the researcher analyzed grade-level data, she discovered a Lexile level increase of 154 points for the dually-served students in the

collaborative classroom for the full 32 weeks. Examining the type of data and feedback from the collaboratively-taught classroom for dually-served students revealed unique patterns and findings that can contribute to the field of education.

Chapter 5: Discussion and Implications

Discussion of Findings

Chapter 5 contains a review of this study's purpose and of the research questions set forth in it. It then includes a discussion of the findings and their significance to the field by examining the impact of the collaborative classroom on ELs with disabilities. Additionally, this chapter offers implications for topics of future research and discusses recommendations for practice.

Significance of the Findings

This study aimed to examine a literacy collaborative classroom for dually-served students that had access to the collaborative. The researcher analyzed the most current literacy levels of the sixth, seventh and eighth-grade students exposed to the collaborative classroom. This investigation of possible relationships involved data collection throughout the scope of the research in order to target the students' literacy levels by grade. The second element of this study was comprised by the way in which educators have addressed the instructional framework that incorporates strategies and needs of ELs with disabilities. The researcher explores these components by analyzing the cumulative educational records of the sixth, seventh and eighth-grade dually-served students.

The main research question addressed in this study is how a collaboratively taught (ESOL and special education) literacy and language programs contribute to effective interventions that address the needs of this unique group of dually-served students who are at risk of dropping out of school due to disability, language, literacy, or a combination of these factors. Additionally, the research addresses effective ways to maximize integration of content instruction and to increase dually-served students' performance in

content areas. This study provides quantitative data regarding the effectiveness of the literacy and language development class.

Limitations of Findings

Evaluation of the findings revealed significant implications and offered contributions to the field, though there were some limitations.

Historic Research

The researcher was able to analyze and describe patterns in the relationship between the collaborative classroom and the student's reading proficiency by using the results of several assessments. The findings confirmed that the methods used in this study were appropriate for answering the research questions. However, limitations existed in determining the strength of these relationships in the quantitative phase, due to the small sample size used in the research. Therefore, this section compares these findings with other similar studies to determine whether other methodology approaches could have been incorporated to strengthen this affiliation. Although research that examines ELs with disabilities is limited, the researcher examined the findings in this study based on the existing literature and shares it in order to describe the benefits and deficits of this research in similar verbiage for ease of comparison and relevancy.

Assessment

The instruments of measurement in this study provided relevant findings, but the instruments themselves contain inherent limitations that could impact the results. The Lexile levels and SRI scores were the primary assessment methods used to determine reading proficiency progress for ELs with disabilities. Based on the review of quantitative data, a pattern emerged that revealed that, at the beginning of the research,

the ELs with disabilities exhibited early intermediate levels of reading proficiency. The data also revealed that the students in the study were found eligible for both ESOL and special education services and did not demonstrate on-grade-level progress. The research further explored this pattern of sub-par reading proficiency and revealed that all of the grade level student participants in the collaborative classroom were long-term ELs with disabilities who had made limited progress after years of consistent schooling. The research did find a surprising factor that the ACCESS scores of the students in the collaborative classroom either stayed the same or decreased a few points overall. The research determined that due to the focus on the reading skills in all the programs in the instructional framework that this could have impacted the ACCESS scores in a negative way. The researcher determined reading proficiency with assessment data to view progress primarily using Lexile levels and EOG, ACCESS, and SRI scores because these were consistent, accessible, and educational documentations. Using the assessment scores from 2015-2016, the researcher was able to determine that, overall, ELs with disabilities were largely represented in the early stages of reading proficiency. The survey questions portion of the research examined this starting point and supported an assertion that communication between ESOL and SWD teachers is important in helping these students make progress.

Although this finding is significant, using assessment data as a primary source of determining reading proficiency and progress does have its drawbacks. Abedi (2006) demonstrated how the complexity of the language used on standardized assessments and the subject groups with which these assessments are standardized do not take into account the cultural and linguistic differences of the students being assessed. Thus,

dually-served students are automatically at a disadvantage when being measured by standardized test results. MacSwan and Rolstad (2006) recommended the use of multiple language assessment methods to determine language proficiency. In their study, they found that the use of natural language samples (i.e., native language speech samples) was a critical indicator of language proficiency. However, their study did not aim to examine the *progress* of ELs with disabilities. As a result, the assessment limitations uncovered by MacSwan and Rolstad (2006), while potentially leading to an impact upon individual student results, were not as revealing regarding the overall trends that were relevant to this study.

An examination of instruction and supports upon reviewing the educational records of ELs with disabilities indicated that the district was minimally addressing all of the students' needs. The district also allowed for ELs with disabilities to be examined over time and for types of instruction and support that these students historically received to be compared to the instruction and support that these students received through the collaborative classroom in this study. Based on educational records, the researcher determined that the instruction and supports indicated in the documents were aligned to what is recommended in the literature by Garcia and Tyler (2010). Researchers for ELs with disabilities have recommended that socio-cultural educational practices be implemented in the classroom (Garcia & Tyler, 2010), that culturally responsive teaching and materials be used (Baca, 2002), and that English language development needs and proficiency (as well as native language supports), be addressed by IEPs of ELs (Baca & Cervantes, 2004; Cloud, 2004; Collier, 2004). The historical practices reviewed before the implementation of the collaborative classroom did not reveal that these best practices

were being implemented district-wide, thereby cementing a foundation for recommendations to be made in improving how the needs of ELs with disabilities are met.

Nevertheless, these findings were limited as a result of the sample size used in the study. The purpose of reviewing the educational records was to illustrate how the reading proficiency needs of ELs with disabilities were or were not being met and to highlight any patterns. However, these patterns could not be generalized to the experiences of other ELs with disabilities. In addition, a research certified tool to evaluate appropriate instruction and supports specifically for ELs with disabilities does not exist and thus was not used in this study. Figueroa and Newsome (2006) conducted a study that used a larger sample size and included a document analysis tool. They evaluated 19 psychological reports using a document analysis tool based on California state laws and regulations, then recommended professional guidelines for assessing ELs with disabilities. It is vital to note that this document analysis tool was not validated in the study; nonetheless, it did provide guidance for data collection, and the large sample size offered greater generalizability of the findings. The significance of Figueroa and Newsome's findings highlighted the type of instruction and support ELs with disabilities may need to what they are currently receiving. The education records and IEPs of the dually-served students in the collaborative classroom study show that instruction and supports provided to them were limited. This observation is in alignment with those of other researchers who have examined the instruction and supports that ELs with disabilities receive. Zehr (2003) found that ELs with disabilities were less likely to receive instructive, dedicated support

for ESOL and were instead more likely to receive their instruction in English second-hand through special education.

Instructional

Barrera et al. (2008) investigated instructional strategies that teachers applied to meet the needs of ELs with disabilities, and their findings revealed considerable variability. They substantiated their findings by establishing that more research is needed to identify appropriate instructional strategies for ELs with disabilities. The finding of this study did prove that instructional supports for ELs with disabilities are deficient, yet it can add to the field by identifying instructional practices and supports that can best meet the needs of ELs with disabilities. Findings from this study provided a description of the ELs with disabilities in the collaborative classroom by exploring the increase in reading proficiency with the implementation of a collaborative classroom, allowing patterns of distribution and their significance to emerge. To enrich these patterns and to explore this phenomenon at the micro level, the researcher investigated 52 ELs with disabilities. Findings from this study provided insight into factors that may contribute to poor progress among ELs with disabilities and lack of proficiency among this population; the findings also suggest strategies that could help overcome the challenges.

In addition, the findings highlighted a pattern of limited evidence regarding instruction and supports of ELs with disabilities that are critically needed in order for this group to attain reading proficiency. These findings are significant because they add to the limited body of literature on ELs with disabilities. The significance of these findings also exists because the 79 students who participated in the quantitative portion of this study provided a representative description of ELs with disabilities within a middle school

setting. Although the study only focused on three grade levels, the researcher conducted a deep analysis of the students' assessments, instruction, and support, thereby allowing for these elements to be analyzed across time and formulating explanations as to why some ELs with disabilities remain unsuccessful in the school environment. This analysis offered examples of specific instruction and supports provided to ELs with disabilities within the collaborative classroom and demonstrated missing components in their past educational plans. Educators will be able to use the results from this study to identify areas where instruction and support can be improved and use the experiences of these students and teachers to improve the educational outcomes of ELs with disabilities. The next section offers recommendations based on the findings and their significance.

Future Practice

In addition, examination of ELs with disabilities in the collaborative classroom revealed that there are limiting factors, such as teachers following the instructional framework, students and teacher scheduling conflicts, etc., that can affect the outcome of a research study like this. Although the sample in this study was representative of only a small number of ELs with disabilities, it did reveal some valuable data that the researcher can generalize. For example, ELs with disabilities displayed an increase in reading proficiency among all grade levels in the middle school, which demonstrates that—if students have proper instructional framework in place for an extended period of time—they can increase their reading performance. However, the data used for this phase of the study was only a snapshot in time (2015-2016 school year) and thus did not reveal any trends that could be analyzed to determine how much of an increase in reading proficiency students would see if the collaborative classroom was put in place over time

because there are so many factors that can influence it. Effective teachers and ample time are the best ways to increase reading levels among ELs with disabilities. In the future, this researcher recommends tracking the progress of these same students after the study, comparing their progress to their dually-served peers who remained in the regular classroom to see if there are long-term benefits to the collaborative classroom format beyond its trial year.

Findings

The findings from both the quantitative portions of the study also supported the conceptual framework of this study. These findings highlight the fact that schools can greatly benefit from a structured classroom module like the collaborative classroom to make sure dually-served students' needs are supported equitably. The cultural and linguistic needs of ELs with disabilities had only heretofore been minimally addressed, which explains why ELs' performance and goals were not reviewed in the IEPs. The discovered evidence of beneficial instruction and support in the collaborative classroom appeared to fill a gap in instruction that the students had not received before; likely this need has gone unmet due to focusing solely on compliance requirements rather than on creating an IEP that recognizes ways in which cultural and linguistic elements impact a student's disability (or disabilities). Recognizing a student's cultural and linguistic particularities, along with his/her disability (or disabilities), encourages educators to focus on creating learning opportunities that are student-centered and meet all of the student's needs. This study revealed that, before the collaborative classroom was put in place, a comprehensive approach was not likely being utilized for ELs with disabilities. Quantitative data make it evident that ELs with disabilities were entering the next grade

level with low reading proficiency. The quantitative data also exposes a significant increase in reading proficiency for the students involved in the collaborative classroom in both the first and second 16 weeks. The findings of this study highlighted the existence of a lack of appropriate educational opportunities for students who face cultural and linguistic challenges alongside a disability (or disabilities). The next section offers recommendations based on the findings and their significance.

Quantitative Data. The quantitative data provided numeric interpretations of how dually-served students increased in reading proficiency over the 16 weeks or 32 weeks of the collaborative classroom. To accomplish this outcome, the researcher first examined all dually-served students within the school, then pulled data (Lexile levels; EOG, ACCESS, and SRI scores; behavior and attendance records). The researcher next examined ELs with disabilities by grade level and reading level. Finally, the researcher considered ELs with disabilities by grade level and type of disorder and behavior. The analysis revealed key patterns about how ELs with disabilities were performing on assessments, and how their reading levels were lower than their typical peers. The dually-served students within the school where this study took place represented 6% of the student body.

Reading Proficiency. The description of this population within the school contributed to the statistical significance in all of the analyses where the researcher found the study results to show an increase in reading proficiency for all of the grade levels with the *t*-test. However, although findings of grade-level reading proficiency among ELs with disabilities in middle school showed an increase, there is no data that supports whether this can be attributed to the spring 16-week duration of the collaborative classroom, the

fall 16-week duration of the collaborative classroom, or the combination of both sets of weeks. The sixth-grade dually-served students participating in the collaborative classroom in the spring achieved the highest increase in reading proficiency, though this could be a result of many other factors beyond the collaborative classroom.

Relationship between Research Questions. Recognizing the relationship between dually-served students in the collaborative classroom and the increase in their reading proficiency could answer the first research question; the second research question aimed to provide a deeper analysis of the exposure to the collaborative classroom. The second research question set out to compare the fall 16 weeks of the collaborative classroom to the spring 16 weeks of the collaborative classroom. The researcher achieved this analysis to a certain degree with the review of the different grade level comparisons, but all of the sixth, seventh, and eighth-grade students in the collaborative classroom increased in reading proficiency during the first 16 weeks, though one group increased more than the other. The findings from the second phase of the study did offer possible causes to discern the patterns discovered in the quantitative data. For example, the educator feedback explained that the teachers had more instructional structure in the collaborative classroom in the spring versus the fall. Based on the findings from the research, this could be a cause of the spring 16 weeks' collaborative classroom having a higher increase in reading proficiency; another cause could be due to the instruction involving more students and focusing more on key areas of need with the students. The feedback from the teachers explained that, the more experience they had with the instructional framework of the collaborative classroom, the better they were able to manage the lessons and focus on ways to target the students' reading skills.

Nevertheless, this factor is only a possible cause for the pattern of distribution. Ultimately, this research was able to show a relationship between the collaborative classroom format and a student increase in reading proficiency, although the precise reason for this relationship is still not clear. The data provided additional key findings that enriched the quantitative results and provided evidence of how well dually-served students can perform in a collaborative classroom environment. Each grade level comparison offered varying degrees of documentation related to the data and purposefully selected based on pre- and post-assessments. As a result, patterns emerged that indicated that the instruction and support based on collaborative classroom could possibly increase the students' reading level. The researcher also discovered that the dually-served students received a level of instructional support that they had never been provided; the collaborative teaching format greatly improved the instruction and support given to the students versus that of the regular classroom or that of ESOL and/or special education in isolation. The feedback from teachers and students served as valuable information to the researcher and helped answer the last two research questions. However, this study was limited in scope, which in turn limits the validity of the findings. The researcher identified the variables described above based on the research questions, which revealed key patterns among ELs with disabilities and key findings in relation to the increase in reading proficiency. By utilizing socio-cultural and social reproduction theoretical lenses, this researcher's findings disclosed areas that need further examination and implications for practice and instruction, which the researcher discusses later in the chapter.

Implications for Future Research

Further research is needed on dually-served students for three primary reasons. First, most prior research on dually-served students has addressed general terms and does not specifically address both areas (Artiles et al., 2005). When researchers have discovered complicating factors of effectively educating dually-served students, it primarily falls under one lens of identification and does not regard the relationship between English language proficiency levels and disability. The IEPs of dually-served students typically do not focus on both areas of need when addressing the best interests of the student. This research adds to the body of literature in relation to the graduation rate and struggling literacy skills of these students. ELs with disabilities simultaneously experience some of the lowest rates of high school completion, predictive of other post-school outcomes and reflective of a potentially greater risk to those who are dually-identified (i.e., ELs with disabilities). Approximately 7% of U.S. students leave high school before receiving a diploma, but the dropout rate for students born outside the country, many of whom are EL, is 16% (Kena et al., 2014). This researcher found only a few studies that specifically targeted the impact of literacy on dually-served students, especially at the local level (Artiles et al., 2005; MacSwan & Rolstad, 2006; Valenzuela et al., 2006).

Secondly, dually-served students are one of the fastest-growing student populations in public schools nationwide, yet their academic performance lags compared to their native English-speaking peers (Rivera et al., 2009). As this population grows in public schools, so does the achievement gap between this increasing student population and other populations. The students struggle with a combination of continuous academic failure, language biases (i.e., assessments and school culture that are delivered in

English), and language acquisition, contributing to the dually-served students being overly-supported in Special Education and receiving barely any support in ESOL (Harry & Klinger, 2006; Orosco & Klinger, 2010).

Based on 2008 national data, over 500,000 dually-served students existed at that time, which is historically one of the top disability instances among this student population of ELs with disabilities (NCELA, 2011). They are acquiring a second language while experiencing a learning disorder, which can challenge a regular classroom teacher's ability to meet their particular learning needs. In their findings of ELs with disabilities, Zehler et al. (2003) identified a teacher's skill to meet the needs of this population as a major barrier to improving this population's outcomes and argued that further research is needed to determine effective practices for educating this population. The call for more research in this area has been common within the literature, and only a limited number of studies have specifically examined how the needs of ELs with disabilities are addressed in schools. The reasons outlined here explain the urgency of this area of research and the significance of this study to the body of literature and educational field. Considering the findings, lessons learned, and the literature, the following recommendations are offered to enhance and contribute to future research.

Based on the findings from this study, here are some suggestions for future research to address the gaps discovered and improve methodological enhancements. To improve practice in the field, recommendations address collaborative development between schools' ESOL and special education departments; more training on educational strategies used with dually-served students is also required. It is the hope of the

researcher that the following recommendations will improve the long-term outcomes of ELs with disabilities.

When conducting research like this project, there are numerous levels of planning, collaboration, and follow-up, but all of this comes with some limitations, some of which include the transient rate of students, efficient scheduling, effective communication, and ensuring a clear understanding of the research among all involved parties. Over the course of the year, several students moved in and out of the school and the collaborative classroom, which affected scheduling. One student moved into the collaborative classroom in February, and two students moved out of the collaborative classroom throughout the course of the year.

Scheduling and communication. Scheduling is an important factor in making the collaborative classroom work, since there is a need for two teachers and the dually-served students in the one class. The scheduler of the school has to understand the importance of the task and how to schedule a building effectively by levels of service with ELs and SWDs in order to make it work. Once the class has been scheduled, all involved parties (administrators and teachers) must be educated on the findings of the research study and the importance of the different components revealed by the study to be important. A negative factor included the researcher not being in the school on a daily basis and therefore not being able to make sure that instruction and implementation was in place constantly and correctly, implementation of this study was a struggle. The positive counter-point to this is that the research benefitted from a supportive principal and administrative group who saw the importance of the research; therefore, when scheduling and instructional concerns arose, they helped to fix the concerns when

possible. The researcher had ongoing communication with all parties in the research, but not all participants had clear communication with one another (i.e., between the two co-teachers and between teachers and administration) throughout the research, either due to a lack of understanding of the process or a lack of follow-through on their part. This made it difficult to make sure pieces of the research were implemented effectively throughout the research. At the start of the spring semester, the researcher was able to clear up the communication issue by utilizing the instructional framework effectively. The researcher visited and worked with the sixth-grade teachers to fine-tune the instruction and implementation. Identifying these limitations will help with future research when implementing a collaborative classroom for dually-served students.

In order to determine if teacher capacity and efficacy are contributing factors to the minimal documentation of instruction and supports for ELs with disabilities, a survey could be developed and given to teachers of ELs with disabilities to assess their instructional proficiency. Teachers have historically struggled to meet the unique cultural and linguistic needs of ELs (Gándara et al., 2005) and students with disabilities (Swanson, 2001). This is further compounded when ELs have disabilities (Garcia & Tyler, 2010). This study can provide direction regarding the type of professional development that teachers need in order to meet the particular learning and linguistic needs of a growing population of dually-served students. In addition, teacher credentialing programs could better prepare their teachers for meeting diverse needs by utilizing instructional and assessment practices that appropriately address these needs.

Lastly, future research should expand this survey on a larger scale and focus primarily on instructional and assessment practices, especially among ELs with

disabilities. This study offered some insight into the instruction and supports that ELs with disabilities receive through the instructional framework. However, with a small sample, it is difficult to determine if the patterns identified are typical among ELs with disabilities or if they are outliers. Since a larger sample would increase the number of documents that are reviewed, it would be helpful to create and utilize a document analysis tool of critical instructional and assessment elements referenced in the literature and education that will specifically identify ELs with disabilities among a culturally and linguistically diverse student population. One method for accomplishing these goals would be to take the instructions and supports established as important and observe the classroom to determine if they are being implemented during instruction. The research would also suggest utilizing the collaborative classroom at the elementary level up to a middle level in possible feeding patterns of schools that serve dually-served students to see if the instructional framework would help increase reading skills with the student population.

Conclusion. In conclusion, the purpose of this study was to examine how the reading proficiency of dually-served students could be increased in a collaborative classroom. The researcher accomplished this by first investigating the existing population of ELs with disabilities and then developing an instructional framework to be implemented within the collaborative classroom that would best benefit this unique and rapidly-growing subset of students. To enrich this investigation further, a second phase of the study examined how to address and review the educational records of the target population, including IEPs and assessments. The findings from this study substantiated that the study methods addressed the research questions and the purpose of this study.

The researcher also evaluated the significance of these findings to the field and to established research on ELs with disabilities, addressing implications for future research that would help ensure that educators could address gaps in and improvements to the methods of this study. Finally, the researcher provided recommendations in order to improve the practices regarding ELs with disabilities and to develop effective instruction for them. The aim of the researcher was to use this research study as a platform to highlight the specific population of ELs with disabilities and to describe the possible implementations that can be used to support these students in increasing their reading proficiency and academic success in multiple ways. The researcher developed this study in hopes of encouraging additional research that will positively impact dually-served students and improve long-term educational outcomes for them.

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Appendix A

Instructional Framework for Special Education/ESOL Literacy Class																							
Day 1				Day 2				Day 3				Day 4				Day 5				Day 6			
Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher
Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Skills	A	Stations	SWD	Vocab/ Skills	B	Stations	SWD	Vocab/ Skills	C	Stations	SWD	Vocab/ Skills	A	Stations	SWD	Vocab	A	Stations	ESOL
Pre-Teach	All	Whole Group	Both	Topic Review	C	Stations	ESOL	Topic Review	A	Stations	ESOL	Topic Review	B	Stations	ESOL	Topic Review	C	Stations	ESOL	Topic Review	B	Stations	SWD
New Topic	All	Whole Group	Both	System 44	B	Stations	Independent	System 44	C	Stations	Independent	System 44	A	Stations	Independent	System 44	B	Stations	Independent	Writing	C	Stations	Independent
Reading	All	Independent	Both	Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Writing	All	Independent	Both
Day 7				Day 8				Day 9				Day 10				Day 11				Day 12			
Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher	Instructional Tool	Group	Model	Teacher
Vocab/ Skills	B	Stations	SWD	Vocab/ Skills	C	Stations	SWD	Vocab/ Skills	A	Stations	SWD	Vocab/ Skills	B	Stations	SWD	Vocab/ Skills	B	Stations	SWD	Vocab	All	Stations	ESOL
Topic Review	A	Stations	ESOL	Topic Review	B	Stations	ESOL	Topic Review	C	Stations	ESOL	Topic Review	A	Stations	ESOL	Topic Review	C	Stations	ESOL	Topic Review	All	Stations	SWD
System 44	C	Stations	Independent	System 44	A	Stations	Independent	System 44	B	Stations	Independent	System 44	C	Stations	Independent	System 44	A	Stations	Independent	Post assessment	All	Whole Group	Both
Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Vocab/ Lang Cards	All	Whole Group	Both	Writing	All	Independent	Both

Appendix B

**SIGNED CONSENT FORM
Parents**

My signature below indicates that I have read the information provided and have decided to allow my child to participate in the study titled: Impact of a Co-Taught Skills Class on the Academic Performance of Students Receiving Dual Services -- ESOL and Special Education to be conducted at my child’s school between August 2013 and May 2014. I understand that the signature of the principal and classroom teacher indicates they have agreed to participate in this research project.

I understand the purpose of the research project is to determine the impact of a study skills class on the academic performance of students who receive both Special Education and ESOL (English to Speakers of Other Languages) services. The study skills class will be co-taught by a Special Education and an ESOL certified teacher. I understand that my child will not be asked to do anything extra for this study, and that his/her teachers will discuss and share student data with the student and with each other and the researchers.

Potential benefit of the study is to determine the impact a co-taught study skills class on the academic performance of students who receive both ESOL and Special Education serves.

I agree to the following conditions with the understanding that I can withdraw my child from the study at any time should I choose to discontinue participation.

- The identity of participants will be protected. Pseudonyms for teachers, students, and the school will be used in all presentations and publications that result from the project.
- Information gathered during the course of the project will become part of the data analysis and may contribute to published research reports and presentations.
- There are no foreseeable inconveniences or risks involved to my child participating in the study.
- Participation in the study is voluntary and will not affect either student grades or placement decisions. If I decide to withdraw permission after the study begins, I will notify the school of my decision.

If further information is needed regarding the research study, I can contact (Mandy Sitten, 404 915-6887, MANDY.SITTEN@cobbk12.org or Dr. Karen Kuhel, 678 797-2287, kkuhel@kennesaw.edu .

Signature _____
Parent Date

Signature _____
Principal Date

Signature _____
Classroom Teacher Date

Appendix C

ESOL/SWD Study Skills Classroom Observation Form

Teachers:	Date:	Observer:
School:	Room #	Grade
Time of Observation:	Part of Lesson: <input type="checkbox"/> Begin <input type="checkbox"/> Middle <input type="checkbox"/> End	
Essential Question: Posted <input type="checkbox"/> Yes <input type="checkbox"/> No		
Lesson Plans Available <input type="checkbox"/> Yes <input type="checkbox"/> No		
Flexible Groups / Type of Model:		
<input type="checkbox"/> Team Teaching	<input type="checkbox"/> Alternative Teaching	
<input type="checkbox"/> Parallel Teaching	<input type="checkbox"/> Station Teaching	
<input type="checkbox"/> One Teach/One Observe	<input type="checkbox"/> One Teach/One Assist	
<input type="checkbox"/> Double Dip	<input type="checkbox"/> Other: Describe	
Specialized Instruction: Instruction that is designed and/or provided by the special ed. teacher. Instruction is focused on the student with disabilities and is different from what everyone else receives.		
<input type="checkbox"/> Individual Learning Issues/Needs <input type="checkbox"/> ILP available <input type="checkbox"/> Effective strategies for all <input type="checkbox"/> Universal Design <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Scaffolding <input type="checkbox"/> Previewing/Acceleration <input type="checkbox"/> Assessment		
Description: (include any specialized instruction programs used):		
Level of Student Engagement: <input type="checkbox"/> active engagement <input type="checkbox"/> compliant <input type="checkbox"/> off task		
Roles, Responsibilities & Planning for Instruction:		
Co-Teachers demonstrate sharing of responsibility for teaching all students <input type="checkbox"/> Yes <input type="checkbox"/> No		
Co-teachers are actively engaged in delivering or supporting student instruction <input type="checkbox"/> Yes <input type="checkbox"/> No		
Differentiated Instruction for language proficiency level and disability observed:		

<p>Content is presented in a variety of ways:</p> <p>Lesson plans indicate co-planning and differentiation of instruction for both language development level and ability:</p> <p>How was the learning assessed? (i.e., formative assessment: questioning, ticket out the door, etc.):</p> <p>What Strategies are being used to effectively teach both areas of ESOL and Special Education students:</p>
<p>What ESOL pedagogy and strategies are being address in the classroom:</p>
<p>What Special Education pedagogy and strategies are being address in the classroom:</p>
<p>Do teachers have a updated ILP for each students for better understanding of learning:</p>
<p>How is data being collected to chart the progress of the students:</p>
<p>Comments:</p>

Appendix D

SIGNED CONSENT FORM
Co-Teachers

Title of Research Study: Impact of a Co-Taught Skills Class on the Academic Performance of Students Receiving Dual Services -- ESOL and Special Education

Researcher's Contact Information: Dr. Karen Kuhel, 678 797-2287, kkuhel@kennesaw.edu; Mandy Sitten, 404 915 6887, MANDY.SITTEN@cobbk12.org

Introduction

You are being invited to take part in a research study conducted by Ms. Mandy Sitten of Cobb County Schools and Dr. Karen Kuhel of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of the study is to determine the impact of a co-taught study skills class on the academic performance of students who are receiving both Special Education and ESOL (English to Speakers of Other Languages) services. The study skills class will be co-taught by a Special Education and an ESOL certified teacher.

Explanation of Procedures

As a co-teacher of the study skills class, you will be asked to complete two types of questionnaires: 1) an online initial questionnaire to determine what kind of professional development will be provided every three months (half-day) during the school year, and 2) a monthly online questionnaire to determine if the professional development is on target or if shifts need to be made. Additionally, you will be asked to participate in focus groups and/or interviews about your experience teaching the class and the perceived benefits to the students.

Time Required

As one of the co-teachers of the study skills class, you will plan and deliver study skill instruction to students who qualify for both ESOL and Special Education services as part of your normal teaching assignment. In order to improve instruction and assessment of the students in the class, you will be asked to participate in professional development throughout the year. Professional development will occur one-half day every three months and will take place during the school day. It is anticipated that the initial questionnaire and ongoing (monthly) questionnaires will take approximately 15-20 minutes to complete. The focus groups or interviews will take approximately 1-1 ½ hours in early January and May.

Risks or Discomforts

There are no known risks or anticipated discomforts in this study.

Benefits

This research will determine the impact of a co-taught study skills class on the academic performance of dual served students (ESOL and Special Education). Additionally, you will have an opportunity to participate in professional development where you will deepen your understanding of pedagogy for teaching both English learners and students with disabilities, including development of a toolbox of strategies to address areas of academic weakness. You and your colleagues will be encouraged to present at local, state and national conferences. Co-teachers will be offered the opportunity to co-author selected manuscripts.

Benefits to Humankind

There are two types of benefits. First, the school, students, and co-teachers will benefit from professional development specifically targeted to meeting the academic needs of students who are not only learning English and content simultaneously but also have a disability. Second, there is currently limited research on appropriate instructional methods for students who are served by both Special Education and ESOL.

Compensation

There will be no compensation to teachers or students as part of this study.

Confidentiality

Every effort will be made to preserve the confidentiality and privacy of participants. Your name will not be used, nor will the name of the school, or district. All student data will be stored in a secure location in the office of the Cobb researcher. Questionnaire data will be stored in a secure online site. The focus group audiotape/transcriptions and any additional data will be stored in a secure location in the office of the KSU researcher. Pseudonyms for teachers, students, and the school will be used in all presentations and publications that result from the project. Participants in focus group sessions will be reminded of the sensitive and confidential nature of the conversations and will be told of the expectation of confidentiality. Any participant not expressing agreement with the need for confidentiality will be asked to withdraw his or her participation. Finally, the researchers will maintain the confidentiality of the participants in all conversations with others outside of the project.

Inclusion Criteria for Participation

You have been asked to participate in this study because you are a co-teacher in one of the study skills classes at Birney Elementary for students who receive both Special Education and ESOL services.

Use of Online Survey

Data collected online will be handled in a confidential manner and Internet Protocol addresses WILL NOT be collected by the survey program.

Signed Consent

I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

I do not agree to participate and will be excluded from the remainder of the questions.

Signature of Participant or Authorized Representative, Date

Signature of Co-Investigator, Date

Signature of Co-Investigator, Date

PLEASE SIGN BOTH COPIES OF THIS FORM, KEEP ONE AND RETURN THE OTHER TO THE CO-INVESTIGATORS

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #0112, Kennesaw, GA 30144-5591, (678) 797-2268.

Appendix E

Survey Questions for the ELL/SWD Collaborative Classroom

- How would identify students that would benefit from this program?
- What are some of the similarities of ELL and Special Education students?
- What are some of the differences of ELL and Special Education learners?
- What are some strategies that you have used with ELL learner in the past?
- What are some of the strategies that you have used with Special education learners in the past?
- What would you like to learn more of when it comes to ELL strategies in the classroom?
- What would you like to learn more of when it comes to Special Education strategies in the classroom?
- How have you collected data on students in the past in your classroom?
- What data do you find the most important in seeing a student's progress in reaching their goals and objectives?
- How have you continued to keep students motivated in the classroom in the past?
- What Classroom management strategies have you used in the past that have been productive in the classroom?
- How would you be able to identify if you need to adjust your strategies for a student that is not making progress?
- What is your understanding of IDEA guideline with Special education students?
- What is your understanding of ELL guideline in working with ELL students?
- What is your definition of a co-teaching model in a classroom?
- What makes a co-teaching team the most productive in a classroom?
- What is your definition of differentiation in the classroom?
- How would you assess a student to see if they are making progress on their areas of weakness?
- How important is vocabulary in teaching as students that are being served in both ELL and Special Education?
- What is your understanding of effectively planning as a team from a co-taught classroom?
- How would you implement positive reinforcement in your classroom?
- What trainings have you had on understanding a ELL student?
- What trainings have you had on understanding a Special Education student?
- What trainings have you had on a Co-teaching classroom?
- What issue do you see in having a program that focuses on both ESOL and Special education students?
- What benefits do you see in implementing a program that focuses on both ESOL and Special education students?

Appendix F

Data Sheet for SWD/ ESOL Class																		
Full Name LFM	Student ID	Grade Level 2015-2016	SWD	Primary Disability	ELL	ELL Status	Reading EOG 2015	Reading EOG 2016	ELA EOG 2015	ELA EOG 2016	Access 2015	Access 2016	Access Literacy 2015	Access Literacy 2016	Lexile 2015	Lexile 2016	Discipline 2015-2016	Attendance 2015-2016
		6	YES	LD	YES	Active	555	710	409	388	3.8	4.1	3.4	3.3	555	710		
		6	YES	LD	YES	Active	630	750	426	437	2.9	3	2.4	2.3	630	750		
		6	YES	LD	YES	Active	465	595	376	366	3.8	2.8	3.9	3.2	465	595		
		6	YES	LD	YES	Active	595	980	426	470	3.8	3.6	3.4	3.4	595	470		
		6	YES	LD	YES	Active	630	555	421	388	3.9	3.6	3.6	2.9	630	555		
		6	YES	LD	YES	Active	665	780	431	432	3.9	3.3	3.8	3.4	665	780	ISS 3 Days	
		6	YES	LD	YES	Active	595	675	415	414	3.5	2.9	3.4	2.6	595	675		
		6	YES	LD	YES	Active	700	710	431	402	3.4	3.1	3.4	2.9	700	710		
		6	YES	LD	YES	Active											ISS 2 Days OSS 2	
		6	YES	LD	YES	Active	730	750	461	426	4.9	3.4	4.6	2.9	730	750		
		6	YES	LD	YES	Active	555	710	421	432	4.6	4.6	4	4.5	555	710		
		6	YES	OHI	YES	Active	555	750	431	420	4.1	3	3.5	2.8	555	750		
		6	YES	AU/LD	YES	Active	595	675	446	388	4.1	3.2	3.9	2.9	595	675		
		6	YES	LD	YES	Active	820	845	456	432	5	3.9	4.5	3.4	820	845		
		6	YES	LD	YES	Active	555	710	441	454	4.3	2.9	4	2.9	555	710		
		6	YES	LD	YES	Active	700	450	446	357	3.2	3.4	2.9	2.7	700	450		
		6	YES	LD	YES	Active	465	675	397	388	3.8	3.4	3.8	3.2	465	675		
		6	YES	LD	YES	Active	655	715	454	442	3.9	4.1	3.8	3.9	655	715		
		6	YES	LD	YES	Active	415	710	384	426	3.4	3	3.2	2.7	415	710		
		6	YES	LD	YES	Active	700	880	461	481	4.2	3.9	3.7	3.8	700	880		

Intervention Component	Description of the component in Intervention (<i>how did you do it, how often, why</i>)	Alignment to Theoretical Framework (<i>cite and say how it supports/aligns</i>)	Supporting Evidence/ Research (<i>cite 1-3 articles that show this approach is effective</i>)
i.e., explicit vocabulary instruction			
Instructional Framework	<p>The Instructional Framework is design that sets a system of expectations that guides how to teach students. It includes systems of support, data-driven instruction, instructional expectations, professional development, lesson design and teacher collaboration. The Instructional Framework was on a 11-day rotation and adjusted based on student support and data collection.</p>	<p>Socio-Cultural (When cultural, language and learning abilities are not in line with the structure of school, teachers often think the students is the problem instead of eth instruction being presented)</p> <p>ZPD- Socio Cultural (By understanding and using each students' ZPD it can help educators plan and targeted instruction for whole group, small group and individual instruction) Making the lessons more comprehensive verse boring and scaffolding the instruction.</p> <p>Sociocultural theory describes learning and development as being embedded within social events and occurring as a learner interacts with other people, objects, and events in the collaborative environment (Vygotsky, 1978). It stemmed from social constructivist</p>	<p>Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. <i>Journal of Teacher Education</i>, 53(1), 20-32.</p> <p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press.</p> <p>Vygotsky, L. S. (1997). The Collected Works of L. S. Vygotsky. doi: 10.1007/978-1-4615-5939-9. Echevarria, 2006</p> <p>Mantero, M. (2002). Bridging the Gap: Discourse in Text-Based Foreign Language ... Retrieved March 26, 2020, from https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1944-9720.2002.tb01883.x</p>

		<p>paradigm, which perceives that knowledge is constructed socially through interaction and shared by individuals. Sociocultural theory has explored four aspects of human cognitive development, namely, mind, tools, ZPD (zone of proximal development), and community of practice.</p> <p>According to Vygotsky, mind is socially distributed and moving beyond people. Mental habits and functioning depend on our interaction and negotiation with others, which are also affected by factors like environment, context, and history (Mantero, 2002).</p> <p>Cultural and linguistically responsive pedagogy (Exploring the use of CLRP strategies in k-12 with 39 teachers)</p>	<p>Gay, 2000 Gay, Geneva. "Preparing for Culturally Responsive Teaching." <i>Journal of Teacher Education</i>, vol. 53, no. 2, 2002, pp. 106–116., doi:10.1177/0022487102053002003.</p> <p>Aud, S., Fox, M. A., & KewalRamani, V. (2010). <i>Status and trends in the education of racialand ethnic groups</i> (NCES 2010-015). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from the National Center for Education Statistics website: http://nces.ed.gov/pubs2010/2010015.pdf</p> <p>Villegas, A. M. (2012). Collaboration Between Multicultural and Special Teacher Educators. <i>Journal of Teacher Education</i>, 63(4), 286–290. doi: 10.1177/0022487112446513,</p> <p>Bourdieu, P. (1977). <i>Outline of a theory of practice</i>. Cambridge University Press.</p>
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		<p>Social Reproductive Theory (Research states that educators are not appropriately taught to teach to all groups of students but to teach to the norm or mid-class student)</p> <p>SWD Needs (Determining the most effective instructional models involves not only</p>	<p>Bourdieu, P. (1999). <i>Language and symbolic power</i>. Harvard University Press.</p> <p>De Jong, E. J., & Harper, C. A. (2005). Preparing Mainstream Teachers for English-Language Learners. Retrieved March 26, 2018, from https://files.eric.ed.gov/fulltext/EJ795308.pdf.</p> <p>Lucas, T., & Villegas, A. (2103). (PDF) Preparing Linguistically Responsive Teachers: Laying ... Retrieved March 26, 2017, from https://www.researchgate.net/publication/271667021_Preparing_Linguistically_Responsive_Teachers_Laying_the_Foundation_in_Preservice_Teacher_Education.</p> <p>Dudley-Marling, C. (2004). The social construction of learning disabilities. <i>Journal of Learning Disabilities</i>, 37(6), 482-489.</p> <p>Zigmond, N. (2003). Searching for the most effective service delivery model. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), <i>Handbook of learning disabilities</i> (pp. 110-122). New York, NY: Guilford Press.</p> <p>Seifert, K., & Espin, C. (2012). Improving reading of science text for secondary students with learning disabilities: Effects of text reading, vocabulary learning, and combined instruction. <i>Learning Disabilities</i></p>
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		<p>understanding a student’s academic needs, but also his or her processing needs)</p> <p>ELs Needs (A study on ELs that investigated that middle school ELs achievement decreased in eight grade , 71 % scoring below basic)</p>	<p><i>Quarterly</i>, 35(4), 236-247. doi:10.1177/0731948712444275</p> <p>Swanson, L. H., & Murawski, W. W. (2001). A Meta-Analysis of Co-Teaching Research: Where Are the Data? Retrieved March 26, 2017, from https://journals.sagepub.com/doi/10.1177/074193250102200501.</p> <p>Fry, R. (2007). <i>How far behind in math and reading are English language learners?</i> Washington, DC: Pew Hispanic Center. Retrieved from the Pew Hispanic Center website: http://www.pewhispanic.org/files/reports/76.pdf.</p> <p>Flores, E., Painter, G., & Pachon, H. (2009). <i>Que Pasa? Are ELLs staying in English learning classrooms too long?</i> Los Angeles, CA: Tomás Rivera Policy Institute. Retrieved from the Indiana Pathways to College Network website: http://inpathways.net/que%20pasa%20ell_report.pdf. Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). A longitudinal analysis of the antecedents of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. <i>American Educational Research Association Journal</i>, 37,</p>
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			<p>633-662.</p> <p>Horowitz, A. R., Uro, G., Price-Baugh, R., Simon, C., Uzzell, R., Lewis, S., & Casserly, M. (2009). <i>Succeeding with English language learners: Lessons learned from the Great City Schools</i>. Washington, DC: The Council of Great City Schools. Retrieved from The Council of the Great City Schools website: http://www.cgcs.org/publications/ELL_Report09.pdf.</p>
<p>Wilson Reading</p>	<p>Teachers in small groups would review new lessons 5 days a week that included decoding, morphology and the study of word elements, encoding and orthography, high frequency word instruction, oral reading fluency, vocabulary, and comprehension</p>	<p>Socio-Cultural</p> <p>Freebody and Luke used 'sociocultural theory' to explain that meaning is not merely a cognitive act but is instead socially and culturally constructed. Comprehension involves three elements influenced by the sociocultural context: the reader, the text and the activity of reading itself. We cannot divorce these elements from their sociocultural context; thus, social and cultural contexts must be built into any model of reading.</p> <p>Critical Race Theory (Socially created labels were used to classify and shape what a students can do or the rate of learning and blame the</p>	<p>Freebody, Peter & Luke, Allan (1990) Literacies programs: Debates and demands in cultural context. <i>Prospect: An Australian Journal of TESOL</i>, 5(3), pp. 7-16.</p> <p>Freire, P. (1985). <i>The politics of education</i>. Westport, CT: Bergen & Garvey Publishers, Inc.</p> <p>Harry, B., & Klinger, J. (2006). <i>Why are so many minority students in special education?</i> Teachers College Press.</p> <p>Dudley-Marling, C. (2004). The social construction of learning disabilities. <i>Journal of Learning Disabilities</i>, 37(6), 482-489.</p> <p>Echeverria, J., & Short, D. (2010). Programs and practices</p>

		<p>students and family not the instruction)</p> <p>Cultural and linguistically responsive pedagogy (Teachers must support learners by considering both the linguistic and cultural needs of students while teaching literacy and /or content)</p> <p>Research Study Wilson and O'Connor (1995), examined the efficacy of the Wilson Reading Program in the public school setting. The purpose of this study was to determine whether the use of WRC significantly improved student's basic reading and spelling skills. A total of 220 students, ranged from grades 3 to 12, were included in the study.</p>	<p>for effective sheltered content instruction. In California Department of Education (Ed.), <i>Improving education for English learners: Research based approaches</i> (1st ed., pp. 251-322). Sacramento, CA: California Department of Education.</p> <p>Wilson, B. A., & O'Connor, J. R. (1995). Effectiveness of the Wilson Reading System used in public school training. <i>Clinical studies of multisensory structured language education</i>, 247-254.</p>
<p>System 44</p>	<p>Students work in the online platform for at least 30 minutes daily the program focus on phonics instruction to develop reading skills (The Code, Word Strategies, Sight Words, and then they read a text about the topic)</p>	<p>Socio-Cultural The increasing presence of online education has increased the availability of secondary and post-secondary world language courses in online and blended formats, yet a challenge associated with online language coursework lies in addressing the</p>	<p>Zhang, J. (2013). Collaboration, technology, and culture. In Cindy Hmelo-Silver, Angela O'Donnell, Carol Chan, & Clark Chinn (Eds.), <i>International Handbook of Collaborative Learning</i> (pp.495-508). Philadelphia, PA: Taylor & Francis.</p>

		<p>sociocultural aspect of learning a language. In this type of learning format, it is critical to consider Sociocultural Theory (SCT) concepts such as self-regulation, zone of proximal development (ZPD), and scaffolding.</p> <p>SWD Needs (Determining the most effective instructional models involves not only understanding a student’s academic needs, but also his or her processing needs)</p> <p>ELs Needs (Study 4th grade ELs and native English speaking who were struggling readers and the</p>	<p>Zigmond, N. (2003). Searching for the most effective service delivery model. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), <i>Handbook of learning disabilities</i> (pp. 110-122). New York, NY: Guilford Press.</p> <p>Seifert, K., & Espin, C. (2012). Improving reading of science text for secondary students with learning disabilities: Effects of text reading, vocabulary learning, and combined instruction. <i>Learning Disabilities Quarterly</i>, 35(4), 236-247. doi:10.1177/0731948712444275</p> <p>Swanson, L. H., & Murawski, W. W. (2001). A Meta-Analysis of Co-Teaching Research: Where Are the Data? Retrieved March 26, 2017, from https://journals.sagepub.com/doi/10.1177/074193250102200501.</p> <p>Fry, R. (2007). <i>How far behind in math and reading are English language learners?</i> Washington, DC: Pew Hispanic Center. Retrieved from the Pew Hispanic Center</p>
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		<p>Research Study One study of this program, by Beam & Faddis (2012), found significant positive effects (ES=+0.20, p<.05), but the other, Beam et al. (2011) found significantly negative effects on the TOSREC (ES= -0.24) and non-significantly negative effects on CST (ES= -0.04). Across the two studies of System 44, with and without extra time, the mean effect size was +0.03.</p>	<p><i>other state policies and issues.</i> Alexandria, VA: Project Forum National Association of State Directors of Special Education. Retrieved from the Project Forum at National Association of State Directors of Special Education website: http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/31_37349382-317f-47d9-aefc-7a2c0636eb11.pdf.</p> <p>Zehler, A. M., Fleischman, H. L., Stephenson, T. G., Pendzick, M. L., & Sapru, S. (2003). <i>Descriptive study of LEP students and LEP students with disabilities</i> (Contract No. ED-00-CO-0089). Final Report to the U.S. Department of Education, Office of English Language Acquisition. Arlington, VA: Development Associates, Inc. Retrieved from http://onlineresources.wnylc.net/pb/orcdocs/larc_resources/lep_topics/ed/descriptivestudyofservicestolepstudentsandlepstudentswithdisabilities.pdf.</p> <p>Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of English for special education. <i>Journal of Learning Disabilities, 39</i>(2), 142-156.</p> <p>Beam, M. Faddis, B. & Hahn, K. (2012). Evaluation of System 44. Grantee: Saginaw Public Schools</p>
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			<p>in Saginaw, MI. Portland, OR: RMC Research Corporation.</p> <p>Beam, M. Faddis, B. & Hahn, K. (2011). Evaluation of System 44. Final report. Portland, OR: RMC Research Corporation.</p>
<p>Vocabulary/ Lang Cards and skills</p>	<p>Students reviewed 15 vocabulary cards daily (5 days a week) Then students review the vocab words using different strategies (visuals, labeling, words in sentences, games, etc.) 4 days a week</p>	<p>Socio-Cultural (Cultural, history and language of the learner fosters the development of the learner)Culture and language differences that ELs bring with them to the classroom may make mastering content more challenging because general education teachers may not have the knowledge, skills, and dispositions to support the learning of both ELs with disability and general curriculum standards and language development</p> <p>Scholars like Ellis and Swain, who have a strong research background in SLA (second language acquisition), are also developing their SLA theories with an incorporation of sociocultural factors into their tenets.</p> <p>Critical Pedagogy (Students encourages to build their meaning</p>	<p>Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. Harvard University Press.</p> <p>Vygotsky, L. S. (1997). The Collected Works of L. S. Vygotsky. doi: 10.1007/978-1-4615-5939-9. Echevarria, 2006</p> <p>Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. <i>Journal of Teacher Education</i>, 53(1), 20-32.</p> <p>Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), <i>Sociocultural theory and second language learning</i>. Oxford: Oxford University Press.</p> <p>Ellis, R. (1997). <i>SLA research and language teaching</i>. Oxford: Oxford University Press.</p> <p>Ladson-Billings, G. (1994). <i>The dreamkeepers: Successful teachers of African American</i></p>

		<p>based on their own experiences and views)</p> <p>Cultural and linguistically responsive pedagogy (LRP- emphasizes the need for educators to understand language and language development in order to tap into students’ backgrounds to promote their learning)</p> <p>ELs and SWD (Dually- severed students need specific services and instructional practices that meet their unique needs)</p>	<p>children. San Francisco: Jossey-Bass.</p> <p>Villegas, A. M., & Lucas, T. cas. (2007). The Culturally Responsive Teacher. <i>Responding to Changing Demographics</i>, 64(6), 28–33.</p> <p>Villegas, A. M. (2012). Collaboration Between Multicultural and Special Teacher Educators. <i>Journal of Teacher Education</i>, 63(4), 286–290. doi: 10.1177/0022487112446513,</p> <p>Zwiers, J. (2014). <i>Building academic language: meeting common core standards across disciplines, grades 5-12</i>. San Francisco: Jossey-Bass.</p> <p>Keller-Allen, C. (2006). <i>English language learners with disabilities: Identification and other state policies and issues</i>. Alexandria, VA: Project Forum National Association of State Directors of Special Education. Retrieved from the Project Forum at National Association of State Directors of Special Education website: http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/31_37349382-317f-47d9-aefc-7a2c0636eb11.pdf.</p>
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		<p>Research Study Academic vocabulary, specifically the language that may occur in multiple contexts or the precise words that are presented in a specific context, can help students acquire new learning strategies and skills (Marzano, 2005).</p>	<p>Zehler, A. M., Fleischman, H. L., Stephenson, T. G., Pendzick, M. L., & Sapru, S. (2003). <i>Descriptive study of LEP students and LEP students with disabilities</i> (Contract No. ED-00-CO-0089). Final Report to the U.S. Department of Education, Office of English Language Acquisition. Arlington, VA: Development Associates, Inc. Retrieved from http://onlineresources.wnylc.net/pb/orcdocs/larc_resources/lep_topics/ed/descriptivestudyofservicestolepstudentsandlepstudentswithdisabilities.pdf.</p> <p>Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of English for special education. <i>Journal of Learning Disabilities, 39</i>(2), 142-156.</p> <p>Marzano, R. J. (2005). <i>Essential knowledge: The debate over what American students know</i>. Aurora, CO: Mid-continent Research for Education and Learning.</p>
<p>Independent/ Metacognitive Reading Strategies</p>	<p>Students choose the books they want to read. They then read silently. Students also write and draw about their reading in a reader's notebook. Students read independently at least 3 times a week for 20 minutes</p>	<p>Socio-Cultural Learning can be passed on to individuals using three approaches, namely imitative learning, instructed learning and collaborative learning. Teachers will first teach metacognitive reading strategies using Wilson Reading and System 44</p>	<p>Valenzuela, J. S. D., Copeland, S. R., Qi, C. H., & Park, M. (2006). Examining Educational Equity: Revisiting the Disproportionate Representation of Minority Students in Special Education. <i>Exceptional Children, 72</i>(4), 425–441. doi: 10.1177/001440290607200403</p> <p>Zigmond, N. (2003). Searching for the most effective service</p>

		<p>which align with the imitative and instructed learning. Students will then apply and practice these strategies independently during their collaborative learning.</p> <p>SWD and ELs... This meta-analysis synthesized research on effective instructional practices and strategies in second through fifth grade for Spanish-speaking English Learners (ELs) who have reading disabilities and English Learners who struggle with reading. The central research problem is the dearth of research addressing literacy instruction for ELs with reading disabilities, making identification of effective reading interventions difficult.</p> <p>SWD Needs (Determining the most effective instructional models involves not only understanding a student’s academic needs, but also his or her processing needs)</p>	<p>delivery model. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), <i>Handbook of learning disabilities</i> (pp. 110-122). New York, NY: Guilford Press.</p> <p>David Stephens, D. (2014). Effective Reading Interventions for Spanish-Speaking ... Retrieved March 26, 2020, from https://repository.usfca.edu/cgi/viewcontent.cgi?article=1104&context=diss</p> <p>Seifert, K., & Espin, C. (2012). Improving reading of science text for secondary students with learning disabilities: Effects of text reading, vocabulary learning, and combined instruction. <i>Learning Disabilities Quarterly, 35</i>(4), 236-247. doi:10.1177/0731948712444275</p> <p>Swanson, L. H., & Murawski, W. W. (2001). A Meta-Analysis of Co-Teaching Research: Where Are the Data? Retrieved March 26, 2017, from https://journals.sagepub.com/doi/10.1177/074193250102200501.</p>
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		<p>ELs Needs (Study 4th grade ELs and native English speaking who were struggling readers and the relationship between academic oral language and reading)</p>	<p>Fry, R. (2007). <i>How far behind in math and reading are English language learners?</i> Washington, DC: Pew Hispanic Center. Retrieved from the Pew Hispanic Center website: http://www.pewhispanic.org/files/reports/76.pdf.</p> <p>Flores, E., Painter, G., & Pachon, H. (2009). <i>Que Pasa? Are ELLs staying in English learning classrooms too long?</i> Los Angeles, CA: Tomás Rivera Policy Institute. Retrieved from the Indiana Pathways to College Network website: http://inpathways.net/que%20pasa%20ell_report.pdf. Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). A longitudinal analysis of the antecedents of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. <i>American Educational Research Association Journal</i>, 37, 633-662.</p> <p>Horowitz, A. R., Uro, G., Price-Baugh, R., Simon, C., Uzzell, R., Lewis, S., & Casserly, M. (2009). <i>Succeeding with English language learners: Lessons learned from the Great City Schools</i>. Washington, DC: The Council of Great City Schools. Retrieved from The Council of the Great City Schools website:</p>
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		<p>ELs and SWD (Dually- severed students need specific services and instructional practices that meet their unique needs)</p>	<p>http://www.cgcs.org/publications/ELL_Report09.pdf.</p> <p>Keller-Allen, C. (2006). <i>English language learners with disabilities: Identification and other state policies and issues</i>. Alexandria, VA: Project Forum National Association of State Directors of Special Education. Retrieved from the Project Forum at National Association of State Directors of Special Education website: http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/31_37349382-317f-47d9-aefc-7a2c0636eb11.pdf.</p> <p>Zehler, A. M., Fleischman, H. L., Stephenson, T. G., Pendzick, M. L., & Sapru, S. (2003). <i>Descriptive study of LEP students and LEP students with disabilities</i> (Contract No. ED-00-CO-0089). Final Report to the U.S. Department of Education, Office of English Language Acquisition. Arlington, VA: Development Associates, Inc. Retrieved from http://onlineresources.wnylc.net/pb/orcdocs/larc_resources/lep_topics/ed/descriptivestudyofservicesstolepstudentsandlepstudentswithdisabilities.pdf.</p> <p>Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of English for special education. <i>Journal of Learning</i></p>
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		<p>Research Study This meta-analysis offers research-based guidance for intervening with adolescent struggling readers. This research summarizes aspects of recent research on reading instruction for adolescent struggling readers. It both synthesizes research findings to determine the relative effectiveness of interventions for struggling older readers and outlines the implications of these findings for practice.</p>	<p><i>Disabilities</i>, 39(2), 142-156.</p> <p>Barrera, M., Shyyan, V., Liu, K. K., & Thurlow, M. L. (2008). <i>Reading, mathematics, and science instructional strategies for English language learners with disabilities: Insights from educators nationwide</i> (ELLs with Disabilities Report 19). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from http://www.nceo.info.</p> <p>Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007). <i>Interventions for Adolescent Struggling Readers: A Meta ...</i> Retrieved April 20, 2019, from https://eric.ed.gov/?id=ED521837.</p>
<p>Co-Teaching/ Learning Environment</p>	<p>Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. ELL and SWD teacher are teaching and planning together daily to support the dually served</p>	<p>Socio-Cultural Learning can be passed on to individuals using three approaches, namely imitative learning, instructed learning and collaborative learning.</p> <p>From the theoretical perspective of Vygotsky's sociocultural theory, teachers can learn from each other while they</p>	<p>Valenzuela, J. S. D., Copeland, S. R., Qi, C. H., & Park, M. (2006). Examining Educational Equity: Revisiting the Disproportionate Representation of Minority Students in Special Education. <i>Exceptional Children</i>, 72(4), 425–441. doi: 10.1177/001440290607200403</p> <p>Zigmond, N. (2003). Searching for the most effective service delivery model. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), <i>Handbook of</i></p>

		needs, but also his or her processing needs)	26, 2017, from https://journals.sagepub.com/doi/10.1177/074193250102200501
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