AN ABSTRACT OF THE DISSERTATION OF

<u>Kena T. Avila</u> for the degree of <u>Doctor of Philosophy</u> in <u>Education</u> presented on <u>April 25, 2012</u>.

Title: <u>Congruency, Collaboration, and Awareness: The Discourses that Impact the Teachers of English Language Learners</u>.

Abstract approved:

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Kathryn Ciechanowski

This research examines the discourses that impact the teachers of ELL teachers within their instructional practices, their school environment, and a wider educational system. Interviews, observations, and focus groups of twelve teachers at two elementary schools in the Pacific Northwest provide the data for this grounded theory approach that uncovers eleven themes using the tools of situational analysis and discourse analysis. The discourses of congruency, collaboration, trust and awareness are a few that emerged from this study. Although presented as separate, the nature of discourse is that they are interconnected and dependent on each other, highlighting the complexity of teachers' worlds.   The impact of these discourses impacted both teacher agency and school collaboration for teachers, administrators, and teacher educators.

Congruency, Collaboration, and Awareness:

The Discourses that Impact the Teachers of

English Language Learners

by

Kena T. Avila

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I understand that my dissertation will become part of the permanent collection of

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Kena T. Avila, Author

and administrators with whom I have had the pleasure of teaching and learning

with along the journey. Your insights, expertise, innovation, risks, creativity, love

of students, and critical questioning push me to keep learning and help me to

listen more deeply.

DEDICATION

To my amazing daughter, Amanda and my terrific son, Dane, whose love,

intelligence, humor, and generosity inspire and humble me. My love for you is

never-ending.

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CHAPTER ONE: PROBLEM & SIGNIFICANCE

Having taught English Language Learners (ELLs) for over eight years in both California and Oregon, I have observed different school systems. The degree to which the school communities have been successful in meeting the needs of their ELL students has varied. This research develops out of my own teaching experiences and my curiosity as an educator about the decision making process related to ELL students. The purpose of this qualitative research study is to describe the understandings, experiences, and relationships of ELL teachers, Title 1 teachers, and classroom teachers as they negotiate the discourses of theory, politics, and instruction in their own classrooms, in a school culture, and within a wider educational system.

This research is designed to answer the question: How do ELL specialists and classroom teachers negotiate theoretical, political, and instructional discourses on an individual level, a collaborative level, and within a wider educational system? This chapter begins with the metaphor of the Six Blind Men and the Elephant, which serves to clarify this research problem and related questions. After the metaphor in this chapter is a brief discussion of the three levels: individual, collaborative, and the wider educational system.   Following the examination of the research question, the need for and audience for this research

are presented along with how this research develops trustworthiness. My personal context also is described in this first chapter.

The Legend of the Six Blind Men and the Elephant

In the traditional Legend of the Six Blind Men and the Elephant from India, six men desire to learn about an elephant. Each man approaches the elephant and touches a different part of the elephant. Depending on the part of the elephant he touches, each man draws an incorrect conclusion because of a lack of information about the elephant as a whole. One man touches the ear and decides that the elephant is very much like a fan; another man touches the tail and decides the elephant is like a rope; yet another man touches the tusk decides that it is very much like a spear. Each man draws his conclusion from the information available to him, which is a limited and partial description of the elephant as a whole. "And so these men of Indostan disputed loud and long, each in his own opinion exceedingly stiff and strong, though each was partly in the right, and all were in the wrong!" (""Godfrey Saxe"", 1816-1887). The elephant is large and multi-faceted. Each man is unable to see the whole and is limited by his prior and immediate experiences. Communication between the men was confrontational and unconstructive.

The Legend as a Metaphor

Like the elephant, the education of English Language Learners is complex and multi-faceted. Acquisition of second language and content learning must be balanced. Theories of second language acquisition, politics, and outside

influences impact the direct instruction of ELL students in the classroom. The ELL specialist, the Title 1 teacher, and the classroom teacher all become blind men at one time, limited by their experiences yet trying to make sense of a large, complex system. A more complete description of the elephant is both dependent on the individual players and on the communication between them. This research explores the negotiation of discourses, the socially and culturally constructed ways of knowing and thinking, that impact English Language Learners (ELL), specifically their second language acquisition and content learning, akin to the elephant in the legend. This research focuses on the ELL specialist, Title 1 teacher, and the classroom teacher—the six blind men – and is designed to specifically answer: "How do Title One teachers, English Language Learner specialists, and classroom teachers negotiate theoretical, political and instructional discourses on individual, collaborative levels and within a wider educational system?" The legend of the six blind men and the elephant provides a metaphor for this research question.

On the individual level, the conclusions drawn by each man are defined by his awareness and experiences. On the collaborative level, the conclusions drawn are defined by the degree of communication with the other blind men. Similarly, ELL specialists, Title One teachers, and classroom teachers are limited by their own awareness and experiences on an individual level. Furthermore, the communication between the specialists and teachers on a collaborative level determines the extent to which their conclusions are validated and sound. The

individual and the collaborative level both function within a wider educational

system, a system that is influenced by and influences politics, policies, and

mandates. Areas of focus within this research question include individual beliefs

about second language acquisition, content learning, and implementing beliefs

and policies in classrooms. The six blind men, the elephant, and the degree of

communication between them are woven together in this research study to

explore the complexity of ELL teaching and document the overlapping and

conflicting discourses that shape professional practice.

Research Questions

The purpose of this research is to examine and describe how ELL specialists,

Title One teachers, and classroom teachers negotiate theoretical, political, and

instructional discourses on individual and collaborative levels within a wider

educational system. This broad research question includes these supporting

questions:

1. What are the discourses that teachers of ELL students negotiate within
   their *own instructional practices* that impact second language acquisition
   and content learning?

2. What are the discourses that teachers of ELL students negotiate *within a
   school environment* that impact second language acquisition and content
   learning?

3. What are the discourses that teachers of ELL students negotiate within a *wider educational system* that impact second language acquisition and content learning?

Teaching ELLs is a complex and important challenge. Teachers and specialists alike are faced with numerous difficult decisions as they negotiate discourses that intersect and conflict.

Individual Level

- Theoretical Discourses
- Political Discourses
- Instructional Discourses

Collaborative Level

- Theoretical Discourses
- Political Discourses
- Instructional Discourses

Educational System Level

- Theoretical Discourses
- Political Discourses
- InstuctionaDiscourses
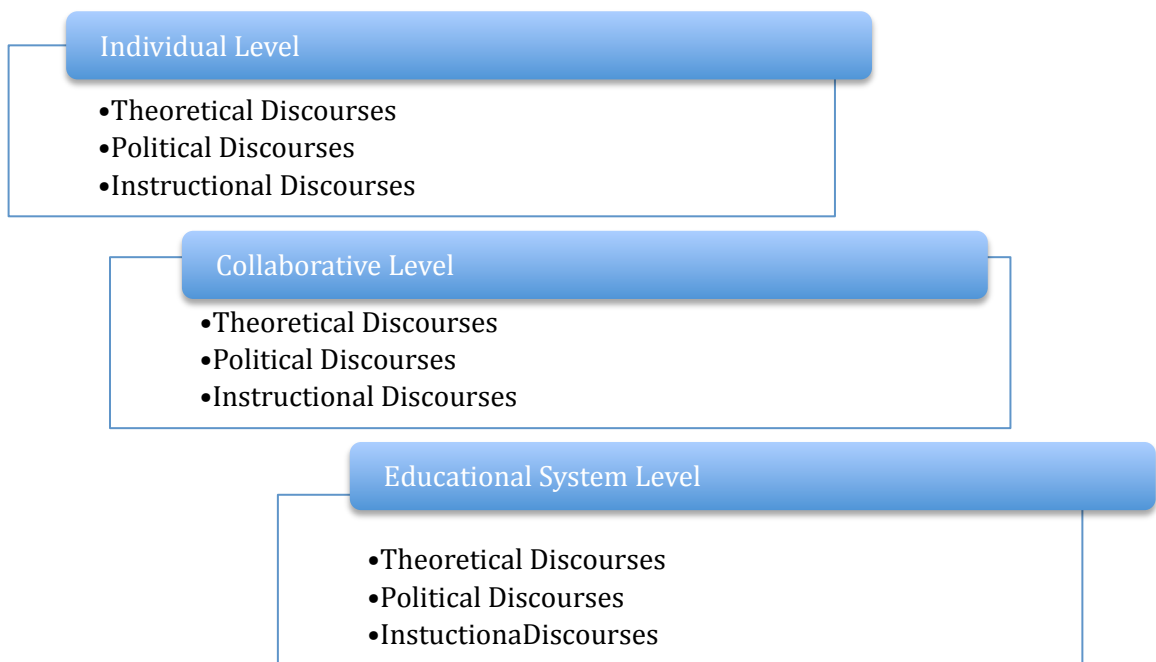
Figure 1: Conceptual Framework for Research Question

How do English Language Learner specialists and classroom teachers negotiate theoretical, political and instructional discourses on an individual, collaborative level, and within a wider educational system?

Discourse

Discourses, or ways of knowing, speaking, and doing that are socially, culturally, and historically created, influence the decisions that teachers make daily (Gee, 2011). While some discourses are dominant, others are less visible or even hidden. The purpose of designing this research around discourses is to frame the educational issues of ELL students in a manner that is productive, describes the complexity, and encourages multiple perspectives. Numerous instructional mandates and policies regarding ELL students influence students and schools directly or indirectly. ELL specialists, Title 1 teachers, and classroom teachers make numerous complex decisions on the implementation of these policies and mandates. Gaining perspective on these dynamics through an examination of discourses has the potential to be a powerful tool in moving beyond a reactive position to a proactive one. When a discourse is invisible, its dominance remains unchallenged. Through this research project, discourses will be revealed and situated in their positions of power within the individual, collaborative, and wider educational system. A more complete discussion on the concept of discourses is presented in Chapter Two's literature review.

Individual Level

Theoretical, political, and instructional discourses influence the decisions made about second language acquisition and content learning. What are the theoretical, political, and instructional discourses that ELL specialists, Title One teachers, and classroom teachers negotiate within their own instructional

practices that impact second language acquisition and content learning? At times, specialists and teachers question and challenge the dominant discourses when it conflicts with their ideals and beliefs, while at other times they quietly adopt the dominant discourses; there also are numerous points in between these two extremes. On the individual level, this research question addresses what teachers believe about second language acquisition and content learning. This research focuses on the negotiation between competing and supportive discourses, and uncovering those discourses that impact teachers' own practice. This research is designed to uncover, examine, and describe these discourses on an individual level, in addition to other levels described below.

Collaborative Level

This research addresses ELL teaching through the perspectives of the ELL specialist, Title One teacher, and classroom teacher because they are the key players in making these instructional decisions.

> These inter-professional relationships are probably the most important single means in which the schools' structure and systems support the children's full participation in the educational process. In a very real way then these teaching relationships matter, as upon their shoulders rests the success of an educational policy (Creese, 2005, p. 5).

As Creese notes, teachers and their relationships with each other in school systems play a crucial role in the decisions about the daily instruction of ELL students. Specialists and teachers make decisions independently and collaboratively in school systems that directly impact students. What are the theoretical, political, and instructional discourses that ELL specialists and

teachers negotiate within a school environment that impacts second language acquisition and content learning? Examining the relationship among ELL specialist, Title One teacher, and the classroom teacher highlights various discourses that are in play during this negotiation.

Wider Educational System

Individual and collaborative levels of discourse influence and are influenced by the wider educational system. Students, specialists, and schools function as parts of a larger educational system. The policies, mandates, structures, schedules, positioning, and funding of the wider educational system are integral influences on how and why teachers make the decisions they do. How does this wider educational system impact the individual and collaborative discourses? How is the wider educational system impacted by the individual and collaborative discourses? Uncovering, examining, and describing these discourses of the wider educational system is an element of this research project.

Research Context: The Research Problem

ELL students consistently show reading, writing, and math scores lower than all other subgroups, perpetuating an achievement gap. For example in 5th grade, 79% of all students met or exceeded math and reading scores benchmarks, while 39% of Limited English Proficient students met or exceeded benchmarks on the same tests (ODE, 2009). Similar scores exist for Limited English students for other grades and subjects.

Over the last ten years, Oregon students for whom English is not the primary language have increased 295.5% (ODE, 2009). ELL specialists and classroom teachers have struggled to adequately meet the language and content needs of this increasing demographic (ODE, 2009). Rates are expected to continue to rise, and the State Superintendent of Public Education has noted this as a priority in State's report card (ODE, 2009). English Language Learners (ELLs) need school support policies and practices that advance content learning at a rate in pace with their peers while also building their second and native language literacy skills (Cummins, 2000; Krashen, 2003; ODE, 2009; Thomas & Collier, 2001).

Despite research that ELLs need programs that better address content learning and language acquisition goals, the current models for student support for ELLs have resulted in inconsistent academic gains for ELL students (ODE, 2009; Thomas & Collier, 1997). Recent demands for direct English instruction, often in pull-out models, have increased the tension and further divide the ELL specialist and classroom teacher (Dutro, 2005; Pardini, 2006). This research is designed to investigate some of the possible challenges that connect content learning and language acquisition.

This investigation focuses on theoretical, political, and instructional discourse that the ELL specialist, Title One teacher, and the classroom teacher negotiate in making decisions regarding second language acquisition and content learning. What theories about second language acquisition are dominant in the

teaching lives of the ELL specialist and the classroom teacher? How do ELL specialists, Title One teachers, and classroom teachers collaborate on decisions about second language acquisition and content learning? To what degree are political mandates and expectations a factor in deciding how to develop programs that meet the needs of ELL students? In examining the current trends in programs designed for ELL students—i.e., such as SIOP, GLAD and ELD, which are currently dominant programs--how do these programs influence teachers' discourses? (Brechtel, 2001; Dutro, 2005; Echevarria, 2007). As ELL specialists and teachers strive to improve the educational opportunities for ELL students, they negotiate at least three areas of discourse--theoretical, political and instructional, which provide the framework of inquiry for this dissertation.

Research Context: Significance and Audiences

Individual Level

This research is designed around three levels of inquiry. On the individual level, teachers negotiate discourses about their own instructional practices. This research will be useful to individual teachers who have questioned or seek to further uncover the discourses that impact their own teaching. For instance, Miller Marsh (2002a) notes: "Learning to examine the discourses through which we enact our teaching lives provides us with opportunities to select those discourses that allow for the creation of positive social and academic identities for the children in our care" (p. 453). As they explore this research, ELL specialists, Title One teachers, and classroom teachers might find similar discussions in their

own educational and teaching lives. Through this learning opportunity, a space is opened for teachers to make informed decisions about their teaching, as opposed to automatically following the dominant discourses. Exploring these discourses can lead to a change in advocacy and agency for ELL specialists, Title One and classroom teachers.

Collaborative Level

On another level, this research examines how teachers interact and negotiate with each other in the school culture and environment. This research will be of interest to school-wide teams who are committed to understanding and improving the educational opportunities for their ELL students. Cohen (1981) agrees, "Any change which brings teachers into a working relationship where they share decision making and communicate regularly about classroom matters represents a profound change for the structure of teaching" (p. 165). ELL specialists, Title One, and classroom teachers function with varied degrees of collaboration in creating instructional plans for their ELL students. This research provides a starting point for broader discussions about the basis by which certain decisions are made. The opportunities that collaborative relationships offer in improving student achievement will be of particular interest to district administrators, school site administrators, and language committees who aim to improve practice (Creese, 2005; York-Barr, 2007).

Wider Educational System Level

The third and final audience includes the wider educational system, a system comprised of politics, policies, power relations, stake holders, mandates, and funding. This research begins with an individual level, moves to how individuals work together collaboratively, and then expands to the wider educational system. Creese's (2005) research into teacher collaboration describes the role of discourses in this wider level: "I ask how and why particular classroom discourses come to dominate, and look at how and why the educational process endorses particular knowledge hierarchies" (p. 2). Moving from a micro understanding (individual levels) to macro issues (politics, policies, mandates) is an aim of this research project. The daily practice of teaching and learning is embedded in a wider educational system. Researching the beliefs and practices of teachers in collaborative relationships within their school communities leads to investigating broader power structures in the wider educational system. This research will be of interest to those who attentive to both the micro and the macro views of teaching ELL students.

Postmodern View

The purpose of this study, as well as its organizational framework, emerges from a constructivist postmodern worldview. This research is based on a philosophy that knowledge is subjective and partial; knowledge and understanding are different for different people in different situations. We acquire knowledge by actively engaging ourselves and by making connections. This

constructivist postmodern view is built on philosophies of teaching and learning

and subsequently applying them to research. At its base, this study documents

the complexity and "messiness" of the professional worlds of ELL teachers and

specialists, inherently a contact zone of multiple intersecting discourses.

Clarke (2005) summarized Strauss' postmodern assumptions as:

> The instability of situations; the characteristic changing, porous boundaries
> of both social worlds and arenas; social worlds seen as mutually
> constitutive/coproduced in the negotiation taking place in arenas;
> negotiations as central social processes hailing that 'things can always be
> otherwise' (p. xxix).

It is through this lens that subjectivity is valued and analyzed as messy multiple

viewpoints, experiences, and actions of the participants.

Ropers-Huilman (1998) states: "The purpose of post structural research is

not 'finding objective answers' but rather on coming to understand differently

knowledges and situations that are already assumed to be tentative, partial and

relational" (p. 17). This scholar's paradigm asserts that there is not one answer

that can be seen as objective and universal, but truth relies on the situation and

the people of the time, who then change and adapt because of that event.

People are limited and expansive, always evolving depending on situations and

relationships, and people and situations impact beliefs and practice. This

research project, too, will impact the participants, their beliefs, and their practices.

As a researcher, it will also impact my beliefs and practices, and in turn it will be

influenced by my subjectivity. Knowledge and truth is dependent on

circumstances and people in a changing environment, a framework that allows

the space and freedom to reveal the truths of the moment without requiring the

researcher and the participants to commit to a single and universal truth.

Trustworthiness

A qualitative design approach was chosen for this project as a way to

richly explore the themes that emerge from the participants' insights,

experiences, and viewpoints. Multiple scholars have noted the validity of

qualitative research (Gubrium, 2003: Lather, 1991; Richardson & St. Pierre,

2005). This research comes from a postmodern view that "allows us to know

'something' without claiming to know everything. Having partial, local, and

historical knowledge is still knowing" (Richardson & St. Pierre, 2005, p. 961). This

postmodern framework presents two challenges to this qualitative research

project: triangulation and reflexivity. The long-held belief that triangulation of data

would ensure validity has been questioned by poststructuralist feminist

researcher Richardson (2005). She explains that triangulation assumes that

there is a single truth to be discovered – a single central location in the middle of

the triangle. Thus, by using multiple methods, truth will become clearer and

therefore the conclusion of the research more valid. However, this view of a

single truth contradicts the poststructuralist view of partial, local, and historical

knowledge.

Richardson (2005) presents a concept of crystallization that is distinct from

triangulation but describes a way to approach a problem from multiple angles.

Crystals grow, change, and are altered, but they are not amorphous.
Crystals are prisms that reflect externalities and refract within themselves,

creating different colors, patterns, and arrays casting off in different directions. What we see depends on our angle or repose—not triangulation but rather crystallization (p. 963).

This image of the crystal is both freeing and intimidating. As different angles and different patterns emerge from the data, various views will need to analyzed and presented through this research.

Reflexivity is one way to approach this intimidating aspect of trustworthiness and validity. Reflexivity acknowledges the researcher as a person "writing from particular positions at specific times" (Richardson, 2005, p. 962). Disclosure, identifying subjectivity, and the personal context of the researcher frame the questions, the methods, the analysis, and the conclusions. Atkinson and Coffey agree, noting, "the methods we use imply or depend on particular kinds of transactions and engagements with the world" (Atkinson, 2003, p. 115). The researcher is not the objective passive voice conveying the truth, but is actively involved in the framing, interpreting, and understanding of the topic. Trustworthiness, then, is established through a researcher's disclosure of personal history and narrative, and an attempt to acknowledge the various roles as participant researcher. Trustworthiness is also gained through research that is designed to gain multiple perspectives based on questions that are broad and written for multiple audiences. The research presented in this dissertation was designed to elucidate multiple perspectives and angles on the teaching of ELLs and to highlight its complexity and multi-faceted nature.

Personal Context

In this disclosure statement, I present how my professional and personal experiences as well as outside sources (such as California's Prop 227 and the Oregon English Language Development mandate) have influenced my research. As a multicultural and bilingual female educator, I have had personal experiences that have prompted my curiosity and inquiry into this research topic. As an educator for the last twelve years, I have had four distinct phases of my teaching and learning that have led me to this area of professional research. My background as a researcher is based on four phases of my teaching and learning. Examining consistencies noted in those four phases describes how I am situated within this research and the subjectivities that I bring to this project.

Personal Background

As a multicultural bilingual female educator, my personal, cultural, and linguistic history play a role in how I create, carry out, and interpret my research. My father identifies himself as a Chicano and was involved in the Chicano educator movement in southern California as I was growing up. I rarely ate grapes growing up, and still am careful about buying grapes today out of habit of boycotting grapes as a kid. I have a poster signed with my name on it from Cesar Chavez. My mother earned her Master of Arts degree in multicultural education; she is proud of her working class German and Irish heritage, and she is a model of continually pushing herself to expand her perceptions.

Although I grew up hearing Spanish spoken throughout my southern California neighborhood and at times between my dad and his brothers, I learned Spanish in high school, in college, and then in a summer spent in Mexico. My baptism into becoming fluent occurred when I took my first teaching job as a bilingual teacher in central California in a predominately Spanish-speaking community. I learned my second language through traditional audio linguistic methods, total physical response, and immersion. My beliefs and practices about second language acquisition and content learning are affected directly by my experiences learning a second language.

First Phase

I describe the first phase of my teaching career with three words: **language, doubt,** and **potential**. As a pre-service student teacher in northern California, my BCLAD teaching credential focused on Bilingual, Cross-cultural, Language and Academic Development and was designed to prepare teachers in a bilingual and diverse setting. My students were from predominately Spanish-speaking migrant families from central Mexico who worked as migrant laborers in agriculture. While I was taught how to teach culturally and linguistically diverse students, I doubted my desire and aptitude to teach in this area. My second language skills in Spanish were not as fluent and proficient as I desired. I spent a great deal of time thinking about language, communication, and culture. I doubted that my practice of teaching could meet my high expectations for teaching diverse students. What I did feel, however, through my support system

from my student teacher supervisor and mentor, was a deep belief in my

potential. Even if at this particular time I doubted my role as a future teacher, I

also felt empowered by her belief in my potential.

Second Phase

My second phase of teaching is described by another three words:

collaboration, **reflection**, and **synergy**. At this time my teaching position as a

Kindergarten and second grade bilingual teacher in central California with the

same demographics provided me with many opportunities for collaboration. Both

grade level teams planned and taught collaboratively, which is where I learned

the power of such collaboration with peers. The culture of collaboration included

a lot of reflection. Our weekly planning involved developing curriculum,

constructing benchmarks, discussing the purpose of assessment, and examining

the role of second language acquisition.

To this day, I see this experience of collaboration as a model. In the new

teacher project, I continued the process of reflection and collaboration learned

through my pre-service education. I also identified this ability and habit of

reflection and collaboration as a powerful tool for educators at all levels. The first

school where I taught was guided by dynamic educational leaders, driven by

dedicated educators, and supported by its diverse families—there was a synergy

among these combined factors.

An interruption to this phase occurred with Proposition 227, which when

passed in 1998, dismantled bilingual education in California. Known as the Unz

Initiative or more formally as the English Language in Public School Initiative, it required all public school instruction to be conducted in English; it required parent or guardian waivers to request alternative programs if demonstrated that their child would learn English faster through an alternative instructional technique (such as bilingual education); and it put a one year limit on intensive sheltered English immersion programs for children not fluent in English.

The words that describe this interruption to my second phase of teaching are **politics**, **advocacy**, and **covert action**. Those same educational leaders provided me with role models of being advocates for our students. When faced with the challenge of being required to put into practice something that directly conflicted with beliefs about second language acquisition and content learning, I looked toward my mentors for guidance. They provided a framework for a call to action, working with and educating parents on their options on behalf of their children—in many ways working covertly with parents to have the system work for their sons and daughters. Never before had I realized that the line between politics and education was not clearly delineated. It was shortly after this initiative that we moved to Oregon for personal and family reasons. I did not get the chance to see how this advocacy was sustained.

The structures of the New Teacher Project and the professional development school partnership not only provided me with role models but also provided me with a platform to express my emerging voice about my beliefs on

second language acquisition and content learning. In this community of learners, teachers took risks but were supported by a culture of trust and respect.

Third Phase

The third phase of my teaching journey brought me to Oregon and can be described by **freedom**, **responsibility**, and **initiative**. Shortly after accepting my position as an English Language Learner specialist, I was given a classroom and put in charge of the ELL program without having had any direct experience or models to follow. In many ways, I saw this as an invitation to put into practice what I believed to be the best program for our bilingual students. While exciting, along with this freedom came the responsibility to create a program that met the needs of a community both of teachers within the school and the larger community of the town, about which I knew little. Working with a principal who was not a micro-manager, I took the liberty and initiative to focus on Spanish as a second language, native language literacy, and scheduling time for ELL specialists to work within classrooms to provide support. Not all of this was successful, but I was using the freedom I had been given to struggle through putting my beliefs into practice. My colleagues provided much needed support and feedback as we created our programs with few constraints.

The interruption to this phase of my teaching took the form of the English Language Development mandate in Oregon in 2007, which translated into strict regulations for all ELL students to receive 30 minutes of dedicated English language lessons on forms and functions for 30 minutes by being pulled out into

a separate ELD classroom daily. The three words that describe this interruption

include: **surveillance**, **parameters**, and **accountability**. The self-appointed

freedom I took was now replaced by the threat of surveillance. In the name of

audits, we needed to implement and prove our adherence to the policies set forth

by the ELD mandate. We were assured that there would be surveillance and

accountability. Much like the impact of Prop 227, as teachers and advocates for

our students, I pushed the limits of how we scheduled our time and met the

requirements of ELD.

Many of these new policies went against my beliefs about second

language acquisition and content learning; thus I left to work at the college level.

My new position working with pre-service teachers offers me opportunities to

influence the future of teaching. I am aware of the role I play in attitudes and

policies about second language acquisition and content learning as I educate

future teachers.

Fourth Phase

My fourth phase of teaching at the college level can be described with

three more optimistic words: **autonomy**, **investigation**, and **expansion**. After

my first two years of teaching at a private liberal arts college in the Pacific

Northwest, I began my doctoral studies. The thing that surprised me most about

working at the college level was the amount of autonomy given to me regarding

the content and structure of my classes. After a decade of teaching with

increasing regulations, I was suddenly given the power to put my beliefs into

practice and found that autonomy to be somewhat disturbing. Although I have supportive colleagues who encourage me to continue my own style of instruction and who provide a safe environment to take risks, I missed the comfort of collaboration and group reflection.

As a doctoral student, I begin a new practice of research and investigation and am exploring how my praxis of teaching and learning is similar and different from that of research. Expansion – both painful and pleasurable – has been a theme of this fourth phase of teaching. Through reading, designing curriculum, and teaching, my beliefs and practices are in a state of expansion.

Through the examination of these four phases of teaching, I identify consistencies of support and structures such as colleagues, mentors, new teacher projects, and administrators. I also identify the importance of collaboration and reflection as a beneficial process in aligning praxis. Structures and networks designed to support teachers have been invaluable. They have equipped me to be an advocate for my students and to examine the broader ways these policies impact the profession of teaching, and now in teacher education.

The two interruptions presented during my teaching were followed by my leaving that situation—while for personal or professional reasons and not directly a result of those interruptions, it needs to be noted that my experiences with both Prop 227 and Systematic ELD have been limited to the beginning years of those programs. Even though I left shortly after their inception, both events

strengthened my resolve and beliefs about second language acquisition and content learning.

Personal Context Summary

In an attempt to identify the subjectivity that influences this research, I examined my strong beliefs about second language acquisition, advocacy for students, and the power of collaboration and reflection. In an interview with Deborah Meir (Salas, 2004), she identifies "resistance and courage" as words of wisdom in her advice for new teachers. Through my experiences both personal and professional, I have learned that teaching and learning are political events; that being an advocate for my students requires me to both speak out and work within systems; that colleagues and systems can support and hinder my process of putting my beliefs into practice; and that teaching requires both resistance and courage.

Although I attempt to identify those beliefs and experiences which may influence my research, I also am aware that there are many other beliefs and experiences which I cannot identify at this time—ones that are hidden. While I strive for my research to be trustworthy and a true reflection of the participants and their beliefs, I am aware that my participation as a researcher plays a significant role in this research. My role as researcher takes into account how these experiences influence my research. My beliefs and practice are influenced by outside factors throughout this research project and by this research project itself. The way I set up my research, the questions I ask, and the parameters of

choosing participants in addition to the way I interpret the data are all filtered through my professional and personal experiences. As a researcher and someone who engaged in this inquiry and questioning long before the study was officially conceptualized, I am both limited in my ability and enabled to carry out this research according to my perspective.

It is my aim for this research project to carefully uncover and describe how ELL specialists, Title One teachers, and classroom teachers negotiate the theoretical, political, and instructional discourses on an individual and collaborative level. This negotiation of discourses directly impacts the intersection of language acquisition and content learning for our ELL students. I approach this research project from my years as a bilingual teacher, an ELL specialist, and a college level instructor. I come to this research through many conversations with colleagues, professors, mentors, administrators, and from authors whom I have read. My research questions come from personal questions about how I could optimize my time and role as an ELL specialist, teacher education instructor, and researcher. My questions arise as I explore my beliefs about second language acquisition and content learning, knowing that others struggle with their praxis as well but wondering in what ways their struggle is different from and similar to mine. Lastly, just before I left my ELL specialist position, I wondered how decisions are made, more specifically, when teachers speak up and when are they silent. I have articulated these questions and clarified two approaches—discourse and agency—in my efforts to study them.

My research questions stem from these changing roles, my personal and professional experiences, and a desire to emphasize what is working and shed insight into what might be improved.

Summary of Key Points

The persistent trends of English Language Learners not achieving higher levels of academic success paired with an increase in the numbers of ELL students in public schools demonstrates a need for an improved educational system and more research in the area of ELL education. As a multicultural bilingual educator, I ask the question: How do English Language Learner teachers, Title 1 teachers, and classroom teachers negotiate discourses within instructional practices, within school environments, and within a wider educational system? With a focus on discourse and agency, this research aims to change the focus from reacting to current models and mandates for ELL students to examining the complex relationship between the ELL teacher, the Title 1 teacher, and the classroom teacher.

The purpose of this qualitative research study is to describe the understandings, experiences, and relationships of ELL teachers, Title 1 teachers, and classroom teachers in two elementary schools in the Pacific Northwest as they negotiate the discourses of theory, politics, and instruction. A literature review of theoretical, political, and instructional discourses will be presented as timelines in Chapter Two. In this project, the researcher collected data through interviews and observations, and analyzed the data with situational mapping and

discourse analysis. Conclusions are based on a grounded theory approach that values postmodern assumptions that deny a universal truth or knowledge in favor of subjective and changing truths and knowledge. A description of the proposed methodology of this research is presented in Chapter Three. Examining the three categories of discourses that influence ELL specialists and classroom teachers offers a framework that can stimulate crucial conversations and a culture of reflection that is desperately needed in our profession of teaching. Chapter four presents the data collected from twelve interviews and observation and two focus groups at two different schools in the Pacific Northwest. Chapter Five presents the conclusions and implications on the data for teachers, administrators, and teacher educators.

Returning to the Legend of the Six Blind Men and the Elephant, the question remains: Are ELL teachers, Title 1 teachers, and classroom teachers being asked to teach language and content as separate parts of the same elephant in an environment that does not foster communication and collaboration? What influences ELL teachers, Title 1 teachers, and classroom teachers as they make decisions that impact ELL students? Through researching these ways of speaking, knowing, and doing as discourses of theory, politics, and instruction, what is the process of negotiation both internally and externally to school? In what ways are this negotiation indicative of and an influence on the wider educational system? If the legend teaches us about the

limitations that emerge when we do not communicate and collaborate, how does

this legend describe our current systems of teaching ELL students?

CHAPTER TWO: LITERATURE REVIEW

Teachers and specialists of English Language Learners (ELL) negotiate many discourses. A review of the literature focuses on the discourses that ELL specialists and classroom teachers negotiate and is organized around three parts – the concept of discourse, the three dominant discourses of theory, politics, and instruction, and the literature on school collaboration. This literature review begins with defining the concept of discourse and frames the study's significance in terms of negotiating discourses that impact second language acquisition in elementary schools. The second part of this literature review outlines dominate discourses that frame the field of second language acquisition (SLA)— theoretical, political, and instructional discourses. Dominant discourses will be presented through a timeline. These discourses are negotiated within a school setting, so the final part of this literature review examines the culture of schools through collaboration and professional learning communities.

The Research Question and Purpose

The investigation into discourse provides a framework within which to investigate the research question: How do English Language Learner Specialists, Title 1, and Classroom Teachers Negotiate the Discourses that Impact Second Language Acquisition and Content Learning? Since no discourse works in isolation but are rather inter-related, the framework of presenting these discourses as separate can be problematic (Gee, 1998). Attention to the

intersections and influences on each other need to be considered. The purpose of this research is to examine ELL specialists and teachers as they negotiate conflicting and overlapping discourses in making instructional choices that directly impact ELL students in elementary schools.

Discourse

The concept of discourse central to this research is discourse as larger than language; discourse always involves language, but it is influenced by larger political agendas, by educational policies, by community and culture, by funding, and by many other factors. Neuman (2001) also advocates for an expansive definition of discourse: "a Discourse integrates ways of talking, listening, writing, reading, acting, interacting, believing, valuing, and feeling (and using various objects, symbols, tools, and technologies) in the service of enacting meaningful socially situated identities and activities" (p. 35). This definition of discourse is broad but useful in providing a framework for focusing on ways of knowing or doing that are socially constructed. Gee (1998) makes it clear that discourses have meaning only in relation to one another (Miller Marsh, 2002a). Discourses can be categorized as theoretical discourses, political discourses, and instructional discourses but always in relation to each other.

The organizational framework of this literature review defines three separate dominant discourses – theoretical, political, and instructional. The separation of these discourses is an artificial construct developed to aid in the organization of this literature review, but one needs to be aware that discourses

do not function in isolation. The interaction of and the continuum within these discourses are diverse, which is taken into consideration through the methodology and analysis of data.

Speaking to the multiplicity of discourses, Clarke (2005) writes: "We are all, like it or not constantly awash in seas of discourses that are constitutive of life itself" (p. xxx). Just like the fish that may not be aware of the water surrounding it, we too face a similar challenge of not being aware of the discourses through which we speak and act. By not being aware of theses discourses, we become passive actors in the dominant discourses. Through the intent and process of identifying discourses and discussing discourses, choices in terms of our speech and actions are created. Miller Marsh (2002a) further asserts, "Learning to examine the discourses through which we enact our teaching lives provides us with opportunities to select those discourses that allow for the creation of positive social and academic identities for the children in our care" (p. 453).

Framing this study in terms of discourse is a useful tool that helps articulate for teachers their own unique combination of discourses and situates those discourses in terms of negotiation. Through framing this research as a study of negotiating discourses, the focus is on teachers and how they work together regardless of specific instructional mandates or particular school cultures. This focus is intentional in that it pulls the attention away from specific instructional mandates or political movements in order to highlight the working relationships among teachers who make the actual decisions that impact ELL

students. Placing the focus on discourses attempts to examine specialists and teachers as proactive decision makers who enact agency based on awareness, circumstance, and beliefs, instead of reactionary subjects to current instructional mandates.

Miller Marsh (2002) also notes that there has been a change in "the last decade, a small but growing number of educational scholars have shifted the focus on teacher thinking away from the individual and have begun to explore teacher thought as socially negotiated" (p. 454). If socially negotiated, then research ought to pay attention to the social circumstances within schools as an important area of study about teacher practice and positioning. As in this study, current studies should focus on the discourses that ELL specialists and classroom teachers negotiate. Theoretical, political, and instructional discourses constantly are being negotiated within the discourses of school culture and have significant implications for ELL students. Dominant discourses are often difficult to identify in schools, so the process of identifying discourses becomes an exercise in making the subordinate discourses more visible and therefore a topic for discussion and negotiation.

Constant (Clarke, 2005)
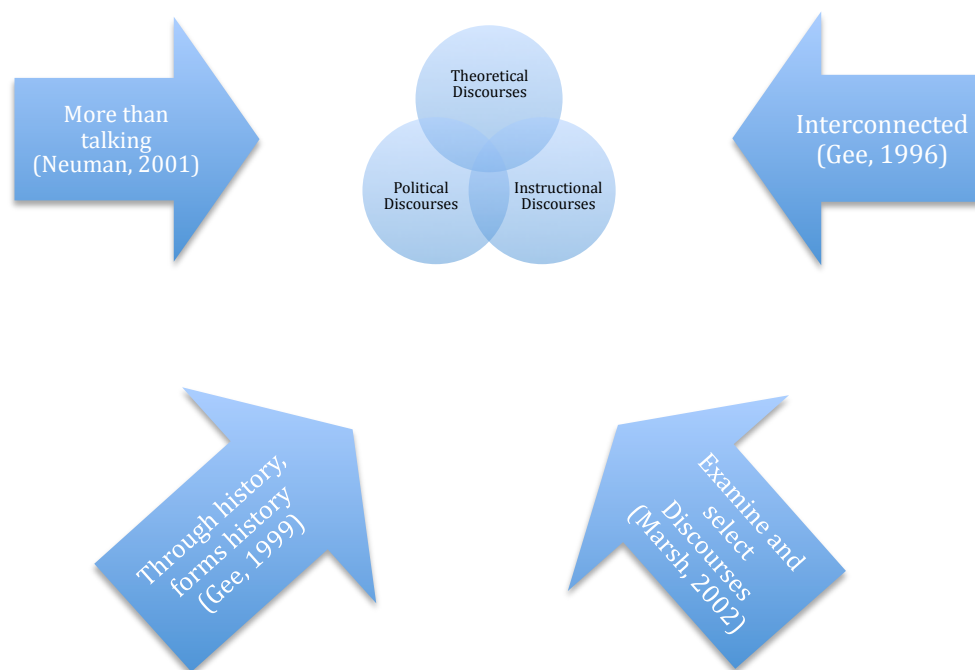
Figure 2: Conceptual Framework for Discourse

If teachers are inextricably tied to this sea of discourses then uncovering these discourses becomes a necessary first step. Bove (1995) presents a set of questions that push us to think about how to identify and respond to the discourses that are active in our lives. "How does discourse function? Where is it to be found? How does it exist – as say, a set of isolated events hierarchically related or as a seemingly enduring flow of linguistic and instructional transformations?" (p. 53). With these questions in mind, my research question and methodology seek to uncover the discourses at play in the lives of ELL specialists, Title 1, and classroom teachers.

Themes in the Literature

Three themes in the literature are discussed in this second part of this literature review. They are theoretical, political, and instructional themes. The literature review on ELL theory includes what teachers know and believe about second language acquisition (SLA). The political theme briefly addresses the political mandates and events that have impacted SLA. The literature review on the instruction includes the different trends and approaches in ELL instruction that are recommended and mandated by administrators, districts, and departments of education.

Theoretical Themes	Political Themes	Instructional Themes
• Behaviorism • Cognitivism • Socioculturalism • Chaos/Complexity Theory	• The Bilingual Education Act • Lau v. Nichols • Castaneda v. Pickard • NCLB • CA Prop 227 • Arizona 1270	• Bilingual Educ. • SIOP • GLAD • ELD

Figure 3: Conceptual Framework for Dominant Discourses

A Timeline: Key Theoretical Themes

ELL education reflects a range of theoretical perspectives that have shaped the field over the last century, with some prevailing and significantly influencing common knowledge and instruction in this area. Mize and Dantas-Whitney (2008) claim that the predominant ELL approaches in Oregon classrooms reflect behaviorist (e.g., audio-lingual) and cognitive (e.g., systematic ELD) theoretical perspectives, despite scholars' recent advancements in putting

forth communicative and socio-cultural approaches. An overview of the various theoretical viewpoints over the last half-decade is useful to understand the broader context of ELL education.

In 1957, when Skinner introduced his behaviorism theory based on learning as a product of forming habits, behaviorism dominated educational thought. In 1959, Chomsky attacked behaviorism and presented his innate universal grammar and language acquisition device, which moved the dominant discourse of SLA theory from behaviorist theory to cognitivist theory. In 1967, Corder presented a perspective that led to a cognitive view – that learning a language was a "linguistic system in its own right" and that language learning followed successive stages (Larsen-Freeman, 2007). From 1970 to 1990, this cognitive paradigm of SLA theory was dominant. It was based on the belief that language was acquired through an internalized and cognitive process, that is, the process of learning a language did not change with differences in context (Larsen-Freeman, 2007; Zuengler, 2006).

In 1996, Firth and Wagner presented a landmark paper at the International Association of Applied Linguistics conference that challenged this dominant cognitive discourse of language acquisition. It called for a reconceptualization of SLA perspective, which challenged the cognitivist SLA perspective. Firth and Wagner (1997) highlighted the imbalance of cognitivist theory as dominant, "our ultimate goal is to argue for a reconceptualization of SLA as … both the social and the cognitive" (Firth and Wagner, 1997). The paper called for increased

awareness of contextual interactional dimensions, an increased emic perspective and a broadening of SLA (Firth & Wagner, 1997). A broader view would include and integrate sociocultural theory that "originates in our socially constituted communicative practices" (Hall, 1997, p. 302). These scholars called for the reconceptualization of SLA. Yet, the ways in which theorists interpreted this reconceptualization were diverse.

Many of the researchers who have responded to this landmark paper have their own ideas about how to create a new vision of cognitive and sociocultural theories of SLA. In particular, this literature review examines Zuengler and Miller (2006), Atkinson, et al (2007), and Larsen-Freeman (2007) as three different responses to the Firth and Wagner paper. Zuengler and Miller (2006) proposed their response as two parallel worlds; Atkinson, et al (2007) as mind-body-world; and Larsen-Freeman (2007) in terms of chaos/complexity theory. These three perspectives will be examined in the following section of this literature review.

Zuengler and Miller (2006) title their response to Firth and Wagner (1997) as "Cognitive and Sociocultural Perspectives: Two Parallel SLA Worlds?" This title highlights the debate as two different ways to define SLA, two different ways that cannot be resolved and are therefore parallel. Zuengler and Miller (2006) focus on a social SLA paradigm using Firth and Wagner's (1997) own words, "Meaning does not occur they argue in 'private' thoughts executed and then transferred from brain to brain but (as) a social and negotiable product of interaction, transcending individual intentions and behaviors" (p. 286). Zuengler

and Miller go on to discuss five perspectives of SLA theory. While presented as traditional cognitive tension with a sociocultural perspective, they acknowledge that the cognitive perspective continues to dominate.

Atkinson, Churchill, Nishino and Okada (2007) also responded to Firth and Wagner (1997), advocating the alignment of sociocognitive perspectives, saying that it can only be both social and cognitive. Firth and Wagner (1997) write, "what goes on between is of equal importance to what goes in and how it gets processed" (p. 169). They advocate that the social, the physical, and the cognitive are all parts of the same process leading them to describe SLA as the "mind-body-world as a continuous ecological circuit" (p. 169). Their emphasis on alignment offers a different perspective than Zuengler and Miller's proposed parallel worlds.

Larsen-Freeman (2007) presents a historical genealogy of these theoretical perspectives of SLA and acknowledges that the point where the two intersect – the cognitive and the social – will be the most productive. Larsen-Freeman presents chaos/complexity theory, which attempts to bridge an understanding between these two distinct perspectives. Larsen-Freeman (2007) proposes:

> These processes are not sequential, but rather they occur simultaneously, albeit at different timescales. It is not that you learn something and then you use it; neither is it that you use something and then you learn it. Instead, it is in the using that you learn - they are inseparable (p. 783).

Her framework presents an equally divided focus on three areas: form, meaning, and use. Larsen-Freeman (2007) also includes a table comparing and

contrasting the cognitive and social SLA views. Despite these recent re-conceptualizations by scholars over the last two decades, in practice many of the popular approaches adhere to cognitive and behaviorist theories.

Summary of Key Theoretical Themes

Skinner's behavioral theory of learning dominated foundational textbooks and created a dominant discourse in SLA that assumed that learning is a product of habits. In 1967, Cordor challenged that perspective by examining SLA as a linguistic form in its own right, leading to a cognitive perspective that has dominated ever since. In 1997, Firth & Wagner called for a reconceptualization of SLA, proposing more research into sociocultural factors to address the imbalance of a cognitive perspective. Since 1997, there has been an ongoing debate regarding the cognitive and social perspectives of SLA. Larsen-Freeman (2007) succinctly frames the debate with these two questions, "Is the social context a site for cognitive process or is it that the social context fundamentally shapes and alters the cognitive process?" (p. 781).

The debate is ongoing. While the researchers and theorists have examined and debated the merits of a sociocultural approach over a cognitive approach, current instructional approaches still reflect a cognitive perspective. While classroom teachers, Title 1 teachers, and ELL specialists may not have the time or opportunities to follow or attend to key theoretical trends or themes, they are the teachers who negotiate the concrete decisions about second language acquisition and content learning. While cognitive SLA perspectives continue to

dominate, a social SLA perspective is the "new kid" on the block (Zuengler & Miller, 2006). How does this debate impact the instructional methods that are most often used in schools in today with ELL students? Another section of this literature review examines a timeline of instructional approaches and begins to consider how instructional approaches are influenced by this timeline of theoretical perspectives.

A Timeline: Key Political Themes

While a thorough examination of the political events that have occurred since the 1950s is beyond the scope of this paper, below is a discussion of critical events that have been shaped by and that shape the theories and instructional practices of SLA. This part begins with the passage of The Bilingual Education Act of 1968, which was embedded in the civil rights era of the 1960's. Mora (2009) comments: "this federal law provided legal guidelines and funding for transitional bilingual education programs" (p. 14), which marked an important milestone for ELL students.

In San Francisco in 1974, Chinese parents voiced concern that their children did not have access to equal opportunities in the public education system because there was no specially designed program to meet their language needs resulted in Lau v. Nichols. The court case required school districts to take affirmative steps to protect the civil rights of limited-English-proficient students (Huerta, 2010; Mora, 2009). Following closely on the heels of Lau, Castaneda v. Pickard in 1981 required that programs, according to Mora (2009), must: "(1) be

based on a pedagogically sound plan, (2) have enough qualified teachers to implement the program, and (3) have a system to evaluate the program's effectiveness" (p. 14).   These provisions resonate with today's policies regarding ELL students. Moreover, through these provisions in the early 1980's a plethora of instructional approaches emerged that will be addressed in the next section.

Probably one of the most key political events influencing educators today is the 2001 act called No Child Left Behind (NCLB), which was a reauthorization of the Elementary and Secondary Education Act of 1965. This Act increased federal funding by 40% and therefore also increased federal involvement in public education. Along with NCLB came an emphasis on high standards and high stakes testing (Huerta, 2010; Yell and Drasgow, 2009). In 2010, the introduction of Race to the Top continues this increased funding and involvement of the federal government, while also introducing a competitive funding source for additional school funds during an economic recession.

Also in recent political headlines are three states that have passed educational policies of anti-bilingual education: California in 1998, Massachusetts in 2002, and Arizona in 2002. Similarity-bilingual education mandates also have come before voters in Oregon in 2008 and in Colorado in 2002, but were rejected. The mandates that have passed require a one-year sheltered English immersion approach. After one year, students are required to transfer into mainstream English classrooms. The political climate that led up to these votes was contentious and brought into the discussion SLA theories and pedagological

issues regarding ELL students (Mora, 2009). What Mora brings to light is the connection between the ballot box and pedagogy.

Summary of Key Political Themes

In many ways, the key political themes have been co-created along the lines of the theoretical discourses of SLA. In 1968, the Bilingual Education Act passed which supported programs for educating language-minority children. In 1974, Lau v. Nichols determined that equal access to the curriculum was defined by an opportunity to learn academic content in their native language. In 1981, Castaneda v. Pickard clarified that these programs needed to meet certain criteria of pedagogy, including qualified teachers and evaluation of program effectiveness.

In 2001, No Child Left Behind, a reauthorization of the Elementary and Secondary Education Act, increased federal funding and federal involvement in public schools thereby increasing standards and introducing high stakes testing. This is a key political theme in schools today. Of more recent political events, anti-bilingual education acts passed in California, Arizona and Massachusetts, and two other states had similar measures brought to voters that didn't pass – Oregon and Colorado (Mora, 2009).

Given this data, one might consider the following questions: What is the role of the political process in designing educational practices in schools? Does the arena of the law contradict and conflict with what educators observe and research in their classrooms as effective practices for ELL students? The next

part of this literature review examines key instructional approaches as a point of reference in asking the question of how ELL specialists, Title 1, and classroom teachers negotiate the discourses that impact second language acquisition and content learning in elementary school classrooms.

A Timeline: Key Instructional Themes

In examining a timeline of various instructional approaches, it is helpful to categorize methods along the lines of theoretical and political themes outlined above. Beginning with the grammar-translation approach, where the focus is on the grammar of reading and writing and not on producing extended language. This is one of the oldest approaches to SLA and was replaced by the Direct Method, which avoided any translations; instead, meaning came directly from the target language on the basis that grammar should be taught inductively.

In the 1940's, the Audio-Lingual Method was developed, which is based on a repetition of the language forms and is based on a concept of language as a process of forming habits. The concept of forming habits of language use resonates with Skinner's 1957 behaviorism theory of learning. The Audio-Lingual Method was still popular as I was learning Spanish in college in the 1980's, sitting for hours in the basement of the library listening to tapes and speaking to myself in a cubicle. Today, technology offers a different take on this concept with interactive software.

In the 1960's, when cognitivist theory became dominant, several approaches to SLA came into practice that encouraged students to reflect on the

rules of the language they were acquiring (Larsen-Freeman, 2000). The Silent

Way enforced this concept - that language was learned cognitively and was not a

process of repetition. The Silent Way draws its name on the role of the teacher

in the interaction; the teacher is removed from the center of attention and does

not function as a translator. Also during the 1960's, based on Chomsky's

Language Acquisition Device, Krashen's hypothesis of SLA emerged (Krashen,

1983). Krashen's hypotheses of SLA offered an integration of comprehensible

input and monitor hypothesis, in addition to offering an explanation of the

affective filter. Krashen's focus on comprehensible input is based on meaningful

and purposeful interaction in the target language. Krashen's monitor hypothesis

explains the role that our knowledge of language and its use help us to make our

output comprehensible. Our monitor is effective depending on to what degree we

are able to put our knowledge of language into use. While some people over-

monitor, others do not monitor enough either way contributing to a limited ability

to use a second language. The ideal level of one's monitor allows one to

communicate with enough attention to language forms and functions to be

understood while not preventing one from attempting language because of a

dedicated focus on the correctness of the language forms and functions being

used. "The Natural Approach has dominated the last two decades of SLA"

(Williams, 2007). It is this dominant discourse of SLA that is prevalent in college

level textbooks on the subject of SLA (Freeman & Freeman, 2001; Ovando,

2005). The piece that is often missing from a framework guided by Natural

Approach is the how the theoretical discussions that happened after Firth &

Wagner (1997) have influenced the practice of ELL education.

Currently, our schools have been influenced not only through this diverse

history of approaches but by new approaches as well. Sheltered Immersion

Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2008), Guided

Language Acquisition Design (GLAD) (Brechtel, 1992), and English Language

Development (ELD) (Dutro, 2003), are three dominant discourses of instructional

approaches that have gained popularity over the last decade.

SIOP presents eight components for teachers to build lessons plans.

Through these eight components, teachers develop lesson plans that support

students' content and language objectives. (Echevarria, et al., 2008) Based on

research from 1997 to 1998, comparing students whose teachers were trained

and implemented SIOP and those who did not, students of those who

implemented SIOP demonstrated "positive effects of the SIOP model on student

literacy achievement" (Short, 2006, p. 205). This approach resonates with

Zuengler's and Miller's (2006) article in response to Firth and Wagner (1997),

describing a sociocultural perspective that advocates for real world usage of

language as the center of language learning (Echevarria, et al., 2008). Through

an integration of language learning into content areas, SIOP displaces the

emphasis of language learning as predominantly in the mind and places it in the

situation of the classroom content areas. Also of note politically, SIOP became

available during the three states' passage of anti-bilingual education acts. If

primary language instruction was no longer allowed, this response could integrate language instruction within English focused school systems

GLAD is a way of planning and teaching lessons from a sociocultural framework of integrating language into the content of the classrooms (Brechtel, 1992). In 1991, the GLAD model was awarded an exemplary honor by the California Department of Education and by a Project of Academic Excellence by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA). Districts around Oregon have been training their teachers in GLAD strategies. Some of the key strategies include living walls, narrative input charts, group frames, cooperative strip paragraphs, team tasks, expert groups, chants, songs, and a writer's workshop. GLAD is based on brain research of graphic organizers, metacognition, and multiple intelligences.

English Language Development (ELD) is presented as the architectural approach and requires explicit and systematic English Language Development instruction that is focused on discrete English forms and functions (Dutro, 2005). Many schools in Oregon have translated this dominant discourse of form-focused instruction into a 30 minutes-a-day pull-out model focused on a matrix of twenty-three forms (e.g., verbs, adjectives, nouns) and functions (e.g., retelling past events, comparing, contrasting). ELL specialists who use this matrix as a checklist of forms and functions to check off as they are taught or assessed often take up a behaviorist theory SLA perspective with a distinct focus on language forms and functions (Ciechanowski, 2010; Mize & Dantas-Whitney, 2007).

Second language instruction is "atomized" with "rote repetition, superficial grammar drills, and disconnected language lessons with insufficient attention to content-rich, stimulating material from which to make meaning and use language to communicate" (Ciechanowski, 2010, p. 2). These instructional approaches conflict with the sociocultural discourses, which situate language learning within social situations.

Summary of Key Instructional Themes

Key themes of instructional approaches to teaching SLA have been co-created along with dominant theoretical and political discourses. The thinking and practicing of nstructional approaches to SLA have been created alongside the theoretical and political discourses. Beginning with behaviorism, SLA approaches have followed a behavioristic model of repetition and recall. Alongside the cognitive theory, SLA approaches were developed that offered opportunities for language to be constructed in the mind. Currently a debate exists in the field of SLA which calls for a reconceptualization of SLA with more focus on a sociocultural approach. While instructional methods today can be identified through all of these theories—behaviorism, cognitivism, and sociocultural, the dominance of a cognitivist perspective can be seen in the ELD and SIOP approaches. GLAD, SIOP, and ELD are some of the current instructional methods that are integrated into some classrooms. Classroom teachers, Title 1, and ELL specialists are required to negotiate these approaches to meet the linguistic and content needs of their students.

This section brings the question to the forefront again: In what ways do the realities of classrooms, mandates, and expectations shape second language acquisition and content learning? In Oregon, where this study takes place, current instructional mandates developed in response to No Child Left Behind and its requirements for English Language Proficiency (ELP) standards favor a cognitivist instructional approaches.

Summary of Key Themes – Theoretical, Political, and Instructional

What do English Language Learner teachers, Title 1 teachers, and classroom teachers believe about second language acquisition and content learning? In what ways does the reality of classrooms, mandates, and expectations support second language acquisition and content learning? These questions framed this literature review organized under three different discourses—theoretical, political, and instructional. A timeline describing the various movements of SLA theory provides a backdrop to understanding a timeline of instructional mandates. Overlaying the debate between the cognitive and the sociocultural SLA perspectives has ramifications for what ELL specialists, Title 1, and classroom teachers are taught in regards to ELL students. In contrast to the mandated ELD approaches, several scholars in the field of ESOL in Oregon advocate for a more balanced approach including sheltered instruction, contextual and differentiated instruction, and collaborative school structure models (Ciechanowski, 2010; Mize & Dantas-Whitney, 2007).

Communication and Collaboration within Schools

The discussion of discourses thus far has been presented as separate political, theoretical, and instructional themes, and those discourses occur at both the individual and collaborative levels. On the collaborative level, discourses happen within school environments. In what ways does the culture of the school support or hinder bilingual students' success? Research on the effects of school culture and how it impacts ELL students appears to be a new area (Ciechanowski, 2010; Creese, 2000; DuFour, 2004).

How does the degree to which ELL specialists, Title 1, and classroom teachers communicate and collaborate influence second language acquisition and content learning decisions made? The research of Angela Creese (2005) into the various models of collaboration between ELL specialists and classroom teachers in secondary schools in England provides a good model for examining the specialist/teacher relationships. Arkoudis (2006) offers a theoretical framework that acknowledges the importance of the relationship and collaboration between the ELL specialist and classroom teacher.

Creese is a researcher and lecturer in bilingual education at the University of Birmingham. She builds her research on the work of Gee (1998) and Arkoudis (2006). Creese's (2005) research values the expertise of the English as Additional Language (EAL) teacher and views the ELL achievement problems as indicative of a larger institutional and societal culture, tying her data to a larger macro discourse of power and status. She collected field notes, observations,

and audio recordings from 12 EAL teachers and 14 subject matter teachers, shadowing each teacher for 10 weeks. Creese's (2005) work on secondary schools in the United Kingdom offers a useful framework for this research. In the U.K. where this study took place, there is a policy of integrating the EAL teacher within the classroom to work with the subject teacher. Although the U.S. system for ELL specialists differs widely, the researcher's conclusion can be applied to the U.S. system as well.

Whereas Creese's (2005) research described why the U.K. policy was not working as it was intended, her work also could be used as a framework for discussing the systems at play in the U.S. Her research analyzes the models of collaboration in a system where the ELL specialists work alongside the content teacher. Our system of ELL specialists has most often translated the mandates directed by the Department of Education to pull out students from their classrooms for specific English Language Development (ELD). Creese (2005) concludes that a position of collaborative teaching would benefit teacher partnerships but states that they are rare. Where this relationship is strong, there are increased opportunities for aligning language needs and content needs.

Literature Review Summary

Literature on the concept of discourse begins this chapter to provide a basic understanding of how discourse is different than language. Then, a review of the literature on discourses that dominate second language acquisition is

presented. Finally, because these discourses occur within a school environment, a literature review of school collaboration is examined.

The concept of discourse as ways of thinking, speaking, and doing that are socially and culturally created is presented through the work of Neuman (2001), Gee (1996), and Miller Marsh (2002a). Neuman's (2001) definition of discourse is provided as a general framework: "A Discourse integrates "ways of talking, listening, writing, reading, acting, interacting, believing, valuing, and feeling (using various objects, symbols, tools, and technologies) in the service of enacting meaningful socially situated identities and activities" (p. 35,). Adding to this definition, Clarke (2005) points out that discourses are not separate from life but are constitutive of it. Lastly, Gee (1996) ties it together by writing that discourses only work in relation to one another. In Figure 2, the conceptual framework of discourses shows three circles overlapping of theoretical, political and instructional discourses, which is presented to demonstrate the interconnectedness of these discourses and their impact on one another.

The field of SLA has been impacted by theoretical, political, and instructional discourses. The theoretical discourses took a turn from the dominant discourses of behaviorism and cognitivism in 1996 with Firth and Wagner's paper that called for a "reconceptualization of SLA as both the social and the cognitive" (p. 758). Spiraling out of this call emerged Zuengler and Miller's (2006) Two Parallel SLA Worlds, Atkinson's et al. (2007) concept of alignment, and Larsen-Freeman's (2007) chaos/complexity theory.

The political discourses impacting the field of SLA since 1950 include the Bilingual Education Act of 1968, Lau v. Nichols (1974), Castaneda v. Pickard (1981), and the No Child Left Behind Act (2001). More recently, however, educational policies in California (1998), Massachusetts (2002), and Arizona (2002) of anti-bilingual education have become dominant discourses not only in those states but also in other states that have voted on this issue, including Oregon.

Instructional discourses have been influenced by the theoretical and political discourses. Mandates about teaching ELLs have created teacher trainings and programs that have directly impacted ELL students. SIOP (Echevarria, 2007), GLAD (Brechtel, 2001), and ELD (Dutro, 2005) are all current dominant discourses in schools in the Pacific Northwest. One purpose of this research study is to discuss how these discourses are negotiated.

Theoretical, political, and instructional discourses occur within the context of the school, and the research of Creese (2005), Arkoudis (2006), and DuFour (2007) present models of collaboration among the ELL specialists and classroom teachers. The school culture and degrees to which the ELL specialist and classroom teacher collaborate and communicate is a focus of this research.

Research Framework based on Literature Review

The review of the literature presented here sets up a framework to analyze the discourses that impact the teachers of ELL students within their own instructional practices, within their school environment, and also within the wider

educational system. The literature from Creese (2000), Arkoudis (2006), and Miller Marsh (2002) provide three different perspectives to support the framework of examining discourses on these three different levels (classroom, school, and wider systems). On an instructional level, the literature examines the roles, agency and shifts in identity of teachers (see table below). On a school level, the literature examines the relationships, structures, and positions between teachers (see table below). On a wider educational system level, the literature examines the talk, discourse, and the social nature of thinking and actions that connects teacher practice and policies (see table below).

What are the discourses that impact the teachers of ELL students within their own instructional practices, within the school environment, and within a wider educational system?			
Research Framework	**Individual Level**	**School Level**	**Wider Educational Level**
Creese (2000; 2002)	Role	Relationship	Talk
Arkoudis (2006)	Agency	Structures	Discourse
Miller Marsh (2002)	Shifts in Identity	Positioned	Social nature of thinking and actions

Figure 4: Research Framework based on Literature

Beginning with the instructional level, Creese's (2002) research speaks to the roles of teachers within their schools. Content teachers and ELL teachers have different statuses in schools. Creese's (2002) research was based on secondary school teachers in the UK and revealed that the language specialists had lower prestige that the subject teachers, and that the language specialists owned most of the responsibility for the ELL students. Arkoudis' (2006) research also supported this claim that ELL teachers had lower authority. Her study

highlighted that the subject teachers had a sense of ownership of their own areas and the authority to influence other teachers.

Miller Marsh (2002) advocated for pre-service teachers (and teachers) to examine discourses that lead to shifts in identity. Her work focuses on the "locations of self within a sociocultural discourse" (Miller Marsh, 2002, p. 453).

Moving into the school environment level, Creese (2000) examines how the practice of placing ELL students in mainstream classrooms has the effect of "exacerbate(ing) differences rather than recognize diversity" (p. 451). She advocates for a critical analysis of the teaching relationships between classroom teachers and ELL teachers. Arkoudis (2006) explains how collaboration between ELL teachers and classroom teachers is a complex process and skill. Canada, England, and Australia all have different structures of how the ELL teacher and the classroom teacher collaborate together, and in each one whether in a sheltered approach, a partnership approach, or a separate yet working together approach present their own difficulties with collaboration (Arkoudis, 2006). The collaboration among the various teachers of ELL students is a complex process in need of further research.

Miller Marsh (2002) explains how teachers are positioned in particular ways in relation to one another. Her research focuses on pre-service teachers and the power relationships between the pre-service teachers, students, parents, co-operating teachers, university supervisors, and classroom aides. The literature from Creese (2002) examines the power relations within schools and contributes

to this framework as it examines the power relations between the Title 1 teachers, ELL teachers, and classroom teachers. Other literature on the subject of school structures, relationships, and positions within school environment includes the literature on collaboration between the ELL teacher and classroom teacher such as Achinstein (2002), Ciechanowski (2010), DuFour (2007), Franquiz (1998), Henze (2006), and Pardini (2006). Their work examines how teachers collaborate and support each other based on their skills and expertise.

Finally, examining the literature on the discourses that impact the teachers of ELL students on the wider educational system level, Creese (2000) sheds light on how the social views of languages and diversity impact the relationships and practices of ELL teachers and classroom teachers. Current political and societal perspectives vary regarding immigration, languages, and the increased number of ELL students in public schools. The variations and trends that are present in classrooms are indicative of larger institutional and societal variations and trends. Arkoudis (2006) describes this micro view reflecting the macro view or of the policy into practice.

Miller Marsh (2002) describes the social nature of thinking and actions. She describes the shift in "focus on teacher thinking away from the individual" and to examine "teacher thought as socially negotiated" (Miller Marsh, 2002, p. 460). This shift in thinking happens when teachers of ELL students become aware of the impact of socially dominant discourses on classroom instruction. Other literature in this area presents similar questions about how the education of

ELL students is impacted by issues of power, policies, and politics such as

Cummins (2000), Meier (2003), and Gonzalez and Moll (2005).

A review of the literature examined how different discourses impacted the

teachers of ELL students within their own instructional practices, within a school

environment, and within a wider educational system. On an instructional level,

the literature presents teachers' views of their roles, agency, and shifting identity.

On a school level, the literature examined the relationships, structures, and

positions among the teachers of ELL students. Then on a wider educational

system level, issues of talk, broader discourses, and the social nature of thinking

and actions also impacted teachers in this study.

While the literature in this study presented the issues, challenges, and

negotiations of teachers working with other teachers of ELL students, breaking

down some of the specific discourses that impact the teachers of ELL students

becomes a necessary step in uncovering, identifying, and analyzing the multiple

interconnected discourses. Miller Marsh (2002) explains the power of being

fluent in different discourses, "Bi-discoursal people are the ultimate sources of

change. They are prepared to seek out alternative ways of viewing the world in

which relations of power can be disrupted and reconfigured" (p. 467). Based on

the current literature and research, a framework for this research is built on three

levels: an instructional level, a school level, and a wider instructional level. The

literature on discourses reveals that they are continuous, interconnected, beyond

speaking or consciousness, and formed through history. This research seeks to

uncover, identify and analyze the discourses that impact the teachers of ELL students.

CHAPTER THREE: METHODOLOGY

The purpose of this qualitative research study was to describe the understandings, experiences, and relationships of ELL specialists, Title 1 teachers, and classroom teachers as they negotiated the theoretical, political, and instructional discourses on individual and collaborative levels and within a wider educational system. This chapter examines the reasons why qualitative research was chosen, the methodology, participants, and data collection plan.

Qualitative Research

A qualitative design approach was chosen for this project as a way to richly explore the themes that emerged from the participants' insights, experiences, and viewpoints. This research was designed to explore the concept of discourse, which requires a methodology that supports a broad description and deep understanding. Qualitative research lends itself to this multi-faceted research topic. Creswell (2006) summarizes the general characteristics of qualitative research:

> Takes place in a natural setting, relies on the researcher as the instrument for data collection, employs multiple methods of data collection, is inductive, is based on participants' meanings, is emergent and often involves the use of a theoretical lens, is interpretive, and is holistic (p. 201).

The general characteristics of qualitative research addressed by Creswell (2006) in this study included: observations in the natural settings of the school - the classrooms, interviews at the school in a location chosen by the participant,

and focus groups determined by the needs of the groups. As the researcher, I observed and interviewed the participants, took field notes and memo-ed after each data collection. Interviews, observations, and focus groups were the multiple methods of data collection.

Grounded Theory

The design and framework of this research was situated in a grounded theory approach, which drew on the data collected from the participants in an inductive way to formulate a theory as a result of their perspectives. "Conventional grounded theory has focused on generating 'the basic social process' occurring in the data concerning the phenomenon of concern – the basic form of human action" (Clarke, 2005, p. xxxii). The theory that emerged was based upon the participants' meanings—of the social process involved in making decisions on the individual level and then through the collaboration between ELL specialists, Title 1 teachers, and classroom teachers.

Through on-going multiple approaches of analysis, the data collected from the interviews, observations, and focus groups inductively formed a theory on the negotiation of discourses on an individual and collaborative level of the ELL specialists, Title 1 specialists, and classroom teachers. "Two primary characteristics of this design are the constant comparison of data with emerging categories and theoretical sampling of different groups to maximize the similarities and the differences of the information" (Creswell, 2009, p. 13). This constant comparison addressed through frequent memo-ing and field notes. As

Clarke calls a "saturation of the data", the data collected will be analyzed in multiple ways and integrated throughout this project. In order to examine the data from multiple entry points, the ELL teachers, the Title 1 teachers, and the classroom teachers' voices increased the data collected.

Situational Analysis Framework

Analyzing multiple elements through a situational analysis provided a framework for examining the interconnectedness of discourses that ELL teachers, Title 1 teachers, and classroom teachers negotiated when making decisions about instruction policies and practices that directly affected the academic and linguistic success of our growing population of ELL students. Situational analysis provided a framework for examination. Clarke's (2005) comments on situational analysis support its use in this study: "Situational analysis allows researchers to draw together studies of discourse and agency, action and structure, image, text and context, history and the present moment – to analyze complex situations of inquiry broadly conceived" (p. xxii). Through mapping and developing interconnections of elements, Clarke's book *Situational Analysis: Grounded Theory After the Postmodern Turn* offered a framework for comparing all of the data and valuing the multiple meanings. Clarke (2005) embraces the varied possibilities presented by this method: "Most research has relentlessly sought commonalities of various kinds in social life while evading and avoiding representations of the complications, messiness, and denseness of actual situations and differences" (p. xxvii).

Through the lens of postmodernism, data was interpreted as "partialities, positionalities, complications, tenuousness, instabilities, irregularities, contradictions, heterogeneities, situatedness, and fragmentation-complexities" (Clarke, 2005, p. xxiv). Qualitative research was chosen because it supports the postmodern worldview through a grounded analysis approach. Seeking to describe and explain the elements involved in instructing ELL students required a lens that is broad enough to include various elements, perspectives, and goals. This research aimed to uncover, explore, and examine these complications, messiness, and denseness. A postmodern approach supported these various goals.

Data Collection Plan

Appropriate to the aims of postmodern-grounded theory, data was collected through multiple methods: twelve individual interviews, twelve classroom observations, and two focus groups. I conducted twelve individual interviews, one with each participant during Phase I (Spring, 2011). Observations of all twelve teachers occurred in Phase II (Spring, 2011). After the observations, two focus groups were held, one at each school during Phase II (Spring, 2011). These opportunities for participants to respond personally and socially to my broad research question provided multiple data sets for analysis.

Interviews offered opportunities for the participants to respond to specific questions that were designed to address multiple elements from the broad research question (see Appendix A). Observations were included to gain direct

knowledge from the classroom environment and practice. Field notes from the

observations were also collected. Additionally, focus groups added another layer

to the discussion of how discourses were negotiated on a collaborative level

within a wider educational system.

Phase	Methodology	Participants
Phase I	Individual Interviews (12)	School A - 2 ELL teachers - 2 Title 1 teachers - 2 classroom teachers
Phase II	Observations (12)	
Phase III	Focus Groups (2)	School B - 2 ELL teachers - 2 Title 1 teachers - 2 classroom teachers

Figure 5: Data Collection Plan

These multiple opportunities for collecting data contributed to a complex

understanding of the theoretical, political, and instructional discourses that

dominated the decisions that ELL teachers, Title1 teachers, and classroom

teachers made regarding their ELL students.

PHASE I: Interviews

Phase I included twelve 60 minute interviews with each of the four ELL

teachers, four Title 1 teachers, and the four classroom teachers in Spring 2011.

The purpose of the interviews was to collect their views, ideas, and perspectives

on the theoretical, political, and instructional discourses that dominated their own

individual practice as they made decisions that impacted ELL students. It also

was an opportunity to gather data on their perspectives on how they were situated within the collaborative school structure. This initial interview began with a review of the informed consent documents that identified the purpose and the risks of the study (Appendix D) and acknowledgment of the participatory nature of being involved in this research project. The interview questions found in Appendix A were designed to elicit information about these three research topics:

1. What are the discourses that teachers of ELL students negotiate within their *own instructional practices* that impact second language acquisition and content learning?

2. What are the discourses that teachers of ELL students negotiate *within a school environment* that impact second language acquisition and content learning?

3. What are the discourses that teachers of ELL students negotiate within a *wider educational system* that impact second language acquisition and content learning?

Following up on each question was an invitation to elaborate – "Why do you think this way?" or "What else would you like me to know?" The intent of follow up is to allow space for participants to articulate their observations about discourse, which was one of the aims of this research supported by a postmodern framework.

The limitations of interviews noted in Creswell (2009) are that an interview "provides indirect information filtered through the views of the interviewees,

provides information in a designated place rather than the natural field setting,

researcher's presence may bias responses, and not all people are equally

articulate and perceptive" (p. 179). Efforts to minimize these limitations included:

following-up the interview with an observation which provides a more direct link to

the information; asking the participant to choose the place of the interview;

emphasizing the confidentiality/consent; and including all responses as important

contributions. While efforts were made to minimize the effect of the researcher

as authority, I acknowledge that my presence during the observations did have

an impact.

The researcher or paid transcriptionist completed the written transcripts of

the audio data directly after each set of interviews. Before any analysis of the

written transcripts occurred, audio tapes were used to correct any identified

errors that occurred through transcription. A paid transcriber was chosen on

merits of reliability and confidentiality. Audio and written transcripts of the

interviews are stored in a locked cabinet in the primary researcher's office at

OSU.

PHASE I: Interviews		
Timeline	Participants	Purpose

Spring 2011	School A
	   - 2 ELL teachers
	   - 2 Title 1 teachers
	   - 2 classroom teachers
	School B
	   - 2 ELL teachers
	   - 2 Title 1 teachers
	   - 2 classroom teachers
		Interviews:
		   - One hour interview with each participant (12 hours total)
		   - Review research protocol
		   - Ask interview questions (Appendix C)
		
		Data Collected
		   - Audio recorded interviews
		   - Professionally transcribed notes of audio data

Figure 6: Data Collection Phase I: Interviews

PHASE II: Observations

Phase II included observations with each of the twelve participants that occurred in Spring 2011. The purpose of the observations was to further examine the theoretical, political, and instructional discourses as they were negotiated in a typical day. During observations, field notes and photos of classroom artifacts were collected. Analysis of the observations included situational analysis of the photos, the field notes, and maps of the classroom environments. An overview of the content and language lessons collected during the observations was also analyzed. During Spring 2011, I observed the ELL teachers, the Title 1 teachers, and the classroom teachers. Creswell (2009) describes the advantages of observations in that a "researcher has a first-hand experience with participants, researcher can record information as it occurs, unusual aspects can be noticed during observation and useful in exploring topics that may be uncomfortable for participants to discuss" (p. 179). Observations of ELL teachers, Title 1 teachers, and classroom teachers are valuable in gaining

these first-hand experiences as well as topics with which to follow up during the

final phase of focus groups.

PHASE II: Observations		
Timeline	**Participants**	**Purpose**
Spring 2011	School A - 2 ELL teachers - 2 Title 1 teachers - 2 classroom teachers School B - 2 ELL teachers - 2 Title 1 teachers - 2 classroom teachers	Observation: - Observe the teacher during a lesson with ELL students - Time determined in consultation with the teacher Possible Data Collected: - Anecdotal records - Teacher talk notes - Student talk notes - Memos/field notes after observations - Photos of classroom environment - Lesson plans if available

Figure 7: Data Collection Phase II: Observations

Documentation of the observations included photos of the classrooms, the

Title 1 rooms, and the ELL environments, which provided further information to

support the interviews and observation. Photos of the classroom walls, seating

arrangements, and other non-student topics captured direct evidence to

supplement diversity of the data collection. Participants were asked to

recommend any important evidence. The advantages of collecting photo data are

that photography "may be an unobtrusive method of collecting data, provides an

opportunity for participants to directly share their reality, and it is creative in that it

captures attention visually" (Creswell, 2009, p. 180). Photos will not be taken of

students or during class time to decrease concern of disruption and

confidentiality. One of the concerns of using photos is that they are difficult to

interpret; photos in this research project are analyzed in the same ways as the interviews and observations using situational analysis. Photos are stored with the collected audio information in a locked file in the OSU College of Education.

PHASE III: Focus Groups

Phase III, the final stage of data collection, included two focus groups that occurred after the initial interviews and observations during the spring of 2011. One focus group included the two ELL teachers, two Title 1 teachers, and two classroom teachers at School A. The other will include the two ELL teachers, two Title 1 teachers, and two classroom teachers at School B. The focus groups were audio recorded and professionally transcribed as the final phase of data collection. The researcher or transcriptionist completed written transcripts of the audio data directly after each of the interviews. Before any analysis of the written transcripts occurred, audio tapes were used to correct any identified errors that occurred through transcription. A paid transcriber was chosen on merits of reliability and confidentiality.

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transcripts occurred, audio tapes were used to correct any identified errors that occurred through transcription. A paid transcriber was chosen on merits of reliability and confidentiality.

PHASE III: Focus Groups		
Timeline	**Participants**	**Purpose**

Spring 2011	School A
	  - 2 ELL teachers
	  - 2 Title 1 teachers
	  - 2 classroom teachers
	
	School B
	  - 2 ELL teachers
	  - 2 Title 1 teachers
	  - 2 classroom teachers
		Prior to Focus Group:
		  • Read Marsh article (2002)
		Focus Groups:
		  - Review and discussion on article
		  - Identification of discourses
		  - Reflection on observations
		  - Collective voice
		  - Speaking & listening to each other
		Data Collected:
		  - Audio recording of focus group discussion
		  - Professionally transcribed notes of audio data
		  - Participants' quick write on research process (optional)

Figure 8: Data Collection Phase III: Focus Group

The researcher or transcriptionist completed written transcripts of the audio data directly after each of the interviews. Before any analysis of the written transcripts occurred, audio tapes were used to correct any identified errors that occurred through transcription. A paid transcriber was chosen on merits of reliability and confidentiality.

The purpose of this research was to collect data on the discourses that ELL teachers, Title 1 teachers, and classroom teachers negotiate. By bringing the three different types of teachers together, information was collected about

what discourses dominate when put into a focus group. Kamberelis (2005) notes

this advantage: "Because focus groups put multiple perspectives 'on the table',

they help researchers and research participants alike to realize that both the

interpretations of individuals and the norms and rules of groups are inherently

situated, provisional, contingent, unstable and changeable" (p. 904). This method

of collecting data was consistent with the research question on negotiating

discourses and supported a postmodern view.

      Another reason for focus groups at the final stage was to directly address

the concept of discourses. Participants were asked to read an excerpt from

Miller-Marsh's (2002b) "The Shaping of Ms. Nicholi" (p. 340).   Although this

article does not directly address the concept of discourse as it relates to the

education of ELL students, it did provide an example of discussing discourse that

was beneficial to this study. Morgan cites one such benefit: "As participants in a

focus group hear others talk, however, they can easily tell whether what they are

hearing fits their own situation. By comparing and contrasting they can become

more explicit about their own views" (Morgan, 1996, p. 58). This short article was

included to provide a common language to describe their different positions and

experiences. Transcripts of the data collected from the focus groups are stored in

the primary researcher's office in a locked cabinet at OSU.

Field Notes and Memo-ing

      An important piece of each of these data collection practices involved

detailed on-going field notes and memo-ing. Clarke (2005) describes memo-ing

on the computer as "capital in the bank" (p. 371). Constant field notes and memos about the interviews, observation, and focus groups were essential for this research project. Notes were collected about narratives that occurred during data collection, posing questions and making connections with previously collected data.

Methodology Summary

All of these data collection methods: interviews, observation, and focus groups, support a postmodern grounded theory approach in that multiple sources and stages of information are collected to be compared constantly with each other in search for emerging categories. The interviews provided information directly from the participants; the observations provided an opportunity to see participants' practice in action; and the photos documented the physical time and place of the environment. The focus groups "provide a window into how others think and talk" (Morgan, 1996, p. 57). Field notes and memo-ing allowed multiple on-going theories to emerge and develop.

Researching with the lens of postmodernism required various methods of data collection. The role of the participants and the role of the researcher became part of the study. As Kamberelis and Dimitiadis (2005) aptly noted:

> Friere argued that the goal of education is to begin to name the world and to recognize that we are all 'subjects' of our own lives and narratives, not 'objects' in the stories of others. We must acknowledge the ways in which

we, as humans are fundamentally changed with producing and

transforming reality together (p. 889).

The aim of this study was to carefully ask, observe, and listen to the voices of the

participants while simultaneously being aware of the researcher's own

experiences and perspectives. Three of the fundamental strengths of qualitative

research are "(1) exploration and discovery, (2) context and depth, and (3)

interpretation" (Morgan, 1996, p. 12). Through a combination of these three

methodologies, this qualitative research project took advantage of these

strengths.

The Role of the Researcher

During these interviews, observations, and focus groups, my role was as

an observer-participant. I did not take a dominant or formal role as a participant

but there were a few times when the situation arose as I was interviewing the

participants, walking around the room, or facilitating the focus groups, I

responded appropriately. I did not ask the teachers and students to imagine that I

was not there. As a participant observer I also increased the chances of

interacting with the teachers and students, further enriching the collection of data.

This choice to be a participant observer was made to increase the amount of

trust and decrease the chance of artificial formality of a pure observation. If seen

as a teacher or a helper in the classroom, a rapport with both the students and

the teachers increased the likelihood of a more typical day.

As a former ELL specialist, classroom teacher, and student teacher supervisor I am familiar with the role of participant observer and how that role transfers over into the role of the researcher. I am cognizant of the fact that I took the position of helper, leaving the leadership and direction of the class up to the ELL teacher, Title 1 teacher, or the classroom teacher. The difficulty with this position was the availability to take adequate notes during the observation and a reliance on field notes and memos taken after the observation, which did not pose any problems during the data collection.

Participants and Procedures

A total of twelve participants were included in this study. Four were ELL teachers, four were Title 1 teachers, and four were classroom teachers. Two ELL teachers, two Title 1 teachers, and two classroom teachers were chosen from School A, and the same for school B. The justification in researching these categories of teachers is to gain a wide range of data from teachers who have different teaching responsibilities, perspectives, and experience in the schools with ELL students. Other stakeholders in this area of study are the students, the parents, and the administrators. While their experiences, perspectives, and expertise are a valuable part of this discussion, this study was designed to gather information about the teachers' experiences, perspectives and expertise to gain a more complete picture of how they work together to develop and design the curriculum and school environment for their ELL students. This decision also reflects my role as a teacher educator and the desire to understand teaching

contexts in addition to the practical aspects of getting Institutional Review Board and school district approval.

Identification and recruitment of participants were conducted through the school site principal and district ELL administrator and a teacher's willingness to dedicate their time to the study. The school site principal and the district ELL administrator were both consulted in determining eligibility in this study. At a meeting with the school principal and another meeting with the ELL administrator, a list of candidates was compiled as possible participants. During this meeting a contingency list of possible volunteers was also compiled in case those chosen on the first list were unwilling to participate. All candidates who were willing to participate completed an informed consent document, and twelve of those teachers were chosen to participate in the study. All screening criteria were disclosed to the possible participants.

Schools chosen had a 15% or higher ELL demographic but were non-language-immersion schools. Schools with bilingual, dual language or two-way immersion programs were not included. Schools selected had a dedicated 30-minute English Language Development focus time. The purpose of this decision was to eliminate some of the variances in ELL programs and focus on programs that were more typical in the Pacific Northwest. While much research has been done on the benefits of bilingual programs, many more ELL students are served in non-bilingual programs (ODE, 2009; Thomas and Collier, 2001).

The two different schools were chosen because they represent two different perspectives with similar demographics and similar programs. Entry into the programs was made through connections with district administrators who had a broad understanding of the different schools and teachers. Before Phase I, an email was sent to possible participants informing them of the purpose of the study, the timeline for the interviews, observations, and focus groups along with an attached consent form that detailed their participation as voluntary and their ability to discontinue at their discretion.

Internal Review Board Policies

In accordance with OSU academic policy, I submitted the IRB application during the spring of 2011 and was approved from the IRB before collection of data. A complete Institutional Review Board (IRB) application approved by Oregon State University is included in Appendix D of this dissertation. Participants were given pseudonyms; their actual names and link to their pseudonyms are stored in a separate location than the dissertation to increase confidentiality. Small changes in the descriptions were altered when needed to maintain ambiguity about participant's identities and locations.

Data Analysis

The data from this qualitative study was analyzed in three phases using discourse analysis to scaffold situational analysis embedded within a grounded theory approach (Clarke, 2005; Creswell, 2009; Denzin & Lincoln, 2008). A grounded theory approach provides an overall theoretical framework that guides

not only the data analysis, but also the conclusions and implications. "Grounded theory focuses on systematically analyzing qualitative data to elucidate the key forms of action undertaken by participants in a particular situation" (Clarke and Friese, 2007, p. 363). Discourse analysis (Gee, 2011) and situational analysis (Clarke, 2005) work within this grounded theory approach to analyze the data from this study.

The data collected in this study from twelve teachers was analyzed systematically and recursively using discourse analysis and situational mapping, with each step progressively built upon the progress of the prior step. The first step was transcribing the audio data collected from interviews and the focus groups, and compiling the notes from the observations into written text. The second step was the coding and memo-ing of the written data (Gee, 2011). The third step involved analysis and examination the data using various maps of the data in a situational analysis approach (Clarke, 2005). Then, both discourse analysis and situational mapping aided in the analysis of the subsets of data. Described below are these steps of systematic, progressive analysis that supported a thorough analysis of the concrete data from teachers that developed the data and discussion described in chapter four.

First Step: Transcription

In the first step of data analysis, the interviews that were digitally recorded were professionally transcribed using Transana, a software transcription program. The audio files were first sent digitally to the transcriptionist as each of

the interviews was completed. She uploaded into Transana, which recorded the audio file, and from this program she transcribed the audio into written text. The Transana screen page is divided into four blocks. The audio file, called the visualization window, has many different parts: the sound wave section, with coding bars underneath, and time bars to identify where different codes can be found. The written transcription box is the largest screen has numbered lines and standard word formatting tools. In this box, the written transcription of is collected and stored by the individual teacher interviews, observations, and focus groups.
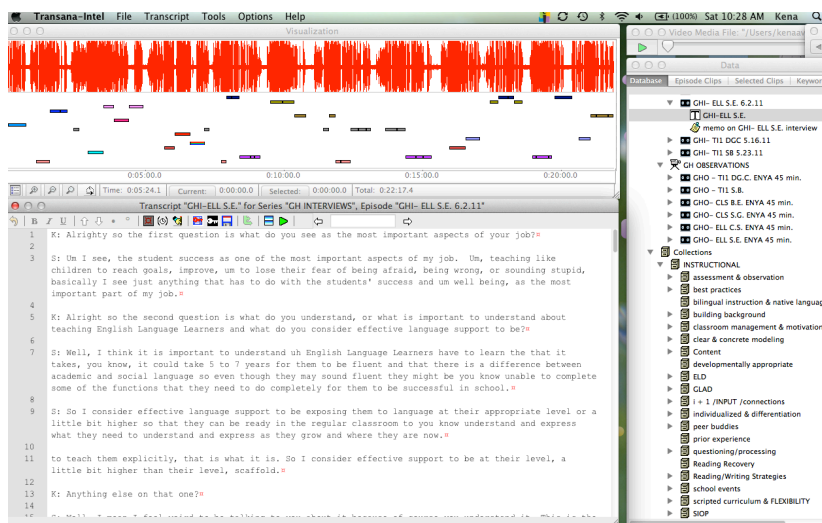
Figure 9: Screen Shot of Transana transcription software

The right sidebar includes the list of the audio files, the transcripts, memos, and data collections. A screen shot of the Tansana page is inserted above. The audio file is connected to the written transcription, allowing the researcher or transcriptionist to highlight specific text blocks and link back directly to the audio clip, so one can hear the way the text was said. This feature and

organization facilitates opportunities to analyze and re-analyze the direct data source throughout the research. The transcripts from the observations and focus groups were also downloaded onto Transana using the same process, which allowed for coding of the observational data in the same way as the interviews. Separate spreadsheets were created for each of the two schools to keep the data separate to facilitate the analysis.

Second Step: Discourse Analysis and Coding

During the second step of data analysis, discourse analysis was used to code the data. Discourse analysis supports a grounded theory framework in that it builds theories inductively from the data. "Discourse analysis approaches have been developed to examine ways in which knowledge is socially constructed in classrooms and other educational settings" (Gee and Green, 1998, p. 119).

The data was collected from twelve teachers' interviews, observations, and focus groups. After the audio data was transcribed into Tansana, the data was analyzed and using the data sidebar on Transana set up for coding and categories stored in a digital form. Gee (2011) presents 27 different tools for discourses analysis, such as "The Fill In Tool", "The Subject Tool", and "The Frame Problem Tool" and twenty-four other tools. Each tool asks different questions of the data to help the researcher to "look closely at the details of language" and also to attend to the "details of what the speakers mean, intend, and seek to do and accomplish in the world" through their language choices (Gee, 2011,p. x). This approach focuses on the context of the data alongside the

language chosen to describe and answer interview questions, within the observations and during the focus groups.

Gee's (2011) approach and supporting tools for discourse analysis present a theory that is adaptable and highlights of the complexities of language, acknowledging multiple interpretations and meanings. This approach acknowledges the impact of linguistics and grammar while also including the context and the role of the researcher. "Like good science and good art, some of what it takes to do a good discourse analysis involves such things as taste, innovation, risk taking and good choices (and luck)" (Gee, 2011, p. xii). The discourse analysis used in this study focused on the context as a reflexive tool and are described in detail below. Gee (2011) describes this reflexive nature of context or his "Context as Reflexive Tool" as such: "speaking reflects context and context reflects (and is shaped by) speaking (what was said)" (p. 85). The Context is Reflexive Tool was a very useful tool to describe the discourse analysis used in this study data examples from this study are described below.

Gee's (2011) Tool #13 is The Context is Reflexive Tool was useful for this study. Within this tool, there are four sub-questions that assist the listener or researcher to describe the impact of the language on the context and impact of the context on the language. The first question asks how the spoken utterances "creates or shapes (or possibly manipulates)" the context; the second question asks how the speech "helps to reproduce contexts; the third asks how the speaker "reproduces contexts unaware of the context"; and the last question asks

if the speaker is "transforming or changing" the contexts (Gee, 2011, p. 85). The data from this study was analyzed using these four questions and how they led to different sets of data on different discourses that impact the teachers of ELL students, described below.

The first question asks if the speech "creates or shapes (possibly even manipulates)" the context (Gee, 2011, p. 85). Here are three examples, of many, on how the data from this study answered this discourse analytic question. For example, the comment from one of the teachers who reflected on the nature of collaboration as "cool people to talk with" creates or shapes an idealistic vision of collaboration, which evolved into a major category of discourse of collaboration within the school environment because this type of comment was repeated throughout many transcripts. In a different example from the data, "there's a kind of give and take that goes on," reflects how the speaker creates herself as both someone who is valued as a giver and also as a learner receiving of others' ideas and expertise. This comment, along with numerous others, contributed to the data on a discourse of engagement or how teachers engaged within their schools. A final example, described as, "we don't have to do it all the same way" promotes a school structure inclusive of different approaches and is reflective of how a discourse of leadership creates or shapes that structure. Close analysis of these subtle linguistic moves highlighted the varying ways that schools built contexts of collaboration.

The second question within Gee's (2011) "context as a reflexive tool" looks at how the speaker helps to reproduce contexts (p. 85). The data collected from this study had many examples of reproducing existing contexts within the schools. One example that speaks to this is "good teaching practices, um are good teaching practices for ELL students." This piece of data speaks to reproducing the notion of 'best practices' and how ELL students' needs are not significantly different that the needs of other students. Another piece of data that speaks to reproducing a context is "I think I may have my head in the sand." This data led to a discourse of recognition—recognition of the limitations and time of teachers when involved in the wider educational system. A final example reveals a discourse of reconciliation. Within this discourse of reconciliation, the teacher comment: "but, it's not really what I think is best." This comment revealed how the teacher reproduced the context of reconciling the work within systems that don't align with beliefs. Other data within each of these discourses support and contribute the complexity of the discourses that impact the teachers of ELL students. These are a few examples of how discourse analysis was used via Gee's (2011) framework in regards to the data in this study.

The third question asks about the reproduction of contexts if the speaker is "unaware of aspects of the context" (Gee, 2011, p. 85). The data that answers these questions speaks to this duality of reproducing contexts, yet unaware of the contexts, such as, "honey, have you ever been to the beach?" This piece of data reveals how unaware the teacher is about how this comment reveals a deficit

perspective on student backgrounds. The speaker of this comment may not consciously want to reproduce this deficit perspective. Another comment also speaks to reproducing contexts yet unaware of the context, "That's not really my job." This piece of data speaks to the separate distinct job identities of the ELL teachers, Title 1 teachers, and classroom teachers. Again, if consciously aware of how this comment dichotomizes the literacy and language teaching, the teacher might not want to reproduce that structure.   This data from teachers examines how teachers reproduce contexts while at the same time being unaware of the contexts being reproduced. Gee (2011) explains, "these routines, activities, identities, and institutions have to be continuously and actively rebuilt in the here and now" (p. 85). This data reveals how teachers sometimes unconsciously reproduce contexts that can be built and re-built through our language choices.

The fourth question within the question using Gee's 'context as a reflexive tool' asks how the speaker transforms or changes the context. A couple of pieces of data speak to the transformative nature of language. One comment talks about how teachers "stand up for what we believe in" revealing a discourse of advocacy within the wider educational system. The use of the pronoun of "we" positions one group against another group of "them" as advocates of change. Another piece of data (i.e., "are we really getting that?") looks at the questions that teachers ask to shed light on the problems of the system that can lead to change. While Gee's (2011) discourse analysis questions help examine the

data, they are no way comprehensive or extensive enough to cover all the potential meanings embedded in the teacher comments.

The tools of discourse analysis used in this study led to collections of codes, presented below in an example of the Transana Keyword Summary Report. Due to the extensive amount of data that emerged from this study, dominant and significant codes were further analyzed. Some codes emerged as dominant codes, such as "congruency with district policy" and "empowerment and leadership." Other codes were merged into one code such as "politics as 'out there' not here" and "unaware but aware." While other codes did not evolve into significant codes, such as "scripted curriculum" and "class size." The figure below is one example of six different pages of codes that emerged after analyzing the discursive elements. These codes were then analyzed using three different types of situational mapping (Clarke, 2005), which is described below.
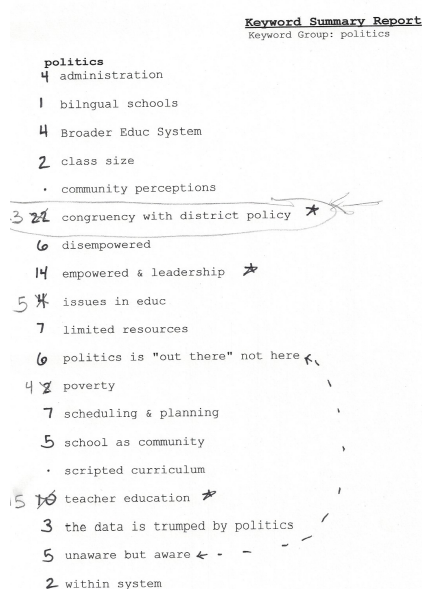
Figure 10: Sample of Codes

These four types of questions examined context as a reflexive tool for analyzing the data. Gee (2011) describes how the study of language in use examines both the context and the language. "We want our listeners to build such pictures in their heads because we want to do things in the world and we need other people to think and act in certain ways in order to get them done" (Gee, 2011, p. 84). Analyzing the data in this way allows for the complexity and interconnectedness of the data. This figure shows an example of the codes that were developed from one school.

Third Step: Situational Analysis

Situational mapping and analysis were used in this study as an effective strategy for analyzing the data for the following four reasons. The first reason was to "open up" the data in "fresh ways"; the second was to break through "analytic paralysis" after coding; the third was to "stimulate thinking" and the fourth was to "put on the table" the experiences of the researcher" (Clarke, 2005, pp. 83-84). This grounded theory study used three types of situational maps: messy, ordered, and relational maps to open up the data in multiple ways over time. The maps in this study were a useful tool to use after the data was coded to get past the coding phase of data analysis which often results in "analytic paralysis" into organizing the data for the purposes of discussion and implication. Also, the situational analysis approach acknowledges the subjectivity, or the experiences of the researcher, into the analysis of the data. Chapter one of this dissertation presented at length, the experiences of the researcher in this field

and within this research topic. These four reasons describe why situational

analysis was a good match between the set up of the study and the analysis of

the data collected.

   After the initial coding of the data, using discourse analysis (Gee, 2011),

three different types of situational maps occurred multiple times to provide a

structure and systematic analysis of the data in this study. The three different

types of situational maps used for data analysis in this study included: (1) messy

maps, (2) ordered maps, and (3) relational maps. These three types of maps

were done in multiple versions and over time for the larger sets of data created

from the Transana codes and then again in multiple versions and over time for all

of the subsets of data within the larger codes.

Level One: Messy Situational Maps

   Messy maps are the first type of situational maps used in this study.

Messy situational maps are intentionally messy. Messy means moving codes

around, writing notes and memos, and trying to find new ways of organizing the

data.   The messy maps are focused on finding the different meanings,

connections and themes within the data without prematurely forcing an

organizational structure on the data. For example, in this study, several messy

maps of the same data were done on different days to explore and push new and

different ways of thinking about the same data. The messy maps are working

versions done multiple versions and over time.
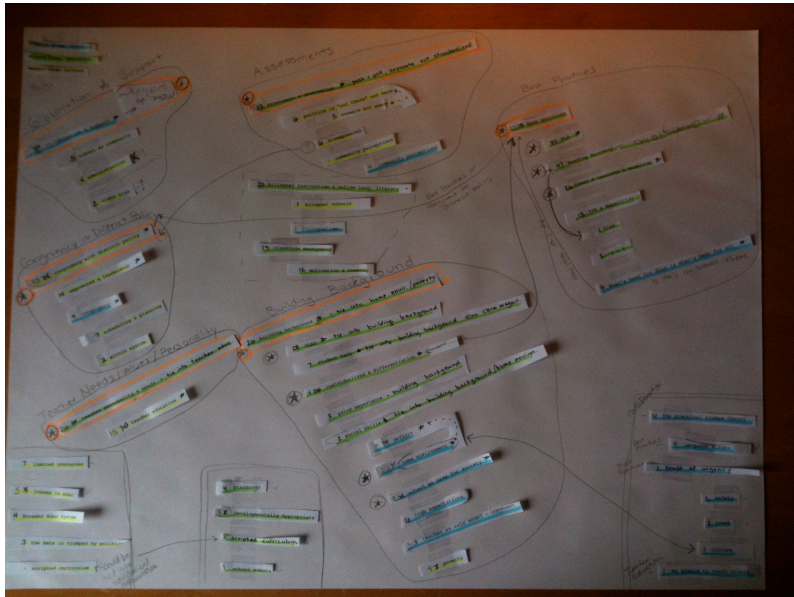
Figure 11: Level One, Messy Situational Map

Messy versions err on the side of "inclusivity" (Clarke, 2005, p. 89). That is they include all of the data, including the data that does not initially "fit" into the categories. For example in this study, when a piece of data emerged about poverty, a new code on poverty was created. A total of only four pieces of data emerged about poverty, but the lack of data in that area was also an important piece of this study. Also later in the relational maps, poverty was combined into a larger category about current social issues that described a more complete picture of the situation. All of the data from the interviews, observations and focus groups was coded and used in the messy maps. New codes were created

to accommodate new pieces of data. Four steps are outlined below to describe the process of messy situational maps.

In the first step of creating the messy maps I created a paper copy of the codes that could be cut up. The codes from the transcribed data on Transana were typed up as a word document. All the codes were included, and the number of entries for each code was written next to the code name to tell how many pieces of data were in each code. For example, for "home environment" there were 26 pieces of data with this code. For each of the codes, the number of pieces of data was written next to the codes in this manner.

The second step was to color code the strips of paper. The codes were developed under three categories: instructional, political, and theoretical categories. So, for the messy maps a color system allowed the researcher to mix up the different categories while still keeping track of their initial categories. The instructional codes were highlighted green, the political were highlighted yellow, and the theoretical were highlighted blue. For example, the code of "congruency with district policy" was highlighted yellow to mark it as originating in the political category. It also had the number 23 next to it to indicate that there were 23 individual pieces of data organized or coded under that category. The 23 individual pieces of data was a collection from interviews, observations, and focus groups.

The third step was to cut up the codes into strips of paper. They were several different sets of these cut up strips of paper stored in business envelopes

to assist in the multiple maps done over the course of several weeks. For example, there were 57 strips of paper indicating 57 codes of data sets from one school, such as "building background" in green to indicate an instructional category, with the number 26 next to it, to indicate 26 pieces of data coded under it. Another example of the 57 strips of paper was "empowered and leadership" in yellow for politics, and with the number 14 on it, to indicate 14 pieces of data under that particular code.

The fourth and final step in developing these messy situational maps was to arrange and rearrange these strips of paper with the codes on them on large pieces of 18" X 24" drawing paper. This was done multiple times for each school and then again with the combined data. The multiple maps became the wallpaper of my office, as I examined and re-examined the various maps, until there was saturation of the data. Saturation in this sense meant that the new arrangements of the data (maps) did not differ substantially from the prior versions.

These four steps were followed to examine the 57 codes from the study as a whole. The goal of mapping is to "descriptively lay out as best as one can all the most important … elements in the situation of concern of the research broadly conceived" (Clarke, 2007, p.p. 86-87). These messy maps of the larger sets of data from both schools were then examined again to build and formulate the ordered situational maps.

Level Two: Ordered Situational Maps

The ordered situational maps are the second type of maps used to analyze the data within this study. The main purpose behind the ordered maps was to "descriptively lay out as best as one can all of the most important … elements in the situation of concern of the research broadly conceived" (Clarke, 2005, p. 87). The situational maps are ways to analyze the pertinent data "as framed by those in it and by the analyst" (Clarke, 2005, p. 87). Throughout the mapping process and as categories were being developed, I paid explicit attention to the data itself creating the various categories in the ordered maps while also being aware of how my perspective also framed the categories. For example, I am a reading specialist and an ESOL teacher, so as I analyzed some of the "go-to" strategies placed under the "best practices" category, I was able to categorize some pieces of data as both reading recovery and ELD categories. This reflects how the analyst uses his or her perspective and experiences in making these maps. "Researchers should use their own experiences of doing the research as data for making these maps" (Clarke, 2005, p. 85).
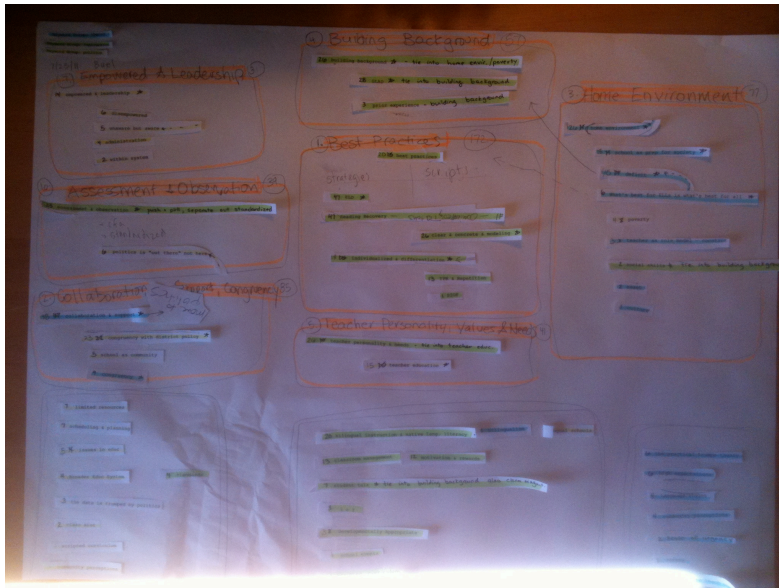
Figure 12: Second Type, Ordered Situational Map

While Clarke's (2005) book on situational analysis provides thirteen categories in which to order the messy maps to examine the human and non human actors, the material, symbolic, and discursive elements, she also notes, "There is no absolute need to have all these categories in any given analysis" (Clarke, 2005, p. 89). Clarke (2005) advocates personalizing the process of situational mapping for the individual project and suggests categories of "what appears in your situational map (and is) based on your situation of inquiry – your project" (Clarke, 2005 p. 89). The categories that emerged after the multiple messy maps of the data from this study reflect this unique perspective.

The categories for the ordered maps emerged over time of arranging and re-arranging the data from the messy maps. "Simply staring at the situational map, revising it via collapsing and expanding categories/items, adding and deleting, is analytically very productive" (Clarke, 2005, p. 89). Some of the categories were merged into other categories and others were split into other categories during this analysis process.

For example, the categories that emerged for the ordered situational maps from one school included "collaboration, support, and congruency," "teacher personality, values, and needs," and "home environment." The categories were developed from a collection of codes. For example, under the category of "collaboration, support, and congruency" included data sets titled "collaboration and support," "congruency with district policy," "school as community," and "congruency."

Level Three: Relational Situational Maps

The third type of situational maps used in this study was the relational situational map. The relational maps visually show the relationships between the different elements by drawing lines between the elements.

Figure 13: Level Three, Relational Situational Map

 "This is the major work one does with the situational map once it is created"

(Clarke 102). During this process memos were written as categories were

collapsed and split.   For example, on one of the versions of the relational maps,

the theme of congruency merged with leadership. Also, the category of building

background was connected with the home environment while there was also a

connection to best practices. While the mapping of the data is not unique to this

type of analysis, it does "provide a systemic, coherent, and potentially

provocative way to enter and memo the considerable complexities of a project

laid out in a situational map" (Clarke, 2005, 103).

Mapping The Individual Segments of Data

        After completing the three types of situational maps from the codes, I then

repeated this same structure for the data within each of the codes. The messy,

ordered and relational maps were used to examine and re-examine the data

within the individual codes. For example, I described how the "building

background" code was highlighted in green to indicate an instructional category

and that it had 26 individual pieces of data within that code. I repeated these

three maps with those 26 individual pieces of data.

Figure 14: Transana Collection Report

Instead of small strips of paper with the codes written on it, I used

Transana Collection Reports, a report generated from the transcription software

for each interview, observation, and focus group. The Transana Collection

Reports were extremely useful in providing essential information about each

individual piece of data and a way to quickly and easily go back to the original

audio recording when desired. Being able to easily access the original audio

recording helped provide information about tone, emphasis, and context.

Each individual piece of data was cut up into a piece of paper that contained the name of the clip, the collection, the file, the time and length, the origin of the clip, the clip transcript, and the key words of the clip. In this way, I could easily see if it was from an ELL teacher, classroom teacher, or Title 1 teacher and from which school the data emerged.
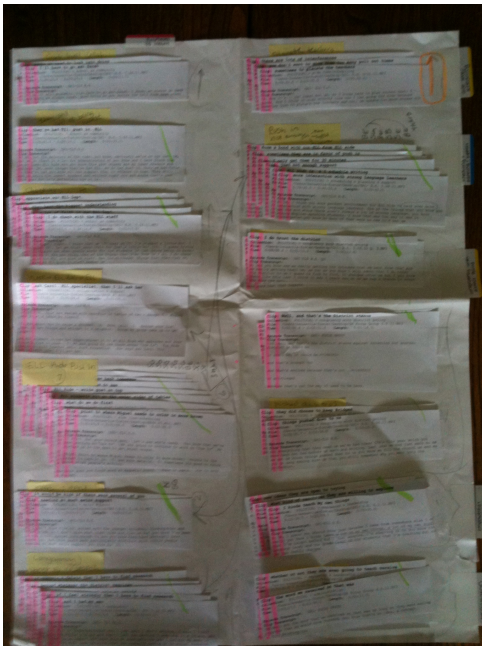
Figure 15: Mapping of the Individual Codes

These pieces of paper from the Transana Collection Reports were then sorted and moved around on messy maps until categories of similar data emerged. The categories helped form the ordered maps and developed into categories. Then, the ordered maps of the individual data segments were taped up onto the walls of my office to examine for their relation to each other, forming the relational maps.

In this way, the three types of maps—messy, ordered, and relational maps – were done for the larger sets of data and then again multiple times for the individual segments of data within those larger sets, providing a very systematic and analytically thorough process of developing the themes around discourses presented and discussed in chapter four.

Data Analysis Reflection

The data analysis of this qualitative research study, based in grounded theory, included coding of data using Discourse Analysis (Gee, 2012) and Situational Analysis (Clarke, 2005). Three areas of reflection emerged after the analysis of the data. The first general reflection after analyzing the data was looking at how the theoretical (blue), political (yellow), and instructional (green) codes were divided fairly clearly, but with exceptions, into the answers of the three research questions. My research questions were "What are the theoretical, political, and instructional discourses that impact the teachers of ELL students (a) within their own classrooms, (b) within the school environment, and (c) within the broader educational system. The green or instructional discourses dominated the categories that eventually answered the question about classroom instruction, which is not very surprising. The blue or theory codes were mixed throughout the instructional level and the wider educational system level. The yellow or political codes were distributed between the school level and the wider educational levels. These themes were visually represented on the maps and

throughout the analysis. These themes are clarified further as the data is presented in chapter four on data and discussion.

The second reflection that emerged after the data analysis was how this process valued and respected the wide extent of data. The data that emerged from the twelve interviews, twelve observations, and two focus groups once transcribed and input into the Transana software was overwhelming. This process beginning with the coding of the data directly on the Transana page and the three types of mapping provided a way to systematically examine all the data and the varied perspectives of the ELL teachers, the Title 1 teachers, and the classroom teachers.

The third area of reflection on the process of data analysis was how this process also honored the complexity and at times chaotic nature of data. The voices, perspectives, and experiences of the teachers who participated in this study remained central. While at times it was difficult to decide which direction to take and what themes to pursue, this long analysis process allowed me as a researcher to examine and re-examine the data, while also having easy access to the original sources, out of which emerged eleven discourses based directly on the participants contributions. The following chapters present the discourses that emerged from this analysis process and the discussion and implications of those discourses.

CHAPTER FOUR: DATA and DISCUSSION

Data on the Discourses within Instructional Practice

I.   **The Discourses within Instructional Practice**
"What are the discourses that teachers negotiate within their own instructional practices that impact ELLs?"

1. **A Discourse of Student Backgrounds**
"Honey, have you ever been to the beach?"
   a. Providing experiences as background
   b. Getting to know students' backgrounds and prior knowledge
   c. Making up for lack of experiences

2. **A Discourse of Reconciliation**
"But it's not really what I think is best"
   a. Estrangement
   b. Adoption of curriculum
   c. Adaptation of curriculum

3. **A Discourse of Teachers' "Go-To" Strategies**
"Good teaching practices, um are good teaching practices for an ELL student"
   a. Characteristics and benefits of the methods and strategies
   b. Negotiation of discourses on "go-to" strategies

4. **A Discourse of Dual Objectives of Language and Content**
"Grow in their language as well as their academic ability"
   a. Dual Objectives
   b. Language Acquisition
   c. Content Development

Figure 16: Instructional Practice Discourse Outline

This first section of Chapter 4 considers the first of three research questions:

"What are the discourses that teachers negotiate within their own instructional

practices that impact ELLs?" The first section considers the impact on teachers'

instructional practices; the next section examines the school environment; and the third section takes a look at the wider educational system. This section presents the data collected from interviews, observations, and a focus group at two different schools. The participants include two ELL teachers, two Title 1 teachers, and two classroom teachers from two different schools.

This section examines the data collected that specifically focuses on ELL students. Other data that impacts teachers' classrooms such as literacy strategies, best practices, classroom management, clear and concrete modeling, and various other minor topics was collected and coded; topics not directly related to ELL students are not included in this section but are presented in an outline format as an appendix.

This section will examine four specific categories of discourses that influence teachers' instructional practice and have a direct impact on ELL students. The first discourse is on student backgrounds and considers three strands of data: providing experiences as background, getting to know students' backgrounds and prior knowledge, and making up for lack of experiences. The second discourse regards curriculum and reconciliation, and examines the data on estrangement, adoption of curriculum, and adaptation of curriculum. The third discourse examines the data presented on teachers' 'go-to' strategies. Some of these 'go-to' strategies include GLAD-specific strategies, strategies also used in GLAD, general strategies, and another category that considers strategies that work with ELL students and students needing special services. The fourth and

last discourse in this section examines the data on the dual objectives of language and content. These four categories of discourse: student backgrounds, reconciliation, 'go-to' strategies and the dual objectives of language and content influence teachers as they plan and teach their ELL students. This section of chapter 4 presents and analyzes the data on these four discourses within teachers' instructional practices.

Data on Student Backgrounds: "Honey, have you ever been to the beach?"
I begin with the discourse on student backgrounds that emerged from interviews, observations, and focus groups. It reveals three different perspectives on students' backgrounds: (1) providing experiences as background information; (2) getting to know students' backgrounds; and (3) making up for lack of student experiences. These three discourses influence teachers' perceptions about students, their instructional practices, and teacher identity. Analyzing the data on students' background through the lens of these three perspectives supports teachers in being aware of the differences that lie within the commonly used terminology of "building background." These perceptions directly impact ELL instruction. Most of the discussion about background includes the strategy of "building background" for students, a strategy promoted through SIOP, ELD, and GLAD.

Providing experiences as background
The data from Title 1 teachers at both schools provides evidence on the discourse of providing common background experiences for their students. One

teacher talked about "bringing things to show them so they understand what something is." A Title 1 teacher who worked with Kindergarten students talked about her Kindergarten classroom: "we made recipes, we showed them, we got the actual tools." Another teacher talked about what is needed to provide these common experiences: "you need to have real-life objects." These activities are designed to help curriculum "come alive, and make them real meaningful for the kids then they're going to be able to remember." One of these Title 1 teachers describes it this way: "effective language support needs to have a lot of background, building background knowledge." The practice of providing experiences for students is evident within the instructional practices of these Title 1 teachers and is consistent with the data they provided through interviews. This next set of data on students' background includes teacher data on getting to know students' backgrounds and building on prior knowledge.

Getting to know students' backgrounds and prior knowledge

The evidence considers Title 1 teachers, ELL teachers, and classroom teachers at both schools who are getting to know students' backgrounds and who are tapping into students' prior knowledge. A Title 1 teacher talks about getting the most out of her time with students: "I try to maximize minutes, whether we're waiting for somebody or if again if I were in the classroom, I'd be having lunch with my kids because that's a time when you can just sit and talk." A classroom teacher talks about the importance of getting to know her kids: "A lot of getting to know the kids really well. Once I know, I can interact more effectively depending

on who they are." She continues to explain about knowing her kids: "getting to know kids' interests, build on strengths and weaknesses and hard times." A different Title 1 teacher from the other school adds: "We talk more about their experiences." Both ELL teachers commented the importance of reducing the anxiety level of their students: "One of the things that I found the most influential that I still use … lowering your affective filter." The other ELL teacher reflected on her earlier teacher training: "I remember learning some theories from Stephen Krashen about reducing anxiety level." These theories of reducing anxiety and getting to know students seem to put students at ease and attribute value to students' existing background experiences, while also informing teachers' instruction from that student background.

Tapping into prior knowledge is a dominant strategy for building on students' backgrounds. ELL teachers, Title 1 teachers, and classroom teachers all began various lessons by asking their students "What do you know about…?" (Goats, cats, grizzly bears, and frogs). At times, these teachers asked students to refer to different pictorial inputs. Other questioning strategies helped students tap into prior knowledge such as "Write down as many sports as you can." Another strategy involved asking students to paraphrase prior learning to other students: "Can you tell him about last week?" Through questioning, teachers encouraged students to tap into their prior knowledge and also empowered students to put their understandings into their own words.

Making up for lack of experiences

The third strand of data on student backgrounds is identifying a lack of experiences or readiness. Classroom teachers and Title 1 teachers explain this lacking or deficit perspective, at times describing it as a lack of experience or lack of readiness in school subjects. One classroom teacher explained it this way: "And one of the things that I really see um a lot of, these children came in with not a huge understanding of what basic concepts were, basic things, household things." She goes on to question if this is just at her school or at other schools: "You know it varies quite a bit and I don't know if it's just this area, if it's just our school's grouping of children or if that's across the board everywhere." Three teachers from GH School and two teachers from B School provided data on the same lack of experiences, so there is no evidence that lack of experiences is school specific.

A classroom teacher at GH School spoke about her hypothetical perfect teaching environment: "If you had a situation where you could just get into a small bus and take the kids where you wanted to go and take them on these field trips where they could experience it and be out there and doing the things you're trying to teach them." This hypothetical magic school bus would provide students with those experiences that teachers identify as lacking. A different classroom teacher at the same school builds on this same concept of lacking experiences. She describes her surprise at her perceived lack of experience of the beach: "She had no knowledge of what those were called because, you know, finally I looked at her and said honey, have you ever been to the beach?" I say perceived

lack of experience, because the lack is based on what the teacher values as background knowledge, in this case knowledge of the beach and sandcastles.

One more teacher at GH School talked about the lack of conversation at home that falls within this discourse on student background and lack of experiences. She compares the home environment of her students with the home environment of her own children. She describes talking to the families of her students: "play is not going on at home anymore, and language and I can remember saying to my families years ago, you know, you need to turn off the T.V. off and read a book or play a game." This is reiterated from two teachers at B School, a classroom teacher and a Title 1 teacher. The classroom teacher expressed worry about the backgrounds of her students and her responses to those backgrounds: "If they walk in the door a mess, I'm not going to jump right into the big lesson that I'd planned, you know. The tweaking and the changing of your day to kinda support your kids." Both teachers note a deficit in home experiences that impact their instructional practices.

This last piece of data that emerged from the focus group discussion on a student named Wayne from the readings of Miller Marsh (2002b) revealed this discourse of student background and a lack of experience. Marsh describes Wayne as a representative of similar students: "Maybe Wayne, I'm not sure (laughing) but these kids are very much probably like she was when she was little. I mean they sit down and everyone turns to page one and they're all ready to go except for Wayne." This comment singles out Wayne as the student with a

lack of experiences and readiness in comparison to the rest of the students, which demonstrates the impact of teachers' perceptions about student backgrounds on their instructional practice.

Teachers negotiate various discourses as they make instructional decisions that impact ELL students. Throughout the data on student backgrounds, three strands emerged. One strand of data examined how teachers provide different experiences for their students such as bringing in tools or recipes. The second strand of data within the discourse of student backgrounds provided evidence of teachers' motives and actions about getting to know their students through talk and a focus on student interests. The third strand of data revealed teachers' perceptions on a lack of student background related to specific perceived base knowledge, such as knowledge of the beach or play at home. These three discourses on building background intersect and impact teachers' perceptions about ELL students, their instructional practices, and their identity as teachers.

Data on Reconciliation: "But it's not really what I think is best

This section focuses on the role of curriculum and evidence from teachers about how they reconcile differences between the adopted curriculum and their beliefs when there has been incongruence. One definition of the word reconciliation is to become friendly with someone after estrangement or to re-establish friendly relations. Evidence is first presented about being within a state of estrangement with the curriculum. Next, evidence is presented on two different

strands within this discourse of reconciliation: adopting the curriculum and adapting the curriculum. While these are presented as two separate discourses, they work with each other as intersecting discourses.

Estrangement

The data on the discourse of curriculum and reconciliation includes some data on the state of estrangement. One ELL teacher at B School explains this state succinctly: "Sometimes I do fall into working more on grammatical forms without as much content but it's not really what I think is best." Teachers are often put into reconciliatory positions where they strive to make their practice compatible or consistent with their beliefs. The following two sections examine the data on the discourses on reconciliation: adopting and adapting curriculum.

A mixture of classroom teachers and ELL teachers from both schools provided evidence on adopting the curriculum within their instructional practices. Adoption of curriculum is defined as "a response to state and federal mandates." These mandates both form and limit the instructional practices of ELL teachers: the ELL curriculum focuses on forms and functions and also establishes the 30-minute-a-day pull out programs.

Beginning with the ELL teacher perspective, the evidence describes the curriculum provided by the district: "because the district gave us this Susana Dutro training, it was something to easily grab onto and move forward with." The teacher's comment also reveals the perceived ease of this adopted curriculum: "I

have never had something so concrete in the past to follow." An ELL teacher at the other school also spoke about the desire to have an easy curriculum in her hypothetical perfect teaching environment: "let's see, perfect teaching environment would be where…curriculum is just fantastic, it explains everything and…doesn't require that much extra work, you don't have to do that much extra searching for things." These comments reveal the desire to adopt an easy curriculum, one that is concrete and does not require much additional work.

Adoption of curriculum

The same discourse of reconciliation and adoption also occurs at GH School with the ELL teachers. One of the ELL teachers spoke of this adoption: "We adopted a second curriculum for ELD and it was so we have the Avenues and the Carousel and at first my understanding was, okay, I'm required to use these and I'm supposed to teach from these and that's what I tried to do and I found they weren't very effective." The other ELL teacher was able to provide a different perspective on the adoption of curriculum: "They've been teaching me the Dutro forms and functions because that was not how we delivered ESL on the East Coast, where I'm from." Adopting the curriculum for ELL teachers included discussion of Dutro, Carousel, and Avenues as introduced by the District. Teachers spoke of being required to follow the adopted curriculum.

Classroom teachers provide additional evidence of adopting curriculum within the discourse of reconciliation. One teacher talks about the district providing training on Cornell notes to the elementary schools; another teacher

used the Avenues curriculum in teaching her K+ classes; and a third classroom teacher speaks of ELL students needing direct explicit instruction on grammar and sentence structure, language specifically describing systematic ELD curriculum. Both groups, ELL teachers and classroom teachers, adopt the district's curriculum within their instructional practices.

Adaptation of curriculum

The third strand of data within this discourse of reconciliation includes a set of data on teachers adapting their curriculum. Classroom teachers talked about the "leeway in the programs and if you can adapt what you're doing." Another classroom teacher talks about how you can "tweak a little bit." The teacher who talked about adapting the curriculum followed her comment with a nervous laughter and a side comment of "I hope this doesn't come back to me." This comment reveals a tentative reconciliation of adapting the curriculum.

ELL teachers also provide evidence of adapting the curriculum: "I use the materials like the pictures, and the posters, and the songs but I still tend to sort of go about my own thing." While adapting the existing curriculum is one part of this discourse, another part is "shoving aside" their lesson plans to meet the needs of their students. This teacher talks about being empowered to get off topic. Counter to this empowered stance, a classroom teacher exhibits a disempowered or dedicated stance to the curriculum: "You know, we do it exactly like it's (designed), we don't deviate from it and um you know, I just, if I'm

required to do something, I do it, and I do it the way that I'm, you know…" Her thoughts trail off as she considers how her age might affect her perspective of allegiance toward the curriculum.

The discourse of reconciliation with the curriculum, the concept of making compatible or consistent one's beliefs and practices, consists of three strands of data: (1) estrangement, (2) adopting curriculum, and (3) adapting the curriculum. Teachers spoke of focusing on "grammatical forms … but it's not really what I think is best" as a form of being estranged from the curriculum. Teachers also spoke of adopting the curriculum from the district by pointing out: "they've been teaching me the Dutro forms & functions." The third strand of data on reconciliation included evidence from teachers about adapting the designated curriculum by "tweaking it" and "doing their own thing." All three strands of data intermingle and influence each other. No one strand works independently of the others but as a whole, thereby becoming a dominant discourse for teachers to negotiate and reconcile as they make decisions about their instructional practice. This section presented the evidence on the discourse of reconciliation. The next section examines the discourse of familiar "go-to" strategies or those strategies that teachers describe as "what works" as they navigate the discourse of reconciliation that is built upon the discourse of student backgrounds.

Data on Teachers' 'Go-To' Strategies: "Good teaching practices, are good

teaching practices for an ELL student"

The third section presents data on discourses that impact teachers on an

instructional level described as teachers' "go-to" strategies. Examining these

strategies revealed different discourses that impact teachers on their instructional

level. First, the data on different strategies and methods, their characteristics and

benefits, will be presented. Then, data on teachers' negotiation of these different

discourses will be presented. The amount of data collected on teachers'

strategies was expansive and appeared to be a comfortable topic for teachers to

discuss. Evidence came from all three groups of teachers: ELL teachers, Title 1

teachers, and classroom teachers.

Characteristics and benefits of the methods and strategies

The evidence on teachers' "go-to" strategies revealed a set of common

methods and a lengthy list of strategies. Some of the methods revealed in the

data on teaching ELL students include Guided Language Acquisition Design

(GLAD), Sheltered Observation Protocol (SIOP), Total Physical Response (TPR),

and Cooperative Learning. The strategies often overlap and are evident in

multiple methods. A classroom teacher in a focus group noted: "GLAD is a

relatively new thing, not that drawing pictures, we haven't done that before."

Strategies often are not new or unique to a particular method.

A long list of strategies emerged in the teacher observations and

interviews. Strategies found in the data include: pictorial inputs, visuals, realia,

chants, signal words, vocabulary specific, frontloading information, think-pair-

share, guided writing, and student questioning.
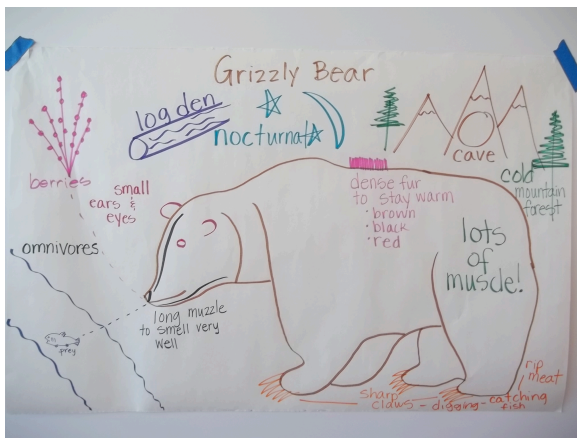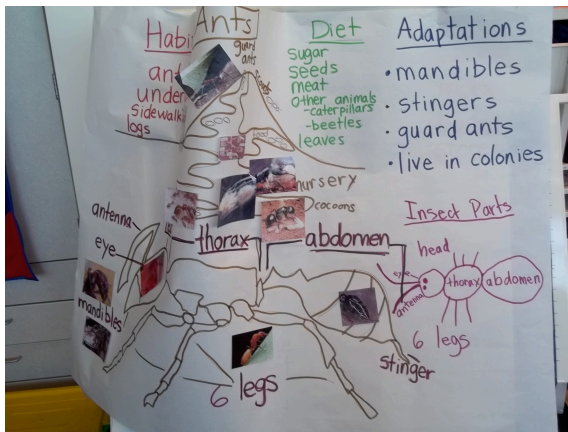
Figure 17: Pictoral Inputs

Pictorial inputs and visuals were a commonality for ELL teachers and

classroom teachers when teaching content subjects. Some of the content

subjects observed were insect body parts, mathematical concepts, and

Northwest coast food chains. Teachers used the pictorial inputs to develop

vocabulary, demonstrated in this ELL teacher's comment: "instead of 'take off' a

fancier word is 'rip off'" when describing the eating habits of grizzly bears. These

pictorial inputs were also the basis for a study in word origins: "noche, nocturnal."

Students are encouraged to use the pictoral inputs to remind them of key points, to develop sentences, and to remake the posters in their own language and writing.

A classroom teacher talked about the effectiveness of using pictorial inputs teaching mathematical concepts: "I didn't spend an hour teaching this topic… They'll tell me jokes about an isosceles triangle because of our quick lesson on it, so it seemed pretty effective." Another classroom teacher supports this statement: "some of the English Language Learners may need more visual support." Similarly, an ELL teacher describes use of visuals: "visual support or other strategies…help students understand what you're talking about." The use of visuals is not a new teaching strategy, especially in the earlier grades. Popular strategies, such as pictorial inputs, are purposeful in aiding ELL students with vocabulary, fact recall, and sentence formation in an accessible way.

Other strategies briefly mentioned were the use of realia, chants, and signal words. Realia was noted for being helpful in frontloading information; chants supported academic vocabulary; and signal words helped reinforce the academic words while also serving to support classroom management.

The use of cooperative learning such as numbered heads together or think-pair-share is helpful for ELL students. A 10-2 strategy is where for every 10 minutes of direct instruction; students talk for 2 minutes is mentioned as effective. The teacher who mentions and practices the 10-2 strategy explains: "It's not just the visual or it's not just the auditory… you really need to let the kids practice all

of those things and be involved in it." These theories and strategies, whether GLAD, cooperative learning, or general support, influence and impact teachers as they make the decisions on what and how to teach their students.

A third grade classroom teacher provided a significant amount of evidence from an observation about using guided writing along with pictorial inputs to support ELL students' academic writing. During this observed lesson on writing, the teacher worked specifically with ELL students on how to write an introductory sentence that interests the readers while also giving information about the topic. The lesson instructed the students to include several interesting facts in the body of the lesson.

Two different ELD lessons with an ELL teacher were observed in the research process that focused on a student questioning strategy. The lesson focused on when to use "How much?" and when to use "How many?" The lesson started by explaining and putting food cards into a pocket chart. With the word "much" on one side and "many" on the other, students were asked to sort the cards as a group, and then complete their own pages by gluing down copied pictures of the food cards. The teacher provided a strategy as an aid to help students decide in which category to put the different foods: "Ask yourself if you can count it." She also asked questions such as "Can you count honey?" The small ELL group discussed tricky ones like cheese, yogurt, and soda. As with the English language and its many exceptions, this student strategy also presented many exceptions—if the yogurt was in a small container, if the cheese was cut

into slices, or if the soda was in small cans. This ELD lesson provided practice with a language structure in isolation and also presented problematic exceptions to the rule of "can you count it."

In a different ELL lesson on an author study at the other school, the same problematic question came up. An ELL teacher asked, "Does it make sense?" in response to a student using the word "since" in a sentence: "Relatives told Eve's family since her family left Ireland." Another ELL teacher at this school also used the same questioning strategy, "How does it sound?" in response to a lesson on past tense verbs using "should have." A similar inquiry can be found in literacy lessons and also is problematic for ELL students in reading and in content areas, as well as language specific lessons, because the inquiry relies on a significant amount of exposure to correct English patterns. One issue for ELL students is that what sounds right for native speakers does not sound any different for second language learners.

A classroom teacher at B School supplied much of the evidence on TPR and repetition as a strategy; she called TPR and 10 & 2s her "go-to strategies" because the strategies "give[s] them that chance to be a kid still and to talk and to interact." She asks students to show her a line plot: "show me. It's all about your actions. Will you make your arm like mine?" She does the same with pictographs and bar graphs, and she also fills her lesson with chanting back, "What's rule #2?" or "Give me an 'Oh Yea!'" During her interview, she described effective language support "when kids repeat after you on a lot of things." Other

minor examples of TPR and repetition occurred at the other school with a
different classroom teacher and a Title 1 teacher when counting money during a
lesson; the same strategy was utilized during a map reading exercise. These
examples were similar to a charades type activity that an ELL teacher used with
her Kindergarten group.

These "go-to" strategies are evident during an ELL teacher's lesson with a
small group of Kindergarteners; she had them "act out – charades – use your
body" to help them act out the vocabulary in their big book. She had them act out
body parts: ears, tongue, teeth, and cheeks. Charades type strategies serve
their purpose in vocabulary instruction and basic definitions, but there is no
evidence that they support higher order thinking and academic discourse. The
"go-to" strategies described in this section become a part of a teachers' repertoire
for various reasons, some strategies are helpful in providing classroom,
management, others for language support, and other strategies to support
content objectives.

Negotiation of discourses on "go-to" strategies

The multiple daily decisions teachers make in their classrooms are
influenced by numerous discourses. Some discourses came from the district's
influences and specific district trainings on methods such as SIOP, GLAD, or
ELD. Another set of data considered an added discourse that came from
teachers balancing what is good for ELL students versus what is good for all

students. The following is evidence of teachers who talked about how they negotiate these various discourses.

One teacher described how she went to SIOP training and how the training influenced her theory and "go-to" strategies, and how that has been replaced by systemic ELD: "Sheltered instruction for kids would be one theory, model that has influenced me…right now, if you were to look at my lesson plans and look at my day, I rely on Susana Dutro's systemic ELD resources." At the other school, the ELL teacher discussed the trends at different schools: "It was more focused on reading support . . . we did a lot more SIOPs. But here I feel like its more practicing the oral language, listening and speaking." She goes on to admit, "I can't really shed my old trainings." The trends and the push-and-pull of old and new trainings along with a teacher's "go-to" strategies create a tension that teachers negotiate within their own classrooms. As busy as teachers are with their daily routines and demands, teachers often are unaware of the discourses that impact their instruction. "What works" is what dominates, but the question of what it is working for is often more difficult to address.

The district's influence on teachers also was a dominant discourse on the instructional level. There was a lot of district influence as mentioned by this classroom teacher: "Oh, this is great. We have the district GLAD instructor here . . . And it was wonderful because I could see it presented correctly." Teachers noted the focus and purpose of GLAD, such as this Title 1 teacher: "It is just so

direct like it was; I know exactly what I wanted them to do…or what I wanted them to learn and everything I taught was based around that."

Two teachers, a classroom teacher and a Title 1 teacher at GH School, provide evidence that what is best for all students is what is best for ELLs. Whether the student is an ELL student, a student being served by Title 1 services, or a student in a mainstream classroom, teachers talk about similar instructional practices they have in common. The Title 1 teacher summarized this succinctly by explaining: "I think good practices, good teaching practices, are good teaching practices for an ELL student – a kid of poverty as well as any other student – though I understand they have specific needs." She goes on to explain how her job as a Title 1 teacher is to focus on students with additional needs. This same teacher explains further: "I have a difficult time separating out English Language Learners from all learners but I do understand that they come with…a different set of needs." The discourse of what is good enough for every student is good enough for an ELL student is illuminated in the above comments from a Title 1 teacher.

A classroom teacher from the same school reiterated a similar discourse: "…I find that what you want to teach to the English Language Learners [is] also important to the rest of the classroom." She goes on to explain the difficulty in separating her ELL students from her other students of need: "It's hard to talk about just ELL kids because I have ones that are very high and ones that are struggling." The language needs of ELL students need to be specifically

addressed, and that is what makes the instruction for ELLs different than the instruction for other students.

Teachers talked at length about their methods and "go-to" strategies. GLAD, SIOP, TPR, and Cooperative Learning were all presented as dominant methods and approaches. A long list of strategies such as pictorial inputs, chants, signal words, and vocabulary strategies also was presented. These strategies often are woven throughout the various methods, and different methods emphasized certain strategies more than others. Many of the strategies were not new or unique to a specific method. The strategies were noted as effective because they were interactive and engaging. Strategies also were noted because they were direct, focused, and concrete. Two strands of data emerged as teachers talked about dominant methods like SIOP, Systematic ELD, and GLAD: the first strand described the characteristics and benefits; the other was how teachers negotiated those strategies.

Data on Dual Objectives of Language and Content: "Grow in their language as well as their academic ability"

Teachers negotiate multiple intersecting discourses within their "go-to" strategies as they plan for and instruct ELL students. The most important aspect of these "go-to" strategies or "what works" strategies is the results, which for ELL students are language acquisition and content development. A clear objective for ELL students stated by two ELL teachers and one Title 1 teacher at GH School is to "improve their language" and "to help students reach their language proficiency

in English." Teachers also identified the dual goals in working with ELL students: "You know, trying to look at both their language proficiency and how they need to grow in their language proficiency as well as their academic abilities." These goals work alongside ELL students' language stages and proficiency: "it comes down to… understanding what a student's proficiency level is…how much they're able to understand and then trying to…present information to them at that level or little bit beyond that," a reference to Krashen's hypothesis of comprehensible input.

Dual Objectives

Two ELL teachers at B School also described the dual nature of language and content objectives. One of them described a unit on a snowy destination: "So, it's often heavier on content toward the beginning and then really balance[s] out with a lot more language after that." The other ELL teacher responded to the question about language and content objects this way: "It is simple. Content – I should always be working with the content. My job is to teach language, hence ESL-English. I'm a language teacher. I don't teach reading, writing, science, and math. Because once they have language, all those other doors open up."

Balancing these dual objectives is not solely the issue of the ELL teachers, though the ELL teachers' comments seem to describe their awareness and roles regarding both language and content that is not evident in the data from the Title 1 teachers or the classroom teachers. While ELL teachers are more apt to bring up the issue of language proficiency, the evidence presented in this study,

demonstrated that classroom teachers and Title 1 teachers also are aware of the impact of language proficiency when teaching ELL students.

Language Acquisition

I begin by presenting the data on language acquisition. An ELL teacher explains her understanding on how long it takes to learn a language: "it could take 5 to 7 years for them to be fluent and…there is a difference between academic and social language." A classroom teacher talked about students' different exposure levels to English: "for some of them, this is their first real exposure to English language." She talks about having about 50% ELL students at her school as a real "eye opener" and how the levels of her students are "all over the board." A Title 1 teacher described literacy levels: "what I might consider street language, survival Spanish, that they still are illiterate in their own language." She goes on to talk about the changes in ELL students over her 20 year career in education: "when I first began to have contact with a child who spoke no English at all, so they basically started from zero…I think their needs are really different than what the needs of the kids are today." When one considers how teachers view students differing levels of language proficiency from beginning at "zero" to "street language," or "first real exposure", teachers are influenced by how they define and identify the levels of English of their students.

An ELL teacher also describes the complexities in working with beginning language learners and attending to language levels of ELL students: "I try to be aware of it but what I'm actually doing in the classroom doesn't change very

much because of a beginning language learner, I still have the same topics I have to work with, you know, family, food." Teacher have to juggle many different priorities within their classrooms, ELL language levels is just one of many things teachers need to attend to. As this comment describes, a beginning language learner has different needs than an advanced language learner yet she feels also limited in the range of themes taught regardless of the language level. This negotiation results in the actual lessons that built upon the teacher's clear goals of language and content needs with the evidence showing a dominant focus on vocabulary.

Vocabulary specific lessons were observed almost equally at both schools researched with 22 anecdotes from B School and 24 from GH School. Some teachers spoke about vocabulary specific lessons during interviews. ELL teachers provided the most evidence, and there also was evidence from Title1 teachers and classroom teachers. Vocabulary lessons included studies of "tricky words," descriptive language, and words less frequently used. Sentence frames and other strategies also were commonly used to practice new vocabulary.

"Tricky words" were integrated into various lessons and also were the focus of some lessons. In an ELL lesson at B School, the teacher asked the students to identify the tricky words: "These were a few I hear were tricky, slide = slid, drink = drank, feed = fed, bite = bit." This mini-lesson emerged as the teacher noticed student errors in the past tense conjugations: "We made a birdhouse. We didn't made a birdhouse." A Title 1 teacher also had students

focus on "tricky words" as they studied the change of single letters in "batch and bath, shop and ship, and chop and chip." Other "tricky word" study included a focus on adjectives such as "A car isn't going to be brave." At times these mini lessons are embedded within a larger lesson, such as the brave car during a lesson on transportation. The lesson on "slide and slid" was a part of a lesson on sports.

The ELL teacher also used the sports lesson to practice more descriptive language such as dribbled down the court, barged between the players, tackled, passed and slammed. The sports lesson utilized a GLAD strategy of Farmer in the Dell, where the teacher introduced various adjectives, adverbs, and verbs in a sentence frame for students to practice. This lesson reinforced more descriptive language: bite/chew, grab/touch, stomach/belly, and big/gigantic. There is also evidence of lessons reinforcing less common vocabulary such as radiator, corridor or knitted throw. These words emerged out of lessons and were explained, then were reincorporated into the context of the lesson.

Sentence frames were a strategy used throughout English Language Development (ELD) lessons to support vocabulary development. During an ELL lesson on cause and effect the teacher provided the following sentence frame: " _____ because _____, _____ so _____, and since _____, _____." This was a lesson provided in an Avenues ELL curriculum teacher guide. In the sports lesson, the Farmer in the Dell strategy gave students a structure to follow to use various verbs and prepositions such as adding on "on the _____," or

"near the _____." One classroom teacher at B School commented on the effectiveness of using sentence frames in her lesson and noted how she learned it from the ELL teacher: "…they'll show you, they'll actually interact with the teachers and have them explain how they have done it." She went on to describe how she used these frames in a math lesson on graphs.

Another strategy reinforced in the ELL classroom at B School was encouraging students to speak in complete sentences: "Tell me in a sentence." The focus on speaking in complete sentences reflects the assessment criteria that came along with new ELL curriculum that deducts points if students do not respond to certain questions in complete sentences. Teachers encouraging students to speak in complete sentences and a curriculum focus on the same assists students in developing and practicing complete sentences in response to ELD assessments.

Vocabulary development was also a focus of a Title 1 teacher's lesson on desert animals as part of a reading lesson. The vocabulary was pulled directly from the book students were reading; the vocabulary was written by the teacher during the lesson, then written by students in their journal, after which students drew a picture. This strategy included describing the word in different contexts: burrow as a place that is wet and cool, sounds like barrel, and acting out digging a hole in the ground. By integrating the visualization, TPR, journal writing, and repetition, new vocabulary was reinforced.

Content Development

The evidence from the teachers in this study presented dual objectives of language acquisition and content development. However, there is much more evidence on language acquisition than about content development. The evidence I present on the content objectives within classrooms focuses on two topics: teaching concepts and connection to other topics.

Evidence on content topics and descriptive vocabulary are crucially intertwined. At the word/grammar level, lessons observed focused on various topics: parentheses, italics, and phrasing. Some of the difficult descriptive vocabulary that teachers specifically taught which was necessary to have access to the content included held back, single birth, humid, frozen rain, and drought. Some of the concepts taught were animal adaptations like cloven hooves, cause and effect, and environmental conservation such as preserving certain beaches.

Book talk strategies commonly used in Title 1 lessons also supported content objectives. Some of the questioning strategies asked students "What are we looking for?" and "What is this book about?" These commonly used questions helped ELL students practice language structures while addressing language objectives.

One ELL teacher highlighted the connection between subjects or the modeling to give context: "I'm trying to keep in mind what I learned from the ELD training about trying to give the time for modeling or giving context." She also talks about trying to "switch it from one situation to another" or to point out to students how language structures can relate to science or social studies. Within

the topic of content, one area for further study may be other teachers' awareness or practices related to how they view and integrate subject areas and larger concepts throughout their teaching.

Data from this study on language acquisition and content includes more information on language strategies, language proficiency, and vocabulary acquisition with less data on content development. Evidence on content development focused on direct instruction of descriptive vocabulary and concepts as well as literacy strategies, like book talk and student comprehension strategies.

Evidence from teachers centered on the dual goals of language development and content development. Teachers explained different levels of language proficiency using a variety of theories and perceptions about students including comprehensible input; academic language and social language; and describing levels in their primary language as illiterate, "street language," or starting at "zero." The explanations teachers utilize influence them in their instructional practice. An expanse of data focused on the relationship between teachers and vocabulary development. Vocabulary development evidence is organized around three categories: "tricky words," descriptive language, and less common words. In this section, data on vocabulary-specific strategies was included when the data supported vocabulary development. Strategies such as sentence frames, Farmer in the Dell, tell me in a sentence, and journal writing

supported students' vocabulary development and were consistent with ELD-specific strategies.

Data Summary on Instructional Practices

This study is designed to examine the discourses that impact teachers of ELL students within three environments: within their instructional practice, within the school environment, and within a broader educational system. The first section of Chapter 4 examined the discourses that impact teachers of ELL students within their instructional practice. The data collected answers the first of three research questions: "What are the discourses that teachers negotiate within their own instructional practices that impact ELL students?" Four discourses emerged as the data was coded and analyzed. The first discourse emerged as a discourse on student backgrounds. The second examined the data on curriculum and a discourse of reconciliation, as teachers reconciled what they were taught and/or believed with what they were being required to teach. The third included information on teachers' "go-to" strategies. The fourth discourse presents the data on the dual objectives of language acquisition and content development.

In the first discourse on students' backgrounds, three strands of data emerged. The first strand of data is providing common experiences for their students. This data shows that one way that teachers build background is to provide experiences for their students such as bringing in tools, recipes and real-life objects. The second strand on student background examined the data on

getting to know students and tapping into prior knowledge. This data showed teachers wanting to get to know students' interests. The third strand of data on student backgrounds revealed evidence of teachers making up for a lack of experiences. This data uncovered a deficit perspective such as students not having a significant understanding of a topic or experience, such as never having been to the beach. This discourse on student background revealed teachers' perceptions about their students and the ways it may impact their instruction.

The second discourse on reconciliation considered the intersections of curriculum and personal beliefs. The data presented considers the state of estrangement when teachers do what they do not think is best. From the state of estrangement, teachers worked within a continuum of adopting the curriculum and adapting the curriculum. Curriculum presented by the district was described as "concrete" and "easy to grab onto." Empowered teachers described adapting the curriculum, using leeway, and tweaking the curriculum. Teachers negotiated the discourse on reconciliation at many different points in the adopt-versus-adapt continuum.

The third set of data presented teachers' "go-to" strategies. These "go-to" strategies included GLAD strategies; strategies also used in GLAD, and general strategies. This section also presented the data on teachers' perspectives about ELL strategies as common strategies for working with all students, "what works for ELL students works best for all students."

Content and language emerged as the final strand of evidence. Theories of second language acquisition emerged as teachers talked about social and academic language. Deficit perspectives emerged as teachers' responses described students' second language as "street language" or starting at "zero" in English. Teachers presented many different strategies to promote vocabulary development, such as focusing on "tricky words," descriptive language, and less frequently used words. Content topics taught concepts through descriptive vocabulary and book-talk strategies. Teachers also described connecting various topics and subjects.

In summary, teachers of ELL students negotiate multiple intersecting discourses when planning for and instructing ELL students. The evidence described teachers' diverse perspectives on student backgrounds. Evidence also revealed a continuum of adopting and adapting curriculum, as well as various perspectives on reconciliation between instruction and beliefs. The data presented a variety of "go-to" strategies, many of which were GLAD strategies along with other strategies that were described as "what works." Finally, teachers provided evidence about the dual objectives of content development and language acquisition, with the majority of evidence focusing on vocabulary development. These four intersecting discourses influence teachers as they plan and instruct their ELL students, while also impacting teacher identity.

Data on the Discourses within School Environment

II.   **The Discourses within School Environment**
      "What are the discourses that teachers negotiate with their
      school environments that impact ELL students?"

1. **A Discourse of Collaboration**
    "Cool people to talk with"
            a. The ideal vision of collaboration
            b. The complicated vision of collaboration
            c. The need of time for collaboration

2. **A Discourse of Trust**
    "Are we really getting that?"
            a. Trust in each other
            b. Trust in the administration
            c. Trust in the system of education
            d. Blind trust to earned trust

3. **A Discourse of Congruency**
    "That's not really my job."
            a. Alignment: Voluntary and Mandatory
            b. Isolated Identities: Limitations and Scope
            c. Connections for Students

4. **A Discourse of Leadership**
    "We don't have to do it all the same way."
            a. Taking Initiative
            b. Structures and Systems
            c. Identity and Leadership

Figure 18: School Environment Discourses Outline

This section of Chapter 4 considers the second of three research

questions: "What are the discourses that teachers negotiate with their school

environments that impact ELL students?" While the first section of Chapter 4

considered the impact on teachers' instructional practices, the second section

examines the school environment. This section on the school environment presents the data collected from interviews, observations, and focus groups at two different schools. The participants include two ELL teachers, two Title 1 teachers, and two classroom teachers.

After presenting the data gathered from interviews, observations, and focus groups, the following section will analyze and provide evidence from the data on the discourses of trust, congruency, leadership, and identity that work within these systems of collaboration. Evidence will focus on how trust emerged as teachers discussed policy development and implementation. Trust in each other, the administration, and systems of education revealed a spectrum from blind trust to earned trust. Congruency between individual teachers and the administration appeared to be the desired state, but also where risk-taking and alternative non-congruent thinking were also noted. Principal and teacher leadership provide systems and structures that were a significant part of collaboration at the school level. The final discourse of teacher identity came through in all three of the above discourses.

Data on Collaboration: "Cool people to talk with"

The section begins by investigating the theme of collaboration within the school environment. Evidence of collaboration present at both of the schools researched can be organized into three general yet overlapping subtopics: the ideal vision of collaboration, the complicated nature of collaboration, and the need of time for collaboration. In the ideal vision of collaboration teachers were

free to talk and share ideas. In the complicated nature of collaboration teachers balanced what they were taught with new learning and district priorities. Time was a factor that could facilitate or hinder collaboration. These various levels of collaboration emerged as teachers described their school environments.

The ideal vision of collaboration

The ideal vision of collaboration shared by many teachers at both schools was a common theme. Teachers described the ideal vision of collaboration as having "cool people to talk with," a practice that "enlarges my base of decisions," and a resource in helping "see things that are working." Opportunities for collaboration also illuminated situations where teacher had to negotiate a more complicated vision; for instance, an ELL teacher described having to "stick with what we were taught versus what we are constantly learning as we train and as we work together." Another situation with a more complicated vision was presented by a Title 1 teacher related to the librarian who "wants all the teachers to read Adventures in Graphica before he checks out the graphic novels to the students." This teacher-instigated idea was created to encourage the teachers to use graphic novels with their students in different ways. This effort at collaboration instigated by the librarian did not take root and met some opposition, which illustrates the complicated nature of collaboration and the sometimes, unexpected results of collaborative endeavors.

The complicated vision of collaboration

The nature of collaboration between the district and teachers can be complicated as illustrated by two comments. Teachers had various views on what was effective. One example involved a reference to the district's focus on Common Formative Assessment (CFAs). One teacher responds to the CFA focus: "We get…things pushed down to us." In response to the district's continued adoption of Bridges math curriculum, the same teacher commented: "they did choose to keep Bridges, even though I think a lot of teacher[s] think it's a lot of games and not a lot of content." These two issues, CFA's and Bridges math adoption, provide insight into how teachers respond to controversial subjects and illuminate the possible opportunities for collaboration.

Collaboration on contentious issues requires safe, secure environments where the concerns of the teachers are heard and discussed. This same teacher brought up the topic again during the focus group surrounding discussion of the "Benchpress" meeting when she commented: "Well, the word we received on that was as long as they were making progress then we would move forward." While all these comments came from the same teacher, they are indicative of a view that does not challenge an authoritative stance.

Five of the six teachers at B school contributed 14 comments about the positive outcomes of collaboration. The large collection of comments led to the identification of collaboration as a key theme for the discourses teachers negotiate in school environments that impact ELL students. Many comments

centered on how in "my happy world" collaborating by "bouncing ideas off of others" helped teachers work "a little more effective[ly] than on my own."

Other comments revealed how the true nature of collaboration did not necessarily indicate a rose-colored vision of collaboration but one that allowed for differences in viewpoints and possibly tension. An ELL teacher describes it this way: "We don't have to do this all the same way." She went on to explain: "It doesn't come down to this policy or that policy. It comes down to listening." She is referring to a working relationship that she has with another ELL teacher at another school, where their beliefs and practices differ. She ends by saying: "We are respectful of each other's needs without trying to persuade."

A classroom teacher also addresses this difficulty of collaboration: "Sometimes you say OK, we'll do this then, even though we'll have to talk about it again later." There are many different models of collaboration dependent on expertise, time, and persuasion. Whereas there is consensus about the necessity of collaboration, there is not consensus about an ideal model. For some "a happy place" is the goal, and for others "a respectful environment" or the iterative process of revisiting ideas is the goal.

Three teachers at B school: one ELL teacher, one Title 1 teacher, and one classroom teacher comment about the necessity for the district and administration to provide support for collaboration. All three groups of teachers represented in this study talked about the role of the district in collaboration. These teachers talked about how with time and opportunities to work together

they could spend less time "remaking" the same curriculum and also how curriculum specialists have the time to visit other schools and "bring it back to school." The leadership provided by the district or the administration can incorporate these structures and influence scheduling, but successful models of this type of collaboration are scarce in the data. Many of the comments about an idealistic model of collaboration were in response to the hypothetical best teaching environment.

The need of time for collaboration

Teachers described collaboration as a positive and necessary structure in schools. Some teachers described collaboration idealistically, such as having "cool people to talk to" and a "happy world" where teachers "bounced ideas around"; other comments revealed a more complex nature of addressing issues that were "pushed down to us from the district" and the tension of "sticking with what we were taught versus constantly learning." Ultimately opportunities for collaboration, whether idealistic or complex, cannot occur without time both structured and unstructured provided by leadership. For collaborative endeavors to include the voices of the teacher and move beyond the idealistic vision to a place where the contradictions are present, additional factors need to be explored. Some of these considerations include discourses of trust, congruency, leadership and identity, which will be explored in the following sections.

Data on Trust: "Are we really getting that?"

The second discourse on collaboration is trust. Trust emerged throughout the data and displayed several types of trust from blind trust to earned trust through service. Within the spectrum of trust, some evidence pointed to questioning, skepticism, and sarcasm, which speaks to the opposite of trust and possibly doubt.

Trust in each other

From the perspective of the classroom teacher, the ELL teachers are seen as the expert and a resource. In contrast to that evidence, the perspectives of the ELL teachers themselves raise issues of classroom teachers not having sufficient understanding: "They think you are just some sort of an assistant who is there to teach Spanish, and they just want you to either take the kids out of the classroom to get them out of the way, or they expect you to leave the kids in the classroom who they think are academically successful." A comment from the other ELL teacher at the same school illustrates a similar perspective: "I think there might not always be as much understanding for what the purpose of ELL time is, that we're really trying to support language growth."

A similar theme emerged when the ELL teachers' described their hypothetical worst teaching environments as "working with people who resent what you're working on or don't understand the purpose of it and like maybe don't feel like your ideas are respected or are able to be part of the decision making processes in this school." On the contrary, the ELL teachers described their

hypothetical best teaching environment as being "surrounded by people who understand and appreciate…what your role is in the school." Above comments describing the school environment shed light on the various perceptions of the role of the ELL teacher in a school. ELL teachers are often perceived very differently, with classroom teachers stating one perspective and ELL teachers expressing a lack of understanding of their role and expertise by classroom teachers.

Another piece of the puzzle related to the discourse of trust is exemplified in a teacher's description of a "Benchpress" meeting that involved retention. The retention meeting is an example that uncovers the power of the district's authority or as one teacher articulated it: "the district stance was against retention." There were also concerns about the effectiveness of the interventions suggested in the meeting as displayed in this comment: "yeah, put the child in the next grade and we'll give them interventions but there's no funding for the person that gives the interventions." The sarcasm about the lack of possible interventions seems to contradict other comments about "trusting the district" and "the district stance," and sheds light on the difficult position in which teachers work within school environments. Structures like "Benchpress" have been developed to promote collaboration but often end up being structures that teachers identify as ineffective.

A comment by a classroom teacher sheds light on the various perceptions that the different teachers have in regards to ELL students: "even though they've

had ELL, we've had push, they've had Title 1, they've had you know all the support that is offered to them, they still end up being the lowest readers and writers right now." The classroom teacher's comment could indicate a question about the effectiveness of those programs or a question of aptitude of the ELL students. There are many different support systems designed to help ELL students, including ELL pull out and Title 1 services, and the programs' effectiveness varies greatly at different schools depending on various levels of collaboration.

Research was presented as a less relevant factor in the discourse of trust. Teachers talk about using research to reinforce their causes. In one instance, they referred to the data from an expert they will use to respond to certain topics, such as all day kindergarten, as "ammo" to support their stance. In another instance, a teacher also described "finding research to back up what I'm doing" to justify new practices or methods. In these limited situations, research was used to support teachers as they worked together to change classroom instruction.

Discussions and negotiations between classroom teachers, ELL teachers, and Title 1 teachers exist on different levels and are based on levels of trust between each other. One of the classroom teachers made several comments that touched upon the issue of trust between classroom teachers and ELL teachers. This classroom teacher identified the strategies that work best for her ELL students. The classroom teacher talked about "checking in with the ELL staff because they see different things than the classroom teachers do" because they

all have "the biggest understanding of what is current" and referenced "having a lot of faith in our ELL Department."

Trust in the administration

Several teachers' comments uncovered the conflicting discourse of being able to question the district policies yet still trust the policies. One teacher described needing to be "careful," which suggests that a description of the school environment needs to include the number of layoffs in the district and also the number of involuntary moves of teachers in order to understand the level of trust. The teacher quoted above interrupted herself as she was talking about her role within the school environment: "I have been more of an equal team player, and I guess I kinda have to back up because I need to be kinda careful." When asked to elaborate on this need to be careful she said, "I also have to be careful and balance that with like coming off as pushy or a know it all." These comments indicate a lack of trust with the district and a fear of being involuntarily transferred due to budget constraints.

A comment from one of the classroom teachers highlights the conflicting issue of trust and questioning: "And you know, are we getting the outcomes that we want from that? Are we really getting that?" This line of questioning is immediately followed in the same quote with "I will admit that I do trust the district to find out." This same teacher later describes her relationship with the district as "I let them tell me what I do; if our ELL kids need to have instruction a certain amount of time, I make sure that happens." These comments uncover the

conflicting discourse of being able to question the district policies yet still trust the district policies. A teachers' workday is busy and demanding, which requires a certain amount of trust in order to get through their working days. The questioning of policies, requires more effort and time, but at the same time is critical for a vital teaching profession.

Additional evidence from teachers addressed an earned trust in district policies, such as one teacher's comment about the district having "a strong understanding of how kids learn," utilizing high school strategies in elementary schools such as the Cornell Notes training that occurred district wide, and also the training about ELL students. One of the classroom teachers said: "I have learned a ton from this district." These comments suggest an earned trust.

In systems of collaboration on the school level, the evidence uncovers various discourses of trust: trust in the ELL teachers, the district, and other services, as well as research allowed teachers to move forward in their daily busy teaching schedules.

Data on Congruency: "That's not really my job."

The next section examines the data on the discourses of congruency. The culture of schools tends to value congruency or agreement between the teachers and administration or among each other as teachers. While there are some benefits of such a congruency, a focus on positions of incongruence also can provide a benefit in developing teachers and education. The data in this section mirrors what is commonly valued, such as congruent thinking, and presents less

evidence on incongruent thinking. Three themes within the discourse of congruency emerged in the data: alignment both voluntary and mandatory, identities including their limitations and scope, and connections throughout the day for kids.

Alignment: Voluntary and Mandatory

There are many different types of alignment, three of which are alignment within a person's beliefs and practices, alignment between different people's beliefs, and alignment between people and structures. All of these types of alignment impact ELL students, as classroom teachers, ELL teachers, and Title 1 teachers work with each other and within systems designing the curriculum and instruction for ELL students. A Title 1 teacher stated she "feels fortunate" to be in a district that for the "most part makes decisions that I agree with." The Title 1 teacher's viewpoint represents a type of voluntary alignment when the district policies support the same ideas and beliefs of the teachers.

Other comments also described a voluntary alignment between teachers' beliefs and the district. A Title 1 teacher described how she does not "have much to worry about with having to teach what I don't believe in." Another Title 1 teacher described her view on administration alignment when she said there was "not a lot of conflict between my philosophy and the district's philosophy or the school's philosophy." This same Title 1 teacher took note with my choice of the word "negotiate" in my interview question. She explained: "I don't see a lot of conflict there, because 'negotiate' kind of implies that there might be some

conflict between the two." She goes on: "what the district is asking or what the state or the feds are asking—there isn't a big conflict there." The wording of this question elicited a defensive response and exposed a loyalty or allegiance to district policies.

A type of voluntary alignment is on one end of a continuum between district policies and teachers' policies; on the other end, teachers described a type of mandatory alignment. The following comment explains how mandatory alignment can be a response to a dominant district position: "I have to do what I have to do. If the district says there's something you have to do, you have to do it but our district is very kind, you know." The comment also reveals a loyalty or allegiance between teachers and the administration, while also uncovering differences in how alignment could be formed. Regardless of whether the alignment results from a voluntary or mandatory initiative, the importance of developing positive working relationships is demonstrated in this teacher's comment as follows: "We may not always agree but we agree on the purpose." Finding places where varied perspectives are not only allowed but also encouraged is an important beginning step to ending up with a common purpose.

Isolated Roles: Limitations and Scope

The way the ELL teacher, the Title 1 teacher, and the classroom define their roles pushes and pulls against each other. An ELL teacher describes her position: "our role is to teach the functions of language." A Title 1 teacher defined her role as what was not part of her role, "I don't have to worry about the

language development…that's not really my job," and while also defining what they do as "primarily what I'm doing is teaching kids how to read." A Title 1 teacher spoke of a "Title 1 rule" as the result of having "the same belief system." The scope and limitations defined by the ELL teachers' identities and the Title 1 roles highlights the push-and-pull that separates language teaching from teaching reading.

In the end, a cohesive program that supports academic and language development of ELL students is what is important. ELL students are influenced by the decisions made by ELL teachers, Title 1 teachers, and classroom teachers as they develop identities along various stages of alignment. Teacher comments from this study reveal the consistency in programs for ELL students are not "as fluid as it could be." Teachers talked about how to "connect it" for students. As one of the students told his Title 1 teacher that his classroom teacher "didn't care about this," one can see how the consistency between specialists and classroom instruction might benefit from strengthening. One of the classroom teachers described a more "integrated curriculum" as part of her perfect hypothetical teaching environment. She further described the writing curriculum as "choppy." A more cohesive, integrated, non-"choppy" curriculum would benefit ELL students, so that as they progress throughout the day they have more explicit connections between their language, literacy, and content.

Connections for Kids

The ELL student's day is often divided between the ELL teacher and the classroom teacher and, for some, the Title 1 teacher also. This leaves plenty of room for a lack of congruency for the students. Data from this study reveals various issues that emerge as different teachers strive to develop a cohesive program that meets the academic and language needs for ELL students. Several of these issues included the alignment between teachers, and also between teachers and the district, which may emerge voluntarily or as mandates. Another factor was the developing and changing identities of the ELL teachers, Title 1 teachers, and classroom teachers. The final consideration was the effect of alignment and identity on a cohesive program for ELL students.

Data on Leadership: "We don't have to do it all the same way."

The third discourse on collaboration focuses on leadership. Leadership includes the roles of teachers as leaders, the role of the school principal, the "expert" role of research, as well as policies from the district and state department of education. Meetings, schedules, and the use of time at schools are a significant responsibility of leadership, but that is only one aspect of their responsibilities. At both schools, teachers took on various leadership roles as: resources, visionaries, independent thinkers, hypothetical thinkers, practical practitioners, and student advocates.

Structures and Systems

The data provide several examples of collaboration facilitated by the actual systems and structures. Some examples mentioned by teachers in this

study include the administration structuring monthly meetings, sharing assessment data, holding "Benchpress" meetings and weekly team meetings, as well as teacher-initiated structures such as setting up a reading zone at lunch, putting words on the common walls, or book clubs. Teachers commented about these structures with varied degree of success. In terms of the monthly meetings, teachers spoke about how the administration "did a much better job last year" because of half-time staff causing scheduling difficulties. The Title 1 teacher commented "we try to get into a grade level meeting once a month." This comment describes the intent of Title 1 teacher to participate in the grade level meetings. One of the classroom teachers commented "there's no doubt that working as a team has true benefits" such as time processing and Common Formative Assessments (CFAs). This comment explains that teachers' efforts to meet regularly are often met with difficulty of busy schedules but are also worth the efforts.

A major administrative structure referred to often was scheduling. There were fourteen comments by four of the six teachers regarding scheduling and aide time, which indicates a popular topic of conversation. The comments about scheduling revealed a variety of issues related to the role of the ELL teacher and the current practice of pull-out English Language Development. One comment touched upon a very current issue of push in versus pull out ELD services. In the district where this study takes place, all ELL students are pulled out of their classrooms for 30 minutes a day to receive explicit language instruction at their

language level. At GH School, the ELL teachers use their ELL assistants to provide both push in and pull out services. Classroom teachers comment that their ELL students "need so much extra support" and "it would be nice if there were several of you." This strand of data on scheduling and ELL support is shown through these comments as a response to staffing limitations, difficulty in scheduling, and also by a variation in how teachers define the intent of ELL.

School leadership is at the forefront in developing the systems and structures that facilitate or hinder collaboration between the ELL teachers, the classroom teachers, and the Title 1 teachers. Evidence from interviews and observations demonstrate the varied perceived or reported effectiveness of scheduled meetings, rotations, and staff development, both between departments and within departments. At B School, the Title 1 teacher and the ELL teacher talked about being able to meet with classroom teachers every other week. These grade level rotations were scheduled in an all-school calendar. Another approach, mentioned by classroom teachers, was the use of emails by ELL staff to communicate assessment data, attendance, or behavior issues. There is evidence of this cross communication also in observational notes, where both of the Title 1 teachers enter the room to check in with the classroom teacher.

Time is a critical factor. A classroom teacher talks about "never having enough time" to talk to the ELL teachers to benefit from their expertise. The same classroom teacher also described wanting to talk to the ELL assistants but

not being able to because the assistants' day is over before classroom teachers have time. This same teacher goes on to describe her "perfect teaching environment requires a lot of extra time to make happen." The tight scheduling of services for ELL students reduces the amount of time teachers have to collaborate and plan with each other and also to utilize each other as resources.

The issue of scheduling at a school presents many challenges, including student absences and teachers' inconsistent schedules. Observational data revealed when classroom teachers were unprepared for the arrival of an ELL teacher, there was evidence of conflicting agendas where the classroom teacher wanted the ELL teacher to continue the classroom lesson even though the ELL teacher had her own agenda or lesson. Conflicts like the one mentioned above can build or erode trust, which also factors into building teacher identities. Furthermore, the priority of testing also interferes with scheduling, lessons, and agendas for ELL or Title 1 because ELL teachers and Title 1 teachers are often used as resources to support testing.

The issue of scheduling is not just limited to ELL specialists but also impacts Title 1 teachers. One of the Title 1 teachers at this school commented she "only got [students] for 30 minutes." One of the ELL teachers described how push in and pull out services seem to change from year to year "whether you pull out or push in, whether you control your curriculum, or whether you work alongside the general ed curriculum." Observations of ELL teachers and ELL assistants pushing-in include working directly with ELL students in the classroom

sounding out words and working on expository writing, and also ELL teachers / assistants and Title 1 teachers working with ELL and non-ELL students independently and together on assessments. In addition, ELL teachers were resources for classroom teachers helping with SMART board programs and resources for ELL assistants in their push in work with students.

Identity and Leadership

Leadership support from the principal and the district were essential as described by the Title 1 teacher who pushed to adopt a reading program. The Title 1 teacher volunteered to pilot the program and then sold the idea to the district that also adopted the reading program district wide. The Title 1 teacher also was proud of the fact that the learning support services adopted the same reading program.

While the Title 1 teacher described above found a receptive audience, other ideas are not so easily sold. A more complex example is the vision of one of the ELL teachers to develop a "full service school with counseling, dental, vision, family center, and employment center." While the idea of a full service school is more grandiose than an adopted reading program, the creativity and risk-taking of such a large idea indicates a positive environment created by the leadership that promotes a safe place for creativity and risk-taking.

In contrast to the comments where teachers identified the district stance as authoritative and unchangeable, as with the CFAs and the Bridges curriculum, one comment reveals an empowered discourse in response to authority. For

example, one teacher commented: "I kinda teach a lot of my own things, a lot of my own stuff." Examples of teachers from B school being empowered to create systems that work for them includes an ELL teacher "ripping apart teachers' editions" of curriculum teacher's guides to be able to allow teachers to borrow and mix various resources. A classroom teacher describes how essential it is to "blow your own horn, ring your own bell" to get other teachers on board by publicizing something you believe will work, as evidenced by her ability to persuade the district to adopt a specific reading program.

Other teacher comments also addressed a counter thinking in response to a hypothetical situation in the reading by Miller Marsh (2002b) and Marsh's description of Ms. Nicholi, a kindergarten teacher. In the reading by Miller Marsh (2002b), the teachers in this study read an excerpt from her classroom where one student, Wayne, was singled out for not behaving according to the teacher's expectations. As the teachers reflected on this student they talked about the teachers in that reading exploring their options for supporting this one student with services. One teacher talked about: "What resources they are willing to explore or what different ways of addressing a problem they're willing to look into for kids?" And also "Are they willing to try or what ones will try that method?" The teachers in this study reflected on the student described in the Marsh article, and thought about the efforts teachers were willing to make to support this student. In responding to students like Wayne, the teachers in the study explained that

teachers would need to go beyond commonly accepted methods to methods that required teachers to take a certain amount of risks.

Common yet important structures established by school leadership include regularly scheduled meetings, schedules, and aide time. Evidence from teacher comments revealed varied levels of effectiveness. Conflicting agendas between teachers and fragmented 30 minute blocks of time for students as well as lack of consistency from year to year pose difficulties between ELL and classroom teachers. Through both administrative and teacher leadership, teacher identity is formed. Evidence can be found from both schools that described the various identities of teachers as: resources, leaders, visionaries, independent thinkers, hypothetical thinkers, and student advocates.

Data Summary on School Environment Level

This section presented the data on the discourses that impacted the teachers of ELL students within their school environments. The data revealed four discourses that impacted teachers: a discourse of collaboration, a discourse of trust, a discourse of congruency, and a discourse of leadership. These discourse, though presented in this paper as separate, do not work in isolation of each other but alongside, impacting and influencing each other within a school environment.

A discourse of collaboration revealed an idealistic and a complicated vision on the nature of collaboration. Comments from teachers spoke of an idealistic vision of collaboration as "cool people to talk with" and a complicated

vision of collaboration where teachers responded to "things get kinda pushed down to us." The data from this discourse of collaboration revealed teacher working to define and develop systems and structures of collaboration within their school environments.

Data on a discourse of trust examined teachers talking about trust in each other, trust in the administration, and trust in the system of education. Levels of trust were also evident in the data ranging from blind trust to earned trust, and a conflicting nature of trust and questioning. This discourse of trust and questioning was explained when teachers asked: "Are we getting the outcomes that we want from that?" The other perspective is explained by teachers who respond as "I let them tell me what do." The data from this discourse of trust gave insight into the relationships between teachers and administration, and how questioning was at times seen as contradictory to trust.

The discourse of congruency revealed the data on teachers' roles in relation to each other and to district policies. The data presented voluntary and mandatory alignment with district policies and other's beliefs. A piece of data that explains the discourse of congruency is this teacher quote: "That's not really my job." ELL teachers, classroom teachers, and Title 1 teachers identified their roles in terms of limitations and scope of their responsibilities.

The final discourse presented in this section on school environment was the data on a discourse of leadership and the broad definition of leadership. The data looked at how "we don't have to do it all the same way." Some teachers in

this section of data took initiative in adapting the curriculum, while others

responded in adopting the current methods. The structures and systems

developed by administrators and leadership supported collaboration and

communication between teachers. The discourses presented in this section and

throughout this study do not work in isolation of each other but in concert with

each other.

Data on the Discourses within the Wider Educational System

III.   **The Discourses within the Wider Educational System**
        "What are the discourses that teachers negotiate within a wider educational system that impact ELL students?"

1. **A Discourse of Engagement**
    "There's a kind of give and take that goes on"
        a. Leadership and Empowerment
        b. District and State Engagement
        c. Policy and Resources

2. **A Discourse of Advocacy**
    "Stand up for what we believe in"
        a. Being a Spokesperson
        b. Current Issues
        c. Being Fortunate

3. **A Discourse of Recognition**
    "I think I have my head in the sand"
        a. The Multiple Roles of Teachers (Reflection on Roles, Empowerment, Perceptions and Expectations)
        b. Awareness (Unaware but Aware, Voting and Unions)

Figure 19: Wider Edcuational Discourses Outline

This third section of Chapter 4 presents the data collected that addresses my third research question: "What are the discourses that teachers negotiate within a wider educational system that impact ELL students?" The first section of Chapter 4 considered the impact on teachers' own instructional practices, the second section examined the impact within school environments, and this third section takes a look at how it impacts ELL students within a wider educational system. This section presents the data collected from interviews, observations

and a focus group at two different school environments. The participants include two ELL teachers, two Title 1 teachers, and two classroom teachers.

Discourses of empowerment and

 are woven throughout the data from the wider educational system. The data from this research revealed three strands of discourse that impact ELL students. The first strand looks at the different levels of engagement within the wider educational system; the school level, the district level, between districts, and across the state. The data reveals the dominant voice of one Title 1 teacher whose empowered stance parallels her involvement in monthly Title 1 meetings.

The second strand of data examines the issues in education that the teacher participants noted within their interviews and focus group discussions such as funding, undocumented workers, and poverty among others. The teachers who brought up the current issues in education came from GH School but were not brought up from the teachers at B school.

The final and largest collection of data examines the degree of recognition and identification between politics and policies. Teacher data explored positions of being unaware yet aware and how that position led in some instances to apathy and dis-empowerment.

Data on Engagement: "There's a kind of give and take that goes on"

I begin by investigating the various levels of engagement within the wider educational system that the data presents. Starting at the school level, which was

more closely examined in the second section of this chapter, this section examines the discourse of leadership and empowerment at the school. One ELL teacher talked about the role of the principal. The principal helped her feel secure leading to an empowered stance; "I feel secure in what I am doing and that I am trusted and encouraged, that's really important to me." A Title 1 teacher at the same school described a situation where she helped the special ed teacher get the new materials they needed by "going through the back door." Both teachers at this school are talking about being empowered, one through the trust and encouragement of her principal and the other by working a system to her benefit.

District and State Engagement

At the district level and at the level between districts, one specific Title 1 teacher dominated the discussion; nine of the fourteen comments were from her. A possible contributing factor that might explain this dominant contribution is her participation in monthly Title 1 meetings. She said that "persistence" is often her middle name. She described these monthly meetings where the Title 1 teachers "make some district wide decisions regarding materials and assessments and district philosophies." She also described her role in the district as empowered; "I have the ability to influence decisions the district makes regarding materials they purchase or requirements." An ELL teacher also contributed to this conversation, talking about how she was valued in the district; "I think the district ELL administrator or someone like that would value what I have to contribute because of my experience." Both of these teachers have years of experience within the

district in their roles and speak from an empowered stance. What is absent in this data is the voice of teachers with less experience or fewer years in the district.

Taking this district level action out toward other districts, this same Title 1 teacher talked about how she is both influenced and influences teachers and systems in other districts. She talked about her friends from other districts and how she would bring back good ideas; "that little feelers go out and you're influenced by what's going on in the greater community, state-wide, and nationally." She finishes by saying: "There's kind of a give and take that goes on." In terms of her influencing other teachers, she describes her relationship with her daughter who is also a teacher; "Often I'll just ask her some questions like 'what do you know about instruction' and 'what do you know works?" She talked about how that school has now added some new intervention materials, the same ones that she piloted and got adopted by her district. This data describes how teachers who are empowered on the district level, either through their years of experience or from encouragement by the principal, are able to broaden their scope of influence and empowerment.

At the state level, other teachers contributed to the discussion, including a classroom teacher and an ELL teacher. The Title 1 teacher who discussed issues at the cross district, district, and school level talked about how she "tends to be the one that reads the articles in the newspapers and brings them in. I'll often read the Capital News and find out what decisions are being made." A

classroom teacher talked about how she tries not to "get stuck in the negative" when looking at how society is going. Or this ELL teacher comment; "So sometimes I just try to ignore it and not be that aware of what they're saying and just keep doing my job the best that I know how." She goes on to say; "So I only pay attention to a little bit of it so I honestly can't say . . . You know cause it can get really bogged down with it." These teacher comments reveal how teachers choose the degree in which they become involved or aware of issues outside of their classroom.

Policy and Resources

A classroom teacher goes on to say "As far as policy, the standards are based supporting ELLs to become proficient to pass what all students need to pass." These comments describe politics and policy as distant and also as congruent. An ELL teacher described politics as "huge and what resources we get and what we are able to do. So the political decisions in Washington effect ODE and the ODE decisions effect the district and the district decisions effect the school and the school's decisions effect the classroom." This ELL teacher also talked about the trends in curriculum; "so right now the state is really going down the road of function and form so that's what I am doing, but the state may swing in some other direction in a few years and I'll probably swing that way. Either that or I'll not like the way they swing and continue to do what I am doing as long as it still meets the other requirements." Being educated, understanding the structures

of power, and also understanding the trends of politics are uncovered as themes from the data on the state level.

At the school level, ELL and Title 1 teachers talked about a discourse of trust as well as working systems to their benefit. At the district and cross-district levels, one Title 1 teacher stood out who participated in regular monthly meetings. She described having a position of power and influence. At the state level, evidence describes politics as distant, supportive, and determining the course of curriculum. This evidence at this state level also describes an empowered stance where a teacher reads and brings back current research and also where teachers actively choose not to get stuck in the negative.

Data on Advocacy: "Stand up for what we believe in"

The participants in this study spoke of three different levels of advocacy for their students. The first strand of data that revealed a discourse of advocacy was of teachers being a representatives or spokespersons of public school teachers. The second strand examines the current issues that impact ELL students such as undocumented workers, poverty, and funding. Then, the final strand of data on the discourse of advocacy presents the data on being fortunate.

Being a Spokesperson

Examining the data on a discourse of advocacy, one Title 1 teacher talked about advocating for what is found to work in the classroom; "we really try to keep what we know works out there and stand up for what we believe in." As a counter point, the other Title 1 teacher at the same school talking about her

hypothetical worst school environment; "Where people are just going through the motions and aren't considering students, aren't working together, uh have a lackadaisical attitude, teachers don't feel empowered, not support from administration, lack of tools and materials." Although one is talking from a hypothetical stance and the other is talking from a realistic perspective, these two discourses counter each other as some teachers' talk about current issues in education.

Along this theme of being aware of the political climate and how it affects ELL students; teachers are influenced by their sense of responsibility to be an advocate for their students; "More and more people have an opinion about the educational system and I sort of feel like I have to be a representative of a public school teacher, of somebody who works with children who are either undocumented or have people in their family who are undocumented." While this was a dominant topic of discussion for ELL teachers at one school, there is no evidence that the topic of undocumented workers was brought up with teachers from the other school. This advocacy stance on education comes through as teachers discuss the current issues and policies in education.

Current Issues

The second strand of data under a discourse of advocacy looks at the data presented on current events. Some of the current issues in education brought up in the interviews include undocumented workers, poverty, and class size. Undocumented workers and illegal immigration was a topic only brought up

by the ELL teachers at one of the schools. One ELL teacher talked about the trends in politics: "which way the wind is blowing with funding education and which way the wind is blowing with undocumented workers and unemployment." This same teacher commented on the "huge billboard hanging right over the trailer park where they all live. It's like anti-immigration." The other teachers were surprised by this and hadn't seen it.

Poverty was brought up minimally as a topic from the data collected as was community perception and class size. A Title 1 teacher described her efforts at helping one of her students get an alarm clock and calendar to help her get to school on school days. She talks about the hopes behind her efforts that "maybe she'll be able to break that cycle of drug addiction, or illiteracy, or poverty, or whatever, but if I never show her another way, that cycle's never going to change." This same Title 1 teacher thinks "kids of poverty suffer from the same lack of oral language in vocabulary that often we see with our English Language Learners." As teachers talk about these current issues in education, they represent popular viewpoints. Teachers describe their sense of responsibility for their students and also of being representative of citizens in the communities.

The issue of funding came up in the focus group and in interviews. Funding was tied to a wide variety of other topics. Funding was connected to standards, graduation rates, AYP and the recession. In response to funding and the standards, a Title 1 teacher commented; "probably the most critical thing at this point in time is that the standards keep getting higher and the financial

support keeps getting smaller." An ELL teacher commented: "funding is tied to graduation rates." And a different Title 1 teacher commented: "some years you have more money, you have different programs and you do different things, and then you know like the next year, bare bones." In these examples, funding was what these teachers thought of when they were asked to go beyond the classroom and school levels to a wider educational system.

In addition to funding and undocumented workers, other current issues in education were brought up through individual teacher interviews and focus groups during this research study were poverty, community perceptions, and class size. Close to half of the twenty-two comments that addressed current issues in education were brought up in focus group discussion at both schools. Nine of the thirteen comments were from GH School. Only four were from B School, where over half the student population qualifies for free and reduced lunch, and over half are ELL students. Of all the comments, there was equal representation from ELL teachers, Title 1 teachers, and classroom teachers, indicating importance across the board for all teachers.

Being Fortunate

The final strand of data on the discourse of advocacy looks at teachers' perspectives on being fortunate came up as teachers talked about the beautiful school in the district. During the focus group discussion at GH School, one ELL teacher who had experience teaching in other regions in the U.S. talked about how "beautiful the schools are here." One other ELL teacher commented during

the focus group; "I guess the community was willing to invest the money into building this new building so it shows that they value learning and having them in a safe, clean environment." "I come from an urban white city were we didn't have air conditioning and came to school with classes in a trailer." She compared the schools where she used to teach to the schools she teaches at now. She comments; "I love these beautiful schools, all these wonderful things they have." Beautiful school led to the feeling of being fortunate, which impacts teacher attitudes and actions.

This same ELL teacher during the focus group talked about the connection between student attitude and school environment; "It's nice and it makes the parents proud and it makes the children proud and you know, maybe it effects their attitude about whether they like school or not." A classroom teacher echoed this fortunate discourse; "I think we are lucky because we have quite a few resources that other districts probably don't have. And we have quite a bit of support." Through this ELL teacher's perspective, she was able to present a different viewpoint of the state of schools in this area and promote a discourse of being fortunate.

Woven throughout the issues in education from the data were discourses of being fortunate, of current issues, and of being a spokesperson. These discourses worked to influence and impact each other as the teachers talked about these current issues. Some of these discourses work alongside the discourses that were addressed in the second section of this chapter that

examined the data on collaboration. The previous section on school-level discourses examined discourses of trust, congruency, and leadership as they developed teacher and group identity. The discourses in this section echo those discourses and also present new discourses. I begin by presenting a discourse of being fortunate and of advocacy then provide evidence from the data as they are woven throughout current issues.

Data on Recognition: "I think I have my head in the sand"

As teachers responded to this third question about the discourses they negotiate within a wider educational system, a discourse of recognition emerged. The data can be organized into two strands, recognition of their multiple roles and awareness or recognition of politics impacting a wider educational system. The first section presents the data on the multiple roles of teachers including teachers' reflections on their roles, and the perceptions of those roles. The next section presents the data on how teachers expressed being unaware and yet sometimes explicitly aware of the connection between school policies and politics.

The Multiple Roles of Teachers (Reflection on Roles, Empowerment, Perceptions and Expectations)

This first section looks at the data on the multiple roles of teachers. Teachers presented data on their multiple roles including a reflection of their roles, levels of empowerment, the perceptions and the expectations of teachers. A Title 1 teacher explains her role; "I know that I, you know, what my role should

be. I should probably be more vocal on a greater scale on what's right for kids and start standing up for kids." In light of the excessive responsibilities put upon teachers, this "should be" stance reflects guilt in not doing more. When talking about roles during the focus group, this teacher questions: "What is my role? Hmm. (5 second pause), I'm not really sure. (6 second pause), I'm drawing a blank." Whether ELL teacher, Title 1 teacher, or classroom teacher, it is difficult for teachers to define their role.

Teachers also talked about being empowered or disempowered in their multiple roles of being a teacher. In this example, a Title 1 teacher, who expressed being active at the district and cross-district levels also talked about being empowered in general. She spoke from an empowered position of "if I felt that a policy was wrong I'd probably not be afraid to speak up." She also talks about being "guided more by what I'm reading and what I feel is right versus a policy." This connects back to the discourse of congruency from the second question, where teachers expressed the alignment between their philosophies and district policy. This discourse of congruency works within a discourse of advocacy. One issue that was brought up as a policy not congruent was all-day Kindergarten, a "pet" issue for this Title 1 teacher. These examples provide evidence about hypothetically speaking up and hypothetically being empowered. Actual examples of teachers as advocates were minimal.

As a counter-statement to these hypothetical statements from one Title 1 teacher, an ELL teacher offers her scenario of her journey in becoming

disempowered; "For three years I was a district TOSA (Teacher on Special Assignment) and Teacher Trainer. I didn't feel like I was making a difference. They said I was making a bigger difference because I was reaching more students by working with teachers but I don't know if I was." She says: "Now, I stay in my classroom and focus on my kids." This comment reveals how some teachers respond by withdrawing or disempowerment. This perspective is embedded within the broad roles and large expectations that are put upon teachers.

When faced with heavy expectations and lack of progress, the roles and expectations of teachers are brought up with other teachers in this study. Teachers talked about how the media portrays teachers, the views of the average person about teaching, and questions about what the roles should be. The media portrayal was brought up in reference to the documentary on charter schools 'Waiting for Superman', as one ELL teacher commented; "and then you know, suddenly the teachers became kind of the bad guys." A classroom teacher, who went into teaching after a different professional career talks about how her perspective has changed since becoming a teacher; "The average person does not realize that you don't get your ten minute break." She goes on; "The average person does not realize what goes on in teaching and like that non-teaching world if you stay over, you get paid overtime." These are some of the examples of the public perceptions of teachers.

There is also evidence of teachers' own perceptions of what is expected of them; "maybe what's expected of me by the school, at least, you know, as I've understood it when I started working here." And from a Title 1 teacher; "I've had instances where I was told, not here, but told well, you need to stop teaching writing and you need to stop teaching writing and you need to teach another dose of phonics." A classroom teacher also has a similar perspective about the expectations put upon teachers; "we are mandated to do a certain thing and we have with CFAs." These expectations impact teacher practice directly and also impact teacher identity as they recognize those external influences. An ELL teacher comments about this internal recognition; I "do what I think will work best and if the principal comes along or something and tells me that's not ok the way that I'm doing it then I'll change back if I—if it's like required of me." This comment reveals how teachers recognize the various influences of external expectations and requirements on their practice and identity.

Awareness (Unaware but Aware, Voting and Unions)

This next section looks at the data on the various levels of awareness that teachers talked about the connection between school policies and politics. Teacher comments revealed being unaware, unaware yet aware, and the role of voting and unions. Several participants talked about initially being unaware yet were also able to identify issues and explain the impact of those issues on their teaching. One classroom teacher hesitated as she tried to respond to this question; "Honestly, I'm and maybe I'm just not informed . . ." And "I don't know if

I'm just not aware of them and they are happening around me and I'm just oblivious to them, I don't know." These teacher comments display a discourse that reflects teachers being unaware.

Some teachers initially professed that they were unaware or uninvolved in politics but as they talked, they then revealed that they were also keenly aware. One ELL teacher described starting from this place of unawareness and identified issues that impacted her teaching; "To be honest . . . I am pretty removed from politics and policies unless it affects me and the actual school or district level." But then she goes on to talk about how "we do 30 minutes a day because of those requirements and we put kids in groups with the same level because of those policies." She goes on to bring up how limiting those policies are to her practice; "probably one reason why we don't have much in terms of bilingual or native language support because it's not a requirement." What this comment reveals is how these teachers are at first reluctant about discussing the influence of politics and also at the same time aware of how it defines and limits the practice of teaching.

Other comments also speak to this discourse of recognition such as this comment from a Title 1 teacher; "So at our school, I honestly don't have to worry about it. I honestly can't think of an incident where I'm told to do something that I don't believe is good for kids or right for kids. Um, except for the state testing but I don't have a say in that." The more she talked she revealed the very current

important issue of state testing. The teacher use the word "except" in this comment reveals an aware yet unaware discourse.

The pressure of assessments is also an issue brought up by teachers; "all politics really cares about is the outcome." This comment, along with the prior comment on state testing not only reveal an initial hesitation or unawareness but are also followed by recognition of the impact of these policies on assessment. This comment follows the unaware yet aware discourse and is followed by a disempowered stance of not having a say in that.

There is evidence that this aware but unaware discourse impacts teachers in all areas, and in some instances led to apathy or being disempowered. As with the teacher's comment above a different ELL teacher also talks about this process of professing to be unaware, yet feeling the pressures and eventually her state of being disempowered; "I think I may have my head in the sand . . . I know that everyone must learn. I want them to grow up to be successful. I don't need someone breathing down my neck. I don't want to go to district meetings anymore." These two teachers describe an initial resistance to the idea that politics plays in their lives yet are able to describe how it does impact them.

One other comment attests to this push and pull of recognizing the wider educational issues and responding to them: "I don't really think the politics and policies in education uh, I don't really spend much time thinking about it in terms of how it impacts me. I mean I have really strong opinions about how the ELL programs are structured." This comment demonstrates the difficulty teachers

have in talking about politics and how strong opinions can be voiced or silenced within wider educational systems.

Traditional political issues such as a voting year, political representation and contract negotiations came up in this discussion of a wider educational system. One ELL teacher talked about "if it's a voting year, if I hear, you know, about certain candidates and what their things are, maybe it'll effect how I vote." Another classroom teacher talked about how she's "trusting that we have very good representation." And also into teacher union issues: "I kinda pay attention to what was going on with our contract negotiations this year." This same teacher goes on to say; "I just try to ignore it and not, you know, cause you can get really bogged down with it." These comments address some of the traditional political issues that are of importance with teachers.

Data Summary on Wider Educational Systems

As teachers' responses addressed this third question: "What are the discourses that teachers negotiate within a wider educational system that impact ELL students?"   I presented the evidence on three strands of data that emerged. The first strand discussed different levels of engagement. The second strand examined current issues in education and how discourses of being fortunate and advocacy played out in these current issues. The third strand looked at a discourse of awareness of both internal and external influences.

There were different levels of engagement from school, to district, to state. The evidence showed the dominance of one Title 1 teacher who was involved in

monthly district wide meetings. She dominated the discussions of the district and

cross-district involvement.   A discourse of trust in the educational system

emerged at all three levels. In response to political topics, teachers described

the system as distant in some instances and supportive in others. Teachers who

work from within an empowered stance had evidence of using research and

bringing it back to their schools. Other teachers spoke about choosing not to get

stuck or bogged down in political issues as their response. The three levels of

engagement of school level, district level and state level revealed these

discourses of trust and empowerment.

The data also revealed a second strand where teachers discussed various

current issues in education, such as funding, undocumented workers and

poverty. The data revealed that most of the comments, nine out of thirteen, came

from the school with less socio-economic and ELL diversity. Comments came

from all three subgroups; ELL, Title 1 and classroom teachers. A discourse of

being lucky or fortunate emerged as teachers talked about beautiful schools, the

community's investment, and the resources available. A discourse of advocacy

also emerged as teachers talked about current issues in education. Teachers

talked about standing up if something went against their beliefs and describing a

hypothetical worst teaching environment as going through the motions. These

discourses emerged as teachers talked about undocumented workers, poverty

and funding. Teachers also talked about needing to be a representative of public

school teachers. These current issues in education brought up these two discourses of being fortunate and of advocacy.

The final strand examined the evidence that teachers presented about the discourse of awareness and identification both inward recognition and outward recognition. Inward recognition included themes of empowerment, roles, and expectations. Teachers talked about speaking up and their pet projects. The data also showed examples of teachers moving toward being disempowered; "I wasn't making a difference." The media and the administration also influenced how teachers defined themselves and their roles. Outward recognition included themes of traditional politics, standards, and awareness. Teacher evidence uncovered three stages of awareness. Teachers often initially expressed an unaware discourse; "I am pretty removed." Then teachers expressed being aware of the issues influenced by this wider educational system; "we do 30 minutes because of those policies." And in some instances, teachers moved from this unaware to aware position to positions of being disempowered, "but I don't have a say." Teacher comments revealed a discourse of awareness of both internal and external issues.

The data from ELL, Title 1, and classroom teachers at both schools through interviews, observations and focus groups looked at three themes about the influence from and on the wider educational system. In the first theme, teachers talked about different levels of engagement such as school level, district level, and state level. In the second theme, teachers talked about being fortunate

and being an advocate as they talked about current issues in education. The

third theme looked at teachers being aware of internal and eternal influences that

at times led to disempowerment. All three of these themes, the levels of

engagement, issues in education and internal and external awareness impact

teachers as they define their roles and their identities.

CHAPTER FIVE: IMPLICATIONS

Conclusions and Implications for Instructional Level Discourses

At the instructional level, the data from this study revealed four dominant discourses that impacted classroom teachers, ELL teachers, and Title 1 teachers. Those four discourses are a discourse of building background, a discourse of reconciliation, a discourse of "go-to" strategies, and a discourse on dual objectives of language and content. This conclusion pulls the data together from those sections and presents conclusions and implications on three levels, for the teacher, for the administrator, and for teacher educators. The following outline organizes these discourses and provides a map for the conclusions and implications on instructional level discourses.

I. Instructional Level Implications
    a. A Discourse of Building Background
        i. Teacher Implications: "play is not going on at home"
        ii. Administration Implications: "getting to know kids"
        iii. Teacher Education Implications: "get into a small bus"
    b. A Discourse of Reconciliation
        i. Teacher Implications: "something to easily grab onto"
        ii. Administration Implications: "I have to be careful"
        iii. Teacher Education Implications: "I'm supposed to teach from these"
    c. A Discourse of "Go-To" Strategies
        i. Teacher Implications: "when kids repeat after you"
        ii. Administration Implications: "Can you count soda?"
        iii. Teacher Education Implications: "they have specific needs"
    d. A Discourse of Dual Objectives (content and language)
        i. Teacher Implications: "I am a language teacher"
        ii. Administration Implications: "give time for modeling"
        iii. Teacher Education Implications: "starting from zero"

Figure 20: Instructional Level Implications

Implications on Building Background

In the first discourse on students' backgrounds, three strands of data emerged. The first strand is providing common experiences for their students. This data shows that teachers provide experiences for their students as background such as bringing in tools, recipes and real-life objects. The second strand on student background examined the data on getting to know students and tapping into prior knowledge. The third strand of data on student backgrounds revealed evidence of teachers making up for a lack of experiences. This data uncovered a deficit perspective such as students not having a significant understanding, or never having been to the beach. This discourse on student background reveals teachers' perceptions about their students and also that it impacts their instruction.

Depending on how a teacher defines building background impacts his/her teaching practice with ELL students. Teachers in this study provided data on different perspectives ranging from a deficit perspective or lack of experiences to an enrichment perspective of bringing in outside resources. Somewhere along this continuum, some teachers also talked about getting to know their students.

Teacher implications on building background: "play is not going on at home"

There are multiple ways for teachers to inquire or build upon student backgrounds. Teachers' perceptions about their students and teachers' sense of responsibility for their students are reflected in the way teachers approach

building background. The data from participants in this study describe building background and their own perceptions and sense of responsibility. Some perspectives on building background reflects a meritocracy perspective and others a sociocultural perspective. A meritocracy perspective is looking at a students' success as a result of their merit alone without taking into consideration the other sociocultural factors.

A meritocracy perspective limits the way teachers identify factors of success, whereas a sociocultural approach identifies various social, cultural, and historical factors that impact ELL students. One participant in this study describes her students home life as lacking in play and talk, "play is not going on at home anymore, and language and I can remember saying to my families years ago, you know, you need to turn off the T.V. and read a book or play a game." A deficit perspective relates this to lack of play and talk as it describes deficits of the student and families rather than the structures that contribute to the inequities/oppression and privilege of others. A sociocultural perspective considers the role of poverty, and the challenges that poverty brings to a family, such as parents with multiple jobs or limited time at home with parents. In this study, another teacher identified such factors as poverty and undocumented status as having an impact on students and teachers. The awareness of these sociocultural factors impacts how teachers enact or interpret building background.

The data from this study, also presented another approach to building background. This teacher spoke of being a caregiver to her students by providing one of her non-ELL students with an alarm clock and beauty kit to counter the effects of poverty and drug addiction. This teacher's position acknowledges some of the social constructs, like poverty and drug addiction, that impact students in school and also taking direct individual action to attend to her immediate needs. What is not clear in these three scenarios from this study is the connection and balance between the larger social constructs and the direct needs of the students. Teachers need to respond to both the immediate needs of their students while also being aware and addressing the larger social issues that impact ELL students. While all three of these examples respond to their students from positions of caring and responsibility, the structural inequities are left unchallenged and unaddressed.

A broader perspective on building on student backgrounds includes acknowledging sociocultural factors while also attending to the daily needs of students. The sociocultural factors include community, culture, families, poverty, employment, and other factors. Teachers who work in diverse setting are aware of the many factors that challenge, limit, and privilege certain groups of students. Thoughtful, reflective conversations and practices that challenge a meritocracy perspective include these sociocultural issues.

Administration implications on building background: *"getting to know the kids"*

While building from a student's background is something that primarily occurs in the classroom, the role of the administration is pivotal in creating structures and systems that value the investment of time, energy, funding, and professional development in re-defining and broadening how teachers investigate and build upon student backgrounds. This study examined the data on building background around three different approaches: providing enrichment experiences, asking about students' backgrounds, and making up for a lack of experiences. The process of finding out about students' backgrounds, cultures, and lives takes an investment of time and energy. "A lot of getting to know the kids really well. Once I know, I can interact more effectively depending on who they are." Building trust, learning from students, and about the community where students live can create a deeper understanding about students that can then have a positive impact on classroom instruction.

Administrators at the site and district level can also invest time and energy to increase the numbers of culturally competent minority and bilingual teachers. Bilingual and non-bilingual teachers who are culturally competent are trained to respond to the needs of ELL students. Proactive hiring practices as a priority set by administration can address the cultural mismatch between students and teachers that puts minority students at a disadvantage (Huerta, 2007).

Administrators can increase the opportunities for teachers to learn about students, families, and communities to better support minority and ELL students and broaden their perspectives on student backgrounds. Teachers need on-

going professional development, adequate time for reflective investigations in the communities they serve, and collaboration between teachers, assistants, and administration to address critical sociocultural issues. Teachers who value students' backgrounds through this type of administrative support have opportunities to move beyond an individual student's background level to explore the issues of inequity within communities to transform ELL students learning environments.

Teacher education implications on building backgrounds: *"get into a small bus"*

Developing pre-service teacher education programs that reflect the same best practices that they promote means that teacher education programs need to learn about and from its students of education. Teachers in this study talked about three different approaches of building background: providing experiences to enrich students' background, getting to know students' backgrounds, and making up for a lack of experiences. Applying these three approaches of building backgrounds into the realm of adult education of pre-service teacher presents challenges. Most notably, the teacher who spoke of "Honey, have you ever been to the beach?" or others who focused on what students lacked instead of their assets is difficult to apply to teacher education. In teacher education programs, placing teachers in diverse settings to make up for their lack of experiences with diversity can be a positive if not integral piece of their teacher education.

Another teacher in this study spoke of wanting to hypothetically put her students on a "magical school bus" and take them to all the places she would like to take them. Teacher educator programs set up intentional teaching placements to provide for diverse teaching experiences. The student teaching and aiding placements in and of themselves are not positive learning experiences. It is the critical reflection and relationships from those placements that can raise "critical awareness about issues of inequity" (Castro, 2010, p. 207). Otherwise the experience of being in a diverse classroom does not reach its full potential.

There are multiple ways to interpret building background for students. There is 'build background' for students, which means providing adequate background information and then there is 'building upon a student's background.' Teachers in this study talked about using the extra minutes walking in the hallways between classes as opportunities to get to know their students. "I try to maximize the minutes, whether we're waiting for somebody or having lunch with my students … because that's a time when you can just sit and talk." In order to build upon student backgrounds, teachers of teachers and teachers of ELL students can create opportunities to get to know their students and build upon their funds of knowledge (Gonzalez, Moll, and Amanti, 2005).

The implications for teacher educators regarding a discourse of building background are to teach pre-service teachers in not only building background knowledge for their students but also to build upon a students' background inclusive of sociocultural factors. Professors of teacher education programs can

model this sociocultural perspective by building upon the pre-service teacher's background. Exposing teachers to various diverse experiences is critical in developing culturally competent teachers of diverse students, along with opportunities for critical reflections on those experiences.

Implications on Reconciliation

The second discourse on reconciliation looks at the different intersections of curriculum and beliefs. The data presented looks at the state of estrangement when teachers do what they don't think is best. From that place, teachers work within a continuum of adopting the curriculum and adapting the curriculum. Curriculum presented by the district was described as concrete and easy to grab. Empowered teachers talk from a position of adapting the curriculum, about the leeway, and how they tweak the curriculum. Teachers negotiate this discourse along many different places in this continuum of adopt it/adapt it.

Some teachers are put into a position of reconciling what they identify as best practices with what they are required to teach. When teachers put their beliefs aside to meet the needs of the adopted curriculum, teachers speak from a disempowered stance and adopt the curriculum. Sometimes teachers push against the practices that conflict with their beliefs and work within an empowered stance and adapt the curriculum. Teachers work on many points between these two points on the continuum.

Teacher implications on reconciliation: "something to easily grab onto"

The section on the data from the discourse of reconciliation looked at different positions on how teachers reconciled what they believed were good practices and what they were being asked to teach. Two recurring themes for teachers are revealed in this discourse of reconciliation: collaboration and reflection. Collaborative groups offer opportunities for teachers to discuss and identify goals for learning. The second theme is time to reflect and integrate curriculum with teachers' expertise and experiences.

This comment from an ELL teacher looks at both themes collaboration and reflection: "Sometimes I do fall into working more on grammatical forms without as much content but it's not really what I think is best." This comment describes a tension between what she thought was best and curriculum that was mandated by the district. Other data from this study, spoke of infrequent meetings between teachers and specialists, and how structures to arrange meetings were often met with difficulties because of part-time schedules or lack of common times.

The other implication revealed by this comment is how teachers "fall into" using specific methods. Teachers in this study talked about the "Susana Dutro training" because "it was something to easily grab onto" or the opportunity to have "something so concrete" to follow. The demands on a teacher's day are enormous; curriculum that is easy or concrete provides a needed structure and relief for the difficult job of teaching. Teachers without time or support to use their judgments and reflect about the curriculum can easily look for something that is easy to grab onto or concrete. Structures that value or trust the expertise

and relationships of teachers can facilitate opportunities for reflection. Teachers do need support and curriculum, especially in response to the current political and educational climate of fewer teachers, larger class sizes, and more intense pressure to perform. So the desire to have something concrete or easy, can easily distract from the larger question of what competencies students need that are transferable and enduring, and how to best use curriculum to meet those needs. Teachers who see themselves as advocates for their students, as agents of change, and as experts attentive to the needs of their students take on a more active participatory role in adapting the curriculum.

Administration implications on reconciliation: "I have to be careful"

Teachers in this study described a continuum of positions ranging from cautious to innovative. Teachers working from a place of innovation and adaptation described the "leeway" or "tweaking and adapting" of curriculum. Others on this side of the continuum spoke of "going about my own thing" or "shoving aside" the curriculum. On the other side of the continuum teachers who spoke of being careful were reflecting on the current job market, where teaching positions were getting cut and teachers were being moved to different schools to adjust to different student populations. One teacher in this study spoke of needing to be "careful" because she did not want to jeopardize her position within the district. Another spoke of hoping "this wouldn't come back to her" when speaking of how she adapted the curriculum in her class.

At the extremes of the continuum on teachers' reconciliation between their beliefs and their practices, there is fear and autonomy. One of the implications for administrators is to consider the complicated nature of how teachers choose to act, deciding when to be careful while also mitigating the pressures of AYP and other stresses. Meier (2003) describes the challenges that teacher face:

> Organizing schools around collective decision-making among teachers, having teachers be responsible for each other's work, inviting parents into the life of the school, balancing the authority of professional and lay leadership, dealing with often sharp differences – all these are enormous challenges that never go away (p. 4).

It is difficult for teachers to have the freedom and respect necessary to enact the agency to adapt curriculum and freely question the impact of curriculum while also navigating a position of caution. A safe yet invigorating school culture that encourages and expects innovation would at the same time promotes and encourages teacher agency.

Teacher education implications on reconciliation: *"I'm supposed to teach from these"*

Data from this study leads to three general implications for teacher educators on how teachers reconciled their beliefs with a prescribed curriculum. The three implication themes are: (1) self-examination of teacher personality and dispositions, (2) analysis of the impact of current politics and perceptions, and (3) the adaptation of curriculum to best suit teachers and their diverse students. Johnson (2006) explains the call for future teachers of L_2 students to be "transformative intellectuals who can navigate their professional worlds in ways

that enable them to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the students they teach" (p. 4). This comment by Johnson describes a future teaching force aware of and able to navigate the discourses that impact their instruction and decisions regarding ELL students.

Comments from this study that spoke of teacher personality or dispositions talked about "that is just not my personality" or "I do things my own way." While teacher education can make progress on what pre-service teachers learn about ELL students, it must also take into account the individual teacher's personality and extent to which individuals are risk-takers or prefer to adhere to the authority of others. Comments from this study about the current political climate and teaching conditions mentioned a billboard above one of the schools that had an anti-immigrant message and a public that didn't have a good understanding of what it meant to be a teacher (i.e., "no breaks during the day"). The teacher in this study described this billboard above the school that could be seen by the students and the teachers at that school. A sociocultural perspective includes examining the images and social messages that portray negative views of the students that have an impact on the community, the teachers, and the students within that school. The teacher comment about how the public is not aware of the difficulties that face teachers describes either a lack of understanding or that this teacher did not feel respected or valued in her position. The last set of comments describes how teachers respond to the curriculum, or how they

reconcile their beliefs with their practice. A teacher in this study spoke about how she responded to curriculum, "I'm supposed to teach from these" and "I don't deviate from the curriculum." Teachers also spoke of wanting a curriculum that is "easy to grab onto" or that is "so concrete to follow." These comments seem contrary to an approach of modifying the curriculum and responding from a place of awareness and empowerment.

Teacher education has an opportunity and responsibility to prepare teachers to be reflective, collaborative, resilient, and purposeful. Pre-service teachers who are aware of their own personality and disposition are better equipped to balance the teaching and learning within the current political environment including the current job shortage and possible misunderstood perceptions of the community (Gonzalez, Moll, and Amanti, 2005). Pre-service teachers also need practice and support as they build the confidence and resiliency necessary to modify curriculum that best fits their teaching style and philosophy to meet the unique needs of their students.

Implications on 'Go-To' Strategies

This third section of instructional level discourses examines the data from teachers about their "go-to" strategies. It is organized around two themes, the characteristics of different strategies and the negotiation of those different strategies. Teachers talked at length about their methods and "go-to" strategies. Guided Language Acquisition (GLAD) (Brechtel, 2001), Sheltered Immersion Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2007), English

Language Development (ELD) (Dutro, 2005) are three of the dominant

instructional methods that were present in this study. Total Physical Response

(TPR) and Cooperative Learning (Slavin, 1994) were also mentioned as "go-to"

strategies for teachers of ELL students. A long list of strategies included: pictoral

inputs, chants, signal words, and vocabulary support. Many of the strategies are

often interwoven with each other and are not new or unique to a specific method.

Strategies were noted as effective because they were interactive and engaging;

or direct, focused, and concrete. The following outline provides the structure

from the data on the "go-to" strategies. These two themes of data revealed

implications for teachers, for administrators, and for teacher educators. The

following section examines these conclusions and implications.

Teacher implications of "go-to" strategies: "when kids repeat after you"

Teachers in this study described effective language support in various

ways. One classroom teacher defined language support as "when kids repeat

after you on a lot of things." Observations of teachers' classrooms provided data

on different methods of providing language support. Teachers were observed

teaching specific vocabulary lessons or word study lessons. The ways teachers

define language is defined has a direct impact on how they structure methods to

support language. The data from this study demonstrated a narrow definition of

language as vocabulary, word study, and specific forms and functions. A narrow

definition of language does not include the complexity of language as meaning

making, personal expression, and critical inquiry. The specific pieces of

language such as vocabulary, word study, forms and functions are necessary components to support complex language.

Teachers in this study spoke of being relieved to have language curriculum that was direct, focused, and concrete. Teachers work within the various pressures and demands put upon their teaching days. A narrow focus of specific language skills isolates and limits the scope toward more complex definitions of language. A developed, mature, complex language ability to fully communicate thoughts, questions and aspirations is critical for success in school, in life, and as global citizens. A broader complex definition of language challenges and pushes a narrow definition of language skills lessons to be more interactive and engaging to meet this goal.

Administration implications of "go-to" strategies: "Can you count soda?"

The connection between language learning and applying that language learning to content areas is critical for ELL students. Classroom teachers in this study spoke of the positive impact of SIOP, sheltered instruction and GLAD on their classroom instruction. The administration provided training, resources, and trainers for these different methods. SIOP, sheltered instruction, and GLAD are methods that focus on the language structures necessary for the content being taught. In these methods, language strategies are embedded within the content lessons. The data in this study provided examples of teachers using graphic organizers, pictoral inputs, and inquiry charts to support ELL students with the language needed for specific content areas, such as math, science, and social

studies. The data on the training, resources, and trainers supports administrative efforts in researching and providing resources that directly connect complex language and content areas.

The data on an ELD lesson describes a use of strategies where students identified when to use how much and how many in regards to different food categories, such as "Can you count soda?" In this lesson, students were asked if they should use how much or how many in regards to soda. The difficulty presented was in how the soda was packaged. If it was poured from a two-liter bottle, then it would be how much but if it was in cans, then it would be asked in how many. This conversation about how much and how many included other exceptions such as yogurt. This ELD lesson reflects a narrow definition of language that does not tie directly to a content area. The language presented in this lesson remains abstract and unconnected for the students. Direct real-time academic connection of language to content areas requires time and the expertise of the various teachers of ELL students. ELL specialists, Title 1 teachers, and classroom teachers each have expertise in developing concrete connections between language needs and their implications for content learning. Language narrowly defined, can use up valuable learning time determining the exceptions and tricky situations of the English language without providing an authentic purpose and connection to content.

The teachers in this study demonstrated a strong desire to search out and implement effective strategies for their ELL students. A broader definition of

language explains as meaning making, as personal expression and as a means of critical inquiry. The data from this study revealed a disconnect between language and content objectives. ELL teachers, classroom teachers and Title 1 teachers require common time for collaboration, clarity on the goal of language teaching, and time to design lessons deliberately. The administrative responsibility is to create times for this type of collaboration.

Teacher education implications of "go-to" strategies: "they have specific needs"

Two implications for teacher education emerged from the data on teachers' "go-to" strategies, one concerning the content language demands and the other about acknowledging and valuing the differences among ELL students. Both of these themes are evident in the following pieces of data from teachers. One teacher spoke of identifying what ELL students need: "I think good practices, good teaching practices, um, are good teaching practices for an ELL student, a kid of poverty as well as any other student so, um, though I understand they have specific needs." Another explanation of this concept is: "I have a difficult time separating out English Language Learners from all learners but I do understand that they come with a different, um, uh, a different set of needs." A classroom teacher also expresses this same idea: "Um, you know, I try to, I find that what you want to teach the English Language Learners are also important to the rest of the classroom." These comments reveal the tension between identifying the

unique needs of ELL students, while also teaching from a base of successful strategies that meet a variety of needs and situations.

The unique language specific language needs of ELLs can be defined in very different terms. For some the teaching of ELD specific lessons on forms and functions meets the specific language needs of ELL students. For some classroom teachers, methods such as GLAD or SIOP combine and support language and content objectives. Teacher education programs have an opportunity to clarify and practice identifying the language needs specific to different content lessons. This developed ability to identify the language needs within the daily instruction then leads to designing lessons to meet those language needs directly connected to content objectives. Instead of lessons focusing on "how much soda?" poses the risk of remaining unconnected. Teachers can dedicate their time and energy to more concretely connect language and content. A supportive piece of this concept of specific language needs includes an ability to differentiate for different language levels. Teacher education programs are in an ideal position to develop the awareness of the language needs of different content lessons and the awareness of different language levels to attend to in those content lessons. Classroom teachers, ELL teachers and Title 1 teachers all play a pivotal role in creating rich language learning experiences for ELL students.

Teachers in this study also spoke of having a "difficult time separating out the ELL students" or "it's hard to talk about just ELL kids" uncover another

opportunity for teacher education programs to uncover the reasons behind why it is difficult or hard to separate the ELL students. For one teacher, it was hard because of the different levels of ELL students, for another it was because of the needs of ELL students seemed similar to the needs of other students, such as students in poverty. These comments reveal a tension or difficulty in separating out ELL students while simultaneously identifying their unique language needs. Multicultural education provides a useful foundation for the problems of a color-blind perspective of students that ignore and do not value the differences, challenges and inequities of different sub-groups of students. The teachers' reluctance to identify the unique needs of ELL students as different than students in poverty or other subgroups can be explained by this color-blind perspective. Teacher education programs can provide opportunities to develop the language to describe and honor the unique language and social circumstances of ELL students, while still addressing the concerns of the classroom at large. There is a difficulty and tension presented when separating out ELL students because of their unique language needs.

Implications on Dual Objectives (content & language)

Content and language objectives emerged as the final strand of evidence on the discourses that impacted teachers of ELL students on an instructional level. Theories of second language acquisition emerged as teachers talked about the dual objectives of content and language. A deficit perspective also emerged as teachers' responses talked about students' second language as street

language or starting at zero in English. Teachers presented many different strategies to promote vocabulary development looking at tricky words, descriptive language, and less frequently used words. Descriptive vocabulary and book talk strategies gave access to content topics and concepts. Teachers also presented data about connecting various topics and subjects. The following outline describes the data collected for dual objectives.

The evidence from this study revealed how different teachers negotiated the dual objectives of language and content. Teachers in this study were influenced by Second Language Acquisition (SLA) theories such as a cognitivist and sociocultural perspective. This research uncovered the current method of Systematic ELD as a dominant discourse and promoted a narrow focus on language separated from content objectives. In ELD specific lessons, a narrow focus on language as the primary objective served to dominate over the content objectives and represented a more cognitive than sociocultural perspective. The classroom instruction in this study revealed little evidence on language objectives woven into content lessons. The evidence also revealed a discriminatory perspective of English as the target language and Spanish as the street language.

Teacher implications on dual objectives: "I'm a language teacher"

Classroom teachers, ELL teachers, and Title 1 teachers are all responsible for the success of their ELL students in terms of language and content. Sheltered Immersion Observation Protocol (SIOP) offers a model of

practices for language and content instruction that are consistent and replicable. The data from this study uncovered differing viewpoints of how teachers identified their roles depending on their position in the school. An ELL teacher reflected on her role "My job is to teach language." Teachers also spoke about the dual nature of language and content "you, know, trying to look at both their language proficiency and …their academic abilities." Another teacher spoke of the dual nature in this way "heavier on content toward the beginning then really balance out with a lot more language." These perspectives reveal the tension and balance required between the dual objectives of language and content.

This topic of the varied positions and responsibilities about language and content among classroom teachers, ELL teachers, and Title 1 teachers is discussed in this section on instructional practices as teachers provided evidence about how teachers' roles impacted their own classroom instruction. The topic of isolated, separate roles is brought up again in the next section on school-level collaboration. Balancing the dual nature of language and content objectives is the responsibility for all the teachers of ELL students. Various approaches such as SIOP and GLAD support the connection between language and content. Short and Echevarria, (2011), describe SIOP instruction as "a framework for teachers to present curricular content concepts to ELLs through strategies and techniques that make information comprehensible to the students" (p. 364). Effective strategies for ELL students are needed to support language acquisition and content instruction for ELL teachers, Title 1 teachers and classroom teachers.

Administration implications on dual objectives: "give time for modeling"

Administration implications of this study include the adoption of methods, resources, and training that support a stronger coherency between the dual objectives of language and content. The data in this study found limited data on the connection between the ELD courses and the content courses: "I'm trying to keep in mind what I learned from the ELD training about trying to give the time for modeling or giving context" or another ELL teacher who spoke of teaching language and "switching it from one situation to another." Giving language "context" and being able to use or "switch" language in different situations is critical for ELL students' success in school. Training and resources provided by administration can support a stronger connection between language and content.

A sociocultural perspective of SLA does not view language as solely a cognitive process but integrates language learning in interactive purposeful and meaningful situations. The current methods examined in this study, provided ELL support in separate blocks of time with few opportunities for teachers to collaborate and develop stronger connections between the language learned and the content areas. ELD (English Language Development), the architectural approach, was present in the observations in this study required the explicit and systematic language instruction focused on discrete English forms and functions. The schools in this study translated this approach into 30-minute a day pullout model focused on twenty-three forms and functions. The priority for administrators in positions of power to adopt and allocate resources needs to

focus on strategies and methods that support a stronger coherency between language and content. Administrators can also support the stronger connection between language and content by giving teachers time to work together to develop lessons for students where the language instruction directly supports the content needs.

Teacher education implications on dual objectives: "starting from zero"

The data in this study revealed a problematic understanding of the value of English as a second language and Spanish as a first language. Teachers in this study described a problematic understanding of primary language as: "what I might consider street language, survival Spanish" and "they basically started from zero." These comments reveal a perspective that places little value on students' primary language or views primary language as a deficit. An area of education for teacher education programs is to present opportunities for pre-service teachers to reflect on their values and beliefs and how those values and beliefs impact their instruction of ELL students.

A more current sociocultural perspective of second language acquisition is inclusive of the social contexts where teachers, students, and their families are situated (Firth and Wagner, 1997). Pre-service teachers need opportunities to self-reflect and analyze their perceptions and values about a students' primary language, and how those perceptions impact their instructional decisions. According to the National Council for Accreditation for Teacher Education (NCATE), teachers need to demonstrate a list of dispositions. One of the NCATE

(2007) dispositions is to prepare candidates who "understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning" (p. 21). Readings, research, discussions, and studies about students, families, and communities offer pre-service teachers opportunities to examine their own and differing perspectives about the ELL students they serve. Teacher education programs have the opportunity to provide those rich experiences for pre-service teachers to examine and explore different perspectives.

Implications Summary on Instructional Level Discourses

Four discourses impacted teachers on an instructional practice level: a discourse of building background, a discourse of reconciliation, a discourse of "go-to" strategies, and a discourse of dual objectives of language and content. The discourse of building background revealed a deficit perspective that viewed students in terms of students' lack of experiences and also revealed a perspective of enrichment where teachers supported with outside resources. The discourse of reconciliation examined the intersections of curriculum and beliefs. Some teachers who were involved in district level decisions took an "adapt it" approach to curriculum while other teachers spoke of curriculum that was easy to grab. The discourse of "go-to" strategies included the data on the dominant methods such as SIOP, ELD, GLAD, and TPR. The influence of the district played a pivotal role in determining teachers' "go-to" strategies, which are

interwoven between the various methods. In the final discourse of dual objectives, language and content were given different status positions.

The significance of the data on this instructional level for teachers is that teachers need to be aware of the discourses that influence them when they make strategy decisions for their ELL students based on the students' assets. Teachers make decisions in their classrooms based on discourses of building background, reconciliation, "go-to" strategies, and dual objectives of language and content. Teachers' levels of awareness of those discourses can lead teachers to positions of innovation or empowerment which lead to more involvement within different school cultures. This awareness can also help teachers to identify different definitions and perspectives that support the duality of language and content objectives. This leads to a recurring question of how teachers can advocate for their students and clearly articulate their reasons when making decisions that counter the dominant discourse?

The meaning of this study for administrators includes setting up systems and structures for teacher that value and trust teachers. Communication between the ELL teachers and classroom teachers needs to be supported by the administration. Districts and administrators set the priorities and fund resources that influence the education of ELLs. Clear, set curriculum provides administration with defined accountability systems while teacher decisions that allow for more flexibility and innovation can appear less clear. Another recurring

question speaks of in what ways can administrators value and encourage innovation for teachers?

The ramifications for teacher education are to present the reality of dominant policies and curriculum while also preparing future teachers to pursue innovation. Teacher education programs that provide a safe place to practice critical questions support teachers as leaders and transformative individuals. Teacher education programs can also teach future teachers in being aware of dominant discourses and how systems change so as not to blindly support status quo systems when change becomes necessary for the benefit of ELL students.

While examining the data from this study on the discourses that impact teachers on the instructional level, four discourses emerged as dominant. What was found is that teachers, administrators and teacher educators need to promote awareness of these discourses, innovation in responding to these discourses, and systems and structures that promote trust and communication. Current teachers, current administrators and future teachers all have significant roles and responsibilities as leaders in education, being equipped with skills and awareness will lead to future policies and programs based on students as assets and teachers as experts.

Conclusions and Implications for School Level Discourses

At the school level, the data from this study revealed four dominant discourses that impacted classroom teachers, ELL teachers and Title 1 teachers. Those four discourse patterns are (1) discourse of collaboration, (2) discourse of trust/questioning, (3) discourse of congruency/consistency, and (4) discourse of leadership. This chapter pulls the data together from those sections and presents conclusions and implications on three levels: for the teacher, for the administrator, and for teacher educators.

II.　School Environment Level Implications
  a.　A Discourse of Collaboration
      i.　Teacher Implications: "In my happy world"
      ii.　Administration Implications: "We kinda get things pushed down us"
      iii.　Teacher Education Implications: "It comes down to listening"
  b.　A Discourse of Trust and Questioning
      i.　Teacher Implications: "some sort of assistant"
      ii.　Administration Implications: "the district stance"
      iii.　Teacher Education Implications: "I let them tell me what to do"
  c.　A Discourse of "Congruency
      i.　Teacher Implications: "That's not really my job"
      ii.　Administration Implications: "I feel fortunate"
      iii.　Teacher Education Implications: "not as fluid as it could be"
  d.　A Discourse of Leadership
      i.　Teacher Implications: "never having enough time"
      ii.　Administration Implications: "It would be nice if there were sev
      iii.　Teacher Education Implications: "Blow your own horn"

Figure 21: School Environment Implications

Implications on Collaboration

In the first pattern, discourses of collaboration, two themes emerged as opposite ends of a continuum. On one end is a discourse of collaboration as an idealistic structure. On the other end, a discourse of collaboration is a complex

structure, which is often not supported by administration or taught in teacher education programs.

Whereas the dominant discourse on collaboration supported an idealistic vision, this chapter explores the need to create and accept the complicated nature of collaboration, one that includes conflict and dissent (Achinstein, 2002; Arkoudis, 2006; DuFour, 2004). A complex structure recognizes the need for skills in listening, waiting and taking initiative. This section also examines the often dominant authoritative discourse from administration, where teachers described having curriculum and policies "pushed down" on teachers.

Teacher implications on collaboration: "In my happy world"

Teachers described their idealistic overly-optimistic vision of collaboration as a "happy world" with "cool people to talk with" when in actuality schools are filled with a wide variety of teachers, different personalities, different cultures, and different ideas on the best way to teach students. It is critical to develop a more refined, realistic, and complex model of collaboration in order to respond productively to the diversity present in schools today. If the discourse dominating teachers' thoughts about collaboration are about happy places with cool people, then teachers often become disillusioned with the reality of collaboration. So then, how do teachers move beyond an idealistic vision and become skillful in working within the actual complex reality of collaboration?

Administration implications on collaboration: "We kinda get things pushed down on us"

The teachers in this study clearly explained the authority of some administrative policies and seemed to accept rather than challenge this authoritative stance. Teachers used wording like, "[we] get things pushed down on us", "the word we received was…" and "they did choose to keep Bridges, even though I think a lot of teachers think…" The words "pushed down" describe an aggressive threatening tone. The other comment about "the word we received was…" describes a non-negotiable "word" as created by a distant authority. The use of the word "they" in the third comment describes the power structure of "them" over "I" and also reveals the lack of power that teachers have, which reveals power relations that challenge notions of open or equitable collaboration inherent in more complex version of collaboration.

The dominance of this authoritative discourse keeps teachers from advocating for positions of more power. These comments from teachers describe working from (submissive) positions as recipients of aggression, non-negotiable policies or the distant voice of power. I wonder, then, does this reflect upon the continuation of traditional idealistic visions of collaboration? Understanding how teachers' positions of power are undermined explains why teachers seek safe models of collaboration. DuFour (2004) describes a superficial level of collaboration within which some schools function. "Some schools staffs equate the term 'collaboration' with congeniality…other staffs join forces to develop consensus… Still others organize themselves into committees to oversee different facets of the school's operation" (DuFour, 2004, p. 9).

Being aware of this dominant discourse, allows teachers the choice to continue working within an idealistic vision or to challenge that vision and move toward a more complex working definition. Within a more complex definition of collaboration, positions of power for teachers can expand beyond congeniality, consensus and operational procedures.

Teacher Education implications on collaboration: "It comes down to listening"

A safe definition of collaboration offers teachers a comfortable place to work. A complex definition of collaboration includes situations where teachers might get their feelings hurt teachers negotiate on how to advocate for their positions without retreating from issues when conflict arises. One of the Title 1 teachers described a situation that sheds light on these complexities. She described how the school librarian wrote a grant for a collection of graphic novels but would only release them to students when their teacher read the book *Adventures in Graphica*. As a response to this teacher initiated structure, teachers retreated instead of engaging in a complex state of collaboration with the librarian. "In practice, when teachers collaborate, they run headlong into enormous conflicts over professional beliefs and practices" (Achinstein, 2002, p. 421). This concept of conflicts as a part of collaboration was not evident in the data presented in this study. Achinstein (2002) continues to describe the difference between a complex and idealistic vision of collaboration: "In their optimism about caring and supportive communities, advocates often underplay

the role of diversity, dissent, and disagreement in community life, leaving

practitioners ill prepared and conceptions of collaboration underexplored" (p.

421). Which leads me to the question: What are the steps teacher education

programs can take to lessen the gap between a safe definition of collaboration

and one that acknowledges diversity, dissent, and disagreement as a healthy

part of collaboration?

For example, with the example from this research about the librarian

recommending and requiring teachers to read a book about graphic novels, what

are the factors that impact or interfere with a deeper level of collaboration?

Maybe it was the way the librarian presented his position? Maybe it was

expectations that did not fit within the structures of schools? Maybe it was

contrary to the expectations of the school culture? Or possibly it was a lack of

skills in how to negotiate or discuss differences? Examining each of these

reasons can provide focal teaching points in teacher education programs that can

help future teachers develop skills to respond to the conflicting discourses that

are inevitable in a deeper, more complex system of collaboration.

Implications on Trust and Questioning

The skill of questioning is a necessary component in developing more

effective systems in schools that want to value and build upon the strengths of its

teachers. Many times questions are seen as a threat or lack of allegiance to the

school. Teachers, administrators, and teacher education programs all have an

important role to build a culture or habit of questioning within the profession of

teaching. The relationships between the ELL teachers, Title 1 teachers and classroom teachers are complex and reveal different levels of trust and communication. At times, the administration functioned as an authoritative stance rather than an advocate for its teachers. Teacher education programs have an opportunity to provide safe environments to practice critical questioning and develop the skills necessary to function within complex collaborative systems.

Teacher implications on trust and questioning: ELL teacher is "some sort of an assistant" or having "the biggest understanding"

This study explored an uneven, unclear working structure between ELL teachers and classroom teachers. The ELL teacher provided some insight into the complex relationship and unclear role of the ELL teacher in schools: "They think you are just some sort of an assistant who is there to teach Spanish and they just want you to take the kids out of the classroom." A classroom teacher explained a differing view on the role of the ELL teacher: "they have the biggest understanding of what is current." What is interesting about examining these two views side-by-side is how the ELL teacher expresses how she is perceived while how the classroom teacher describes the position of the ELL teacher.

Arkoudis' (2006) research offered this explanation on the relationship: "ESL teachers have felt uneasy about working with mainstream teachers as the professional relationship is fraught with misunderstanding and misconceptions, where the subject specialist has the power to accept or reject suggestions and where ESL teachers feel increasingly frustrated…." (p. 428). The role of the ELL

teacher continues to change from year to year depending on the current dominant strategy such as SIOP, GLAD, or ELD. These changing roles add to the frustration that ELL teachers feel. Which leads to the question of why ELL specialists are vulnerable or susceptible to the constantly changing roles o positions in schools?

The conflicting expectations of the ELL teachers, the changing roles of the ELL teachers, and the differences in power structures between ELL teachers and classroom teachers ultimately impacts students. The impact that this has on ELL students is a fragmented and disjointed structure of their education. This is especially important for ELL students who have dual objectives of language and content. Trusting in the district policies and a continued culture of not questioning those policies has resulted in a system where the ELL teachers' role is unstable and not clearly understood.

Administration implications on trust and questioning: "The district stance"

The role of the district and administration is pivotal in being educational leaders who set the tone not only for policies but also the manner and degree in which teachers have the trust and confidence to question, challenge and wrestle with important critical issues. Moll (2005) describes how administrators can facilitate redefining teachers by "entrusting the teachers to help make pedagogical and policy decisions for the schools" (p. 242). Evidence from this study revealed teachers who did not see themselves as significant parts of the decision-making structures in schools. Teachers talked about "the district

stance" as non-negotiable and fixed. Another comment revealed a feeling of sarcasm or doubt that the district could provide the necessary support for a student: "Yeah, put the child in the next grade… but there's no funding for interventions." These comments of authority and doubt are contrary to the way Moll describes a positive administrative role.

The teachers described a hierarchical power structure, which on one end was presented as a distant "district stance," but there were also other teacher comments that described a supportive position or an earned trust in the district. In this supportive position, the district was described as having "a strong understanding of how kids learn," or "I have learned a lot from this district". The teachers described the training, resources and opportunities as part of this supportive position.

Yet there was another perspective on the district where one of the participants stopped herself mid-sentence with a comment about needing to be careful. This cautious stance describes a relationship with the district that reflects a teacher being concerned about keeping her job and position. This particular data raises many questions about the implications for the district. In a difficult economy, when teachers are being moved or removed from their desired teaching positions, what steps can administration make to assure their teachers and be transparent in their process when the budget calls for cuts in teachers? At the time of this study, teaching positions were scarce and at times teachers were moved from school to school as the district tried to meet the changing budget and

attendance needs. The productivity of asking critical questions cannot occur without trust or security with the administration.

Teacher education implications on trust and questioning: "I let them tell me what to do"

Teacher education programs are not separate from the political and economic demands of the teaching profession. Teacher education programs have an opportunity to create safe places for active dialogue, critical questioning, and creative re-visioning. This type of safe place is built upon an expectation of questioning and a re-defining of the concept of trust—trust in teachers as active participants in the process of creating district policies. A teacher comment from this study revealed this struggle and tension between trust and questioning: "Are we getting the outcomes that we want from that? Are we getting that?" Then, quickly on the heels of her asking those critical questions, she followed with: "I will admit that I do trust the district." She dismissed or did not pursue her important questions because it appeared that she somehow went against her trust in the district by raising those questions.

Which leads me to a recurring question: How can teacher education programs develop an expectation or culture of questioning? The answer lies in the trust and respect in teachers. Teacher education programs are critical in developing teachers who are skilled in asking good questions, empowered in

being advocates, and whose expectations of schools includes trust and respect.

Meier (2003) describes how this culture of trust creates a culture of learning.

> Learning happens fastest when the novices trust the setting so much that they aren't afraid to take risks, make mistakes, or do something dumb. Learning works best, in fact, when the very idea that it's risky hasn't even occurred to kids (p. 18).

While the teachers in this study are not novice teachers, learning happens when teachers take risks. Administration has a responsibility to create safe situations that encourages risk taking and builds upon teacher expertise. This safe environment that is helpful to students in classrooms is also helpful to teachers in school environments.

What is not scarce are school cultures asking for blind trust, as in this comment from a teacher in this study: "I let them tell me what to do." Teachers are working in difficult situations that put a strain on their time and energy a certain amount of trust in district policies is necessary to teach every day. Put another way, it is unrealistic to question every policy or curriculum decision. Having people in positions of power that make some of those decisions is necessary. What is more realistic are school cultures where teachers are valued and expected to think critically and actively question based on their first-hand knowledge of their students. Teacher education programs can be advocates and training grounds for this type of thinking and questioning.

Implications on Congruency

The data on the discourse of congruency helps shed light on how programs for ELL students develop as a result of alignment and identities. The

first theme on congruency was the alignment of beliefs and policies among teachers and the administration, and also between teachers. The second theme examined the development of identities and how these identities pull and push against each other as Title 1 and ELL teachers develop programs for ELL students. The final theme looked at the cohesiveness of programs for ELL students. Each of these themes builds one upon another. The alignment between teachers and the district influences how teachers form their identities, and these identities can be used to pull and push against other identities in developing cohesive programs for ELL students.

Teacher implications on congruency: "That's not really my job"

Teacher identity develops as teachers find commonalities and differences among the various teachers in a school or across professional education groups. To be identified as an ELL teacher or as a Title 1 teacher signifies certain qualities, just as being an ELL teacher from the East Coast added another layer to the identity of one of the participants in this study. The formation of these group identities is both useful and dangerous. In this way, "the search for identity … privileges identity over difference" (St. Pierre, 2000, p. 480). While it can be useful to form strong group identities, the isolation from other groups who do not relate to that identity can be dangerous. While the clear goals and objectives of the ELL teacher and the Title 1 teacher provide a focus for specific learning outcomes, they tend to not lend themselves to the co-creation of a more cohesive

program for ELL students. When faced with an unaligned program, ELL students are often left with fragmented information about language, literacy, and content.

The ELL teacher spoke of her position "to teach the functions of language," while the Title 1 teacher spoke of her position as not having "to worry about the language development." Classroom teachers did not offer any evidence in this study about their identity, which is also important to note. It may be easier to define the identities within the roles of the specialists such as the ELL teacher and the Title 1 teacher. The distinctive identities of the ELL teacher and the Title 1 identities leaves a gap for the ELL students in making the connections between language, literacy, and content. In this study, students learned English language forms during one isolated 30-minute fragment of the day from the ELL teacher; however, there was little evidence on the carry-over or application in other parts of the day. The evidence explained how teachers described their separate roles in regards to language, literacy, and content. While it may be an asset to have a strong school or department identity in that it offers clarity of purpose and an allegiance for its members, it can also pitch members of differing identities as opposing points with a gap in the middle. This gap appears then to be the connection between language, literacy, and content for our ELL students. If identities are built upon commonalities and a desire to be a part of something bigger than individuals, how can new identities be developed that is inclusive of differing opposing opinions? In regards to our ELL students, it is imperative that we develop programs that are co-created by ELL teachers, Title 1

teachers, and classroom teachers. With the state's current mandates that specifically require the isolation of ELL services, no time remains for ELL teachers to become better integrated within classrooms or to communicate better with their Title 1 teachers. Classrooms are the place where students could actually put into practice the language skills that they are developing, if teachers worked on creating an integrated whole for children.

Administration implications on congruency: "I feel fortunate" or "I do what I have to do"

Teachers in this study, preferred to talk about places of alignment rather than places of difference. Teachers spoke of alignment with their beliefs and practices and the district's beliefs and practices. This alignment serves to form identity, and also relieve some of the demanding pressures of the job of teaching. Teachers cannot be expected to make the millions of decisions required of them each day without relying on some sort of authority or abiding my some sort of allegiance. Some of the teachers worked within a position of "feeling fortunate" to be able to work within systems that were in alignment with their own beliefs. Other teachers acceded to the authority of systems that provided specific directives, such as, "I do what I have to do." While it is unreasonable to ask teachers to constantly engage and work within conflict because of the energy it would take, having the opportunities and skills to counter or challenge positions of authority when personal beliefs differ from the dominant practice are essential to a vibrant growing community of learners.

Places of open dialogue that counter positions of alignment are healthy for systems that challenge power dynamics. Achinstein's (2002) study found that "active engagement in conflict, a dialogue of differences is a normal and essential dimension of a functioning teaching communities" (p. 422). Oftentimes conflict or differences are seen as negative places to be avoided rather than positive places of growth. This section on administrative implications raises the question: How school and district cultures can be developed to address conflict and differences as places of growth and productivity for teacher communities? What structures or systems can be established to provide safe places for conflict and differences? The lack of evidence from teachers in this study about points of difference or of "doing what I have to do" reveal an area of concern or an area that has room to be developed.

Teacher education implications on congruency: "Not as fluid as it could be for the kids"

The connection between language, literacy, and content is critical for the success of ELL students. A fluid or cohesive program includes language and literacy instruction that supports content areas and academic learning. The current, dominant model for ELL students included in this study is English Language Development (Dutro, 2005), which is a 30-minute a day pull out class for all ELL students based on their designated language levels. During this ELD time the focus is on specific forms and functions not necessarily or directly tied to their classroom instruction. In this way, the connection of language and content

learning becomes the responsibility of the student instead of the result of carefully crafted curriculum created by the ELL teacher, the Title 1 teacher and the classroom teacher.

Teacher education programs have a responsibility to present a more complex and thorough conceptualization of language learning, literacy instruction, and academic learning. "A broad perspective on linguistic diversity embraces a wide range of registers, dialects, and home languages to respect and value the child's own linguistic identity while providing learning contexts in which academic language is made accessible and taught effectively" (Ciechanowski, 2012, p. 2). This definition of language, literacy, and academic learning challenges the narrow definition that dominates policies found in schools of this study.

The teachers who participated in this study described the current model as "not as fluid as they can be" or "choppy." A student questioned his teacher telling her that his teacher "didn't care about this." Teachers and students would benefit from a conceptual model of the integrated nature of language learning inclusive of home language and academic challenges in order to create models that connect for children. In this manner, the responsibility lies on the education of future teachers to create curriculum that is cohesive and supportive of students, instead of leaving the students to put the pieces together for her/himself.

Implications on Leadership

A discourse on leadership examines the relationships between teachers and teachers, administrators and teachers, and administrators and the district. The leadership of teachers, school administrators and district administrators develop structures and systems essential for collaboration within school system and with the district. Teachers talked about the benefits, limitations, and difficulties of these structured systems. Under the discourse of leadership, three themes emerged: time to talk, consistency, and teachers as advocates/visionaries. Teachers knew that time was essential for collaboration. Teachers also talked about the schedules that broke up the time for students. This study also looks at the importance of teacher empowerment as advocates and visionaries. Teachers work within school systems as resourceful, visionary, practical, independent thinkers and advocates for their students.

Teacher implications on leadership: "Never having enough time"

One theme that emerged was the lack of time. Probably the most important resource for any teacher is time: time to talk with other teachers, enough time in the day for teaching, and time to develop stable, consistent schedules. A teacher comment reveals the importance of time to collaborate with peers: "There's no doubt that working as a team has true benefits." Teachers are strapped for time, and for those who are able to find the time to work together, they know that the investments of working together pays off in the long run.

The current economy is tightening the budget of schools, and districts are trying to do more with less. Class sizes are increasing, teachers are getting moved or split between two schools, and as a result, the continuity within schools is being compromised. Title 1 teachers, ELL teachers, and even some classroom teachers are split between two schools. Trying to arrange common meeting times with these part-time schedules is difficult. Teachers expressed wanting to have time to work with other teachers, for example, to draw from the expertise of each other: "we never have enough time." A teacher commented: "We try to get into a grade level meeting once a month." Unless structures and schedules are put into place to support teachers in finding common time, the intended meetings are difficult to schedule.

Schedules limit or build-in time for teachers to collaborate with each other and co-construct knowledge. Scheduling then becomes a positioning of power and a reflection of power structures. Each school works within a specific culture of trust and authority in using this power. Time is one of a teacher's most valuable assets. Whoever schedules the time then becomes an important powerful person. Usually the principal creates these schedules under the constraints of the district. Teachers will need to be invited by the administrators to have input into developing their own schedules, which leads to the question: How do teachers advocate for themselves or work within the systems to have more input? Teachers are overwhelmed by the amount of work it takes to design their curriculum and teach daily, so that there is little time left over to advocate for

something that would put even more pressures on their limited time. It seems to present a Catch-22 situation of how to ask for more input, yet not have the extra time to put into the task because of the time constraints.

Administration implications on leadership: "It would be nice if there were several of you"

Although time is probably one of a teacher's most important assets, having an adequate number of teachers or a better student to teacher ratio is a close second. This is probably because by having more teachers in the classroom translates into more time per student. Teachers are feeling the stress of moving students forward, especially in terms of standardized tests, which has increased focus on their student measurement from these assessments. A classroom teacher described her ELL students as students who "need so much extra support," which led to opportunities to increase the amount of support. Teachers talked about how "nice it would be if there were several of you," looking for more ELL teachers.

While looking for more ELL teachers is one very logical solution to a problem of ELL students "needing so much extra support," there are also other possible solutions depending on how the problem is identified. The current model of teaching is based on using the ELL specialist for pulling out each ELL student for 30 minutes a day. This is in response to identifying the problem as a lack of academic English. Some of the ELL students also receive Title 1 services. Those students enrolled in both programs, are pulled out of their

classrooms for ELL services and Title 1 services. A Title 1 teacher talked about how she "only got them for 30 minutes a day." This reflects a solution to a problem of low literacy skills.

Redefining the problem will result in redefining the solutions or possible solutions. The current system of pull-out for ELL and pull-out for Title 1 services has, as a result, created its own problem of a fragmented day for ELL students. The 30 minutes a day in ELL and the 30 minutes a day in Title 1 often do not provide continuity or connections for ELL students in their classroom content. While no one will deny the importance of academic English and literacy skills as an important cornerstone for ELL students, how they are explicitly connected for students is an important issue. By redefining or further analyzing the missing pieces for ELL students, administrators and teachers can re-examine the resources available to address the problem. If finding the time for teachers to collaborate and co-create knowledge is difficult, the level of communication between those teachers is not ideal. Without that time for communication, the direct links or connections for students is at risk. If it is a difficult piece for teachers to pull together the language, literacy, and content needs, then it is unreasonable to expect students to pull those various parts of their day into a cohesive whole. Administrators who see the school day through the eyes of an ELL student, who is pulled for 30 minutes a day for ELL and 30 minutes a day for Title 1, might be able to create structures to provide time for teachers to

collaborate and wrestle with the language, literacy, and content pieces of the puzzle.

Teacher education implications on leadership: "Blow your own horn, ring your own bell"

Teacher education programs play an integral role in helping form teachers' identities. "A critical challenge for L2 teacher education is to create public spaces that make visible how L2 teachers make sense of and use the disciplinary knowledge that has informed and will continue to inform L2 teacher education" (Johnson, 2006, p. 241). Studies, such as this, aim to identify some of the multiple discourses that impact ELL teachers as they both form their identities and their role as advocates for their students. A teacher in this study described an empowered position of "blowing their own horn, ringing their own bell" as she advocated for a specific reading program that she then pursued to be adopted by LRC. Another teacher talked about how she "kinda teach[es] a lot of my own things, a lot of my own stuff."

Teachers who identify themselves as agents of change, in this study, were the teachers who advocated for change even though it was against the current of the district. Other teachers in this study who described their viewpoints in alignment with the district viewpoints were not challenged, did not speak of times when they advocated for a specific position. Identity is also influenced by social and historic constructs and discourses.

Implications Summary on School Environment Discourses

This study examined the discourses that influenced the participating ELL teachers, the Title 1 teachers, and the classroom teachers within a school environment. Discourses of collaboration, trust, questioning, congruency, and leadership were revealed as important influences for these teachers. Collaboration was identified as both an idealistic vision as well as a complex process. Teachers talked about trusting the district, and not posing their questions, as if it was a lack of allegiance. The discourse of congruency between the beliefs of the teachers and the mandates of the district, helped form the identities of the teachers. Finally, a discourse of teachers being leaders, and the administration as leaders looked at the issue of time and resources.

Teachers in this study revealed various discourses that impacted their identity and positions within the school. As the ELL teacher described the possible misconception of her position as being "some sort of assistant," she reflected a frustration in identifying her position and the differences in power between a classroom teacher and an ELL teacher. Also contributing to this pattern around identity was the push and pull between the ELL teacher and the Title 1 teacher, as described by this teacher comment: "That's not my job." Specific job descriptions of a language teacher or a literacy teacher, compounded by a lack of time to bring those elements together, translated into fragmented components of literacy, language, and content.

Other teacher implications besides identity were important for teachers, such as a more complex, refined model of collaboration. Developing a model of collaboration that moves beyond a "happy place" with "cool people to talk to" becomes important knowledge for teachers so that when they are faced with conflict, they have a realistic view of collaboration. Finally, teachers in this study were vividly aware of a lack of time. Teachers described not having enough time. As consistent and obvious as this issue may be, teachers also did not provide evidence of advocating for a restructured schedule, common release time for meetings, or other models that may support more time for teachers (e.g., some districts have early release time once a week for professional learning communities).

The importance of this study for administrators is based upon two extremely varied perspectives on the role of the district. On one hand, a participant described their relationship with the district as "I feel fortunate;" on the other hand, a participant described their relationship with the district as "I do what I have to do." This leads to the question of what the district can do to include more teacher voice and input. The discourse of feeling fortunate came from the district's policies being in alignment with the teachers' beliefs and pedagogy. The district in this study found places of alignment, which led to this feeling of well-being.

With any system, a hierarchy of power establishes authority. In this study, that hierarchy came through as "we kinda get things pushed down on us" or "the

district stance." While some of this authoritative stance is a necessary piece of the daily working of schools, a second question for administrators is how to provide more opportunities to co-create structures and systems. Along this same line, how can districts set up safety nets for teachers to take risks and explore innovative solutions that support ELL students?

The authority of the district and how the teachers of ELL students perceive it defines the scope and limitations of teachers' influence and power in setting up the policies, schedules, and mandates for ELL students. The administration sets up the mandates, serves as the liaison between the state or national policy and the teachers, and it also directly creates the culture of the school. The culture of the school established by the administration can encourage teachers to take risks, to question, and to be innovative; or it can set up an authoritative stance that is non-negotiable, elicits caution, and is non-inclusive. Therefore, the implications for the administration are to set up policies and procedures that not only invite but expect teachers to ask questions, co-create structures, and invest their expertise to develop policies that are in alignment with teachers. This culture or expectation of questioning can lead to a vibrant learning environment but also open up the district to a position of being questioned and responsive to the input of the teachers.

Collaboration emerged as a key theme as the participants discussed their role in school-level environments. Collaboration was described in an idealistic way and also as a more complex system. As one teacher described how she

came to work with another teacher who expressed alternative views, in contrast to an idealistic vision of collaboration as being easy. She talked about how "it comes down to listening." Teacher education has a responsibility to present opportunities and skills to work with a diverse teaching staff and to set up realistic expectations of collaborative environments.

Teacher education programs also have a responsibility to set up realistic expectations of the linguistic, literacy, and content needs of ELL students while also encouraging innovative and divergent thinking. There are many challenges that face the teachers of ELL students, among them are providing continuity throughout the day for ELL students in terms of their language, literacy and content knowledge, speaking up and being an advocate for ELL students, and pursuing divergent and innovative thinking in terms of scheduling and services for ELL students. Future teachers need to be prepared to face these challenges and think creatively about possible solutions that best meet the needs of ELL students.

While examining the data from this study, several discourses emerged that have implications for teachers, administrators, and teacher educators. The discourses of this school environment level included collaboration, trust and questioning, congruency, and leadership. Teachers, administrators, and teacher educators should work towards being advocates for ELL students and be aware of the discourses that impact their decisions.

Conclusions and Implications for Discourses of the Wider Educational System

On the wider educational system level, the data from this study revealed three dominant discourses that impacted classroom teachers, ELL teachers, and Title 1 teachers. Those three discourses are discourses of engagement, discourses of advocacy, and discourses of recognition. This section pulls the data together from those themes to present conclusions and implications for three different audiences: for teachers, for administrators, and for teacher educators. The following outline organizes these discourses and provides a map for the conclusions and implications on this wider educational system level.

I.   Wider Educational System Level Implications
    a. A Discourse of Engagement
        i.   Teacher Implications: "I have the ability to influence decisions"
        ii. Administration Implications: "I am trusted and encouraged"
        iii. Teacher Education Implications: "there's a kind of give and tak
    b. A Discourse of Advocacy
        i.   Teacher Implications: "I think we are so lucky"
        ii. Administration Implications: "I have to be a representative"
        iii. Teacher Education Implications: "Stand up for what we believe
    c. A Discourse of Recognition
        i.   Teacher Implications: "What's my role? hmm"
        ii. Administration Implications: "Maybe I'm just not informed"
        iii. Teacher Education Implications: "I honestly don't have to worry

Figure 22: Wider Educational System Implications

Implications on Engagement

From the data, three themes emerged around discourses of engagement. The first theme looked at leadership and empowerment. The second theme examined the data on district and state level engagement. The third theme from

the data examined policies and resources. This data showed a connection between the level of engagement in district level groups and the level of engagement in cross-district and state level collaboration. The following is an outline on discourses of engagement. This section presents the conclusions and implications for three audiences: for teachers, for administrators, and for teacher educators. For teachers, discourses of engagement include the data such as "I have the ability to influence decisions." For administrators, a discourse of engagement includes the data such as "I am trusted and encouraged." For teacher educators, a discourse of engagement includes data such as "There is a kind of give and take that goes on."

Teacher implications on engagement: *"I have the ability"*

An important discussion for teachers that emerged from the data was the dominance of some specific teachers' voices over others or in the absence of others. Two teachers in this study were vocal about their leadership or potential leadership within district, cross-district, or state levels. One Title 1 teacher who was active in district leadership and contributed to the discussion of district, cross-district, and state level issues stated "I tend to be the one that reads the articles in the newspapers and brings them in." This teacher talked about how her participation in district-level committees and her initiative in keeping current on research in the field contributed to her agency as a teacher leader.

The other teacher's comment that addressed issues outside of a particular school was an ELL teacher with many years of experience. "I think that the

district ELL administrator or someone like that would value what I have to contribute because of my experience." This teacher speaks of how it is her years in the field as an ELL teacher that gave her more validity or value in terms of district level leadership. These teacher comments reveal two avenues of gaining validity and voice, through participation in broader committees and through years of service to the district, that were acceptable ways of increasing their positions in conversations beyond a school site.

What is notably absent in this study is the participation of other teachers as leaders. While expertise and participation are the more commonly acceptable ways to engage in a wider educational system, does this limited perception of who is valued in the conversation limit the voice of new teachers or of teachers who are engrossed in the daily commitments of their classrooms? A leadership structure that not only invites but also expects all teachers to engage in the discussion must include mechanisms by which teachers can participate despite the difficulty of a daily teaching schedule.

> "By creating the environment in which teachers felt like they had ideas to contribute and were professionals who could make decisions about their students, [teachers in this study were] able to build a professional community in which her teachers were professionals, teachers of each other, learners, and risk takers" (Zoltners, 2008. p. 16).

Otherwise teachers attend to the daily necessary commitments of their classroom at the expense of contributing their ideas, input, and experience.

Teachers talked about "trying not to get stuck." Or, "So sometimes, I just try to ignore it and not be that aware." Or, "I only pay attention a little bit 'cause I

can get really bogged down with it." To anyone who has been a teacher, these comments reveal a very real, very understandable set of priorities, where the demands of the classroom take precedent over larger issues of district, cross-district, or state policies. These demands limit the participation of who is available to participate as leaders. It also is a detriment to the policies designed by the wider educational system because it is these teachers who have a direct pulse on the necessities of the classroom and would have the most to contribute to a discussion on issues of the wider educational system.

What can we learn from the strong voice of teacher agency from a teacher who was very active in committees? "I have the ability to influence decisions the district makes." This strong Title 1 identity and agency is not as evident in ELL teachers' identity and agency. The politics and policies surrounding ELL students would benefit from the voice of ELL teachers' experiences, ideas, and expertise, as they are the ones who work closely with ELL students and the other teachers of ELL students.

Administration implications on engagement: *"I am trusted and encouraged"*

The data from this study on levels of engagement reveal a teacher's privileged position of "being trusted and encouraged" while also revealing the same teacher "going through the back door" to gain input on an adopted curriculum. Schools are not unique in providing a structure that gives more value to those who are active, while also providing a "back door" for those who work

within the structures of the system as they advocate for change. Title 1 teachers, ELL teachers and classroom teachers talked about how they worked within the system (the back door) for the benefit of their ELL students. ELL teachers in one school cut up the teachers manuals to make them more usable and accessible as a resource for other teachers. Title 1 teachers talked about adopting a curriculum that would also benefit the special education teachers because they had more clout in the district. While it is a common practice to use the back door, questions remain: Are there structures and systems that can broaden this doorway to not only include but expect teachers' active participation? "Structures, routines, and tools help structure the instructional practice of both formal leaders and teacher leaders" (Zoltners, 2008, p. 17). Including more voices in a supportive environment increases the perspectives and could lead to a more cohesive day for ELL students, whose daily schedule now is often compartmentalized or broken into separate pieces not specifically connected (Ciechanowski, 2011; Mize & Dantas-Whitney, 2007). The responsibilities of site administrators and district administrators then is setting up structures, release time, and school cultures that expect and embrace the voices of those not traditionally voiced, such as new teachers or ELL teachers. These voices then broaden the dialogue to include both formal leaders and informal teacher leaders.

Teacher education implications on engagement: ***"give and take"***

Teacher evidence from this study clarify the cyclical and reciprocal nature of learning and teaching as teachers both contribute and respond to various state mandates, opportunities for collaboration, current research, and popular curriculum. Teachers are engaged in this process in different ways. As a Title 1 teacher spoke of her cross-district involvement she explained it this way "there's a kind of give and take that goes on." One aspect of this comment reveals a position of having something to give such as expertise, ideas, and questions, and also that one has something to take in return as a life-long learner.

The ideal nature of professional learning communities is to set up opportunities for this on-going learning for both teachers and their students. "The transformation of a school into a learning community hinged upon the instructional capacity to transform classroom experience into an on-going collaborative learning endeavor" (Henze and Arriaza, 2006, p. 160). The sustainability of the cyclical nature of being both a teacher and a learner is an opportunity for teacher education, as it sets in motion the on-going cycle that leads to sustainable teaching environments such as professional learning communities (DuFour, 2004).

A Title 1 teacher, also talks about her role in scaffolding the learning of her daughter in another district through questioning. "Often, I'll just ask her some questions, like 'what do know about instruction?' or 'what do you know works?" She identifies her role as teacher or sounding board for her daughter. While this may be a familiar dynamic for a mother-daughter relationship, it is not often the

relationship between teachers of the same status at the same school or between schools. Reflective questions such as these are a critical part of a supportive on-going learning critical to sustainable teaching. The difficulty of this model is that teachers need to reach a level of respect and equal status with each other to pose these types of critical questions with each other, and our current system often does not allow for the time or structures for teachers to engage with each other on such a level (Lortie, 1975).

Another part of teachers being engaged with the teaching-learning cycle is certainly contingent upon feeling as if you have something to contribute and something to learn. Another question is how teachers are engaged with sources outside the teachers of their own school, such as district requirements and popular curriculum, and how open and willing they are to engage on a wider educational system level. A teacher spoke of this influence: "that little feelers go out and you're influenced by what's going on in the greater community, state-wide, and nationally." Also another comment states this same influence in another way: "but the state may swing in some other direction in a few years and I will swing that way." Teachers are bound to attend to the mandates and requirements of the state, and how they engage with those requirements and mandates depends on many things, including their identity as both a teacher and a learner, their role as a sounding board for other teachers, and their ability to identify and respond to various influences.

Implications on Advocacy

Answering this third research question about the discourses that impact teachers of ELL students within a wider educational system, participants in this study drew from discourses of advocacy. The data revealed three themes in the data: teachers as spokespersons, the current issues specifically undocumented workers and funding, and also teachers' sense of being fortunate. The implications for teachers in terms of discourses of advocacy looked at the data, such as a teachers comment: "I think we are so lucky". Some teachers some felt compelled to speak up and be a representative. For administrators, the implications for discourses of advocacy centered on data such, as "I have to be a representative of a public school teacher." A surprisingly limited number of comments brought up issues of undocumented workers, poverty and funding. For teacher educators, the implications on a discourse of advocacy focused on data such as "Stand up for what we believe in." This section examines these three audiences in light of the data on a discourse of advocacy.

Teacher implications on advocacy: *"I think we are so lucky"*

The site of this study is in one of eight states in the nation whose ELL student population in 2005 exceeded 10% of the total student population (Arroyo, 2008). In 2007-2008, the Pacific Northwest state's ELL population was 11.5% (National Center on Immigrant Integration Policy, 2010). According to the State Report Card, in the district in which this study took place, the percentage of students participating in ESL programs was 16.3% in 2009-2010 (ODE, 2009).

Studies on the funding discrepancies between districts with high-ELL populations and low-ELL populations in this state, revealed $158 fewer dollars per student were provided to high-ELL districts (Arroyo, 2008). The data from one of the two school's School Site Improvement Plan for the year 2009-2010 showed that 58.2% of the schools Limited English Proficient students met state benchmarks as compared to 87.5% of the school's white students.   An inequity of funding and academic results persists in the schools represented in this study. Yet, the data from this study reflected teachers' stance on being fortunate.

Comments from this study referred to the new elementary school built by bond money five years ago to replace the 100-year-old school building: "I guess the community was willing to invest." One ELL teacher described it as such: "how beautiful the schools are here" and another spoke of "I think we are so lucky." While certainly being in a beautiful new school creates positive feelings and reflections of being fortunate, the data on funding and achievement for those ELL students also shows a different story.

> While there is not consensus on how much more it costs to address the special needs of English learners (or even how to best address their needs), there is no question that ELL students need additional resources and support to succeed (Arroyo, 2008, p. 5).

The discrepancy between being fortunate and the current status of ELL students lends itself to a productive conversation that can include both the acknowledgement of beautiful new necessary facilities while also noting the gap in progress for our ELL students. The data revealed in this study show a preference for focusing on the beautiful new schools and fewer comments about

the critical issues facing ELL students such as lower achievement, and less funding.

Administration implications on advocacy: *"I have to be a representative"*

Teachers revealed a sense of responsibility to their students and their profession. An ELL teacher spoke of "feel(ing) like I have to be a representative of a public school teacher, of somebody who works with children who are either undocumented or have people in their family who are undocumented." This sense of responsibility is also a response to students in poverty and possible drug addiction. A classroom teacher reflects on her responsibility and efforts in helping one of her students: "maybe she'll be able to break that cycle of drug addiction, or illiteracy, or poverty, or whatever, but if I never show her another way, that cycle's never going to change." In the scope of a wider educational system, these comments shed light on the personal stance teachers take on issues of undocumented workers, poverty and drug addiction and the focus on individual teacher-student relationships.

Teachers respond to the daily needs of the students in their care, and often do not have the extra time or energy to address the larger structural issues at the root of the symptoms that consume their time and energy. Leadership from administration can address the "structural changes – for example, a system of … professional development that would produce high-quality preschool education, libraries and learning materials; and healthcare for poor children" (Darling-Hammond, 2007, p. 3). New structures to support families in poverty, counter the

racism against undocumented workers, and build up systems to support ELL students are the responsibility of not only individual teachers in their classrooms but of district and state-wide administrative policies.

Teacher education implications on advocacy: *"Stand up for what we believe in"*

A sociocultural approach examines a teachers' identity as a process of negotiating various historical, cultural, and social discourses. Discourses evident in talk in this study regarding the wider educational system included: discourses of engagement, discourses of advocacy, and discourses of recognition. In this section on the conclusions and implications for teacher education, teachers positioned themselves differently on discourses of engagement, advocacy, and recognition. One teacher in this study talked about "not being afraid to speak up." Another talked about being "guided more by what I'm reading." The construction of teacher agency is on going, and influenced by numerous factors. For example, the Title 1 teacher who was guided by what she was reading made her decisions based on what she was reading or the voice of published work. "Teacher education ought to help teachers see the underlying power relations that shape and limit identity construction as well as the, sometimes unintended, consequences of identity negotiation or teachers' practice" (Reeves, 2009, p. 40). Teacher identity is formed by many different factors, current research and also the way teachers respond to power or authority.

For the teacher who spoke of "standing up for what we believed in," she uncovered an identity, involving advocacy. Her specific use of the pronoun "we" reveals a notion of shared beliefs. Teacher education can provide opportunities for pre-service teachers to examine teacher identity as socially constructed and uncover traces of dominant discourses.

While the two comments that were presented focus on developing a positive response in building an identity, for another teacher in this study, she spoke of a situation in which she held a position as a teacher leader but was disillusioned. After feeling ineffectual, "I didn't feel like I was making a difference." For this ELL teacher, the dominant discourse that influenced her identity was her past leadership experiences. Providing the words and perspectives of other teachers who wrestle with discourses that impact their identity could be useful to new teachers as they develop their identities. The process of naming and reflecting on these discourses, through the use of others' experiences and words, are useful as teachers develop identities in response to advocacy, engagement, and recognition.

Implications on Recognition

Two patterns emerged to describe discourses of recognition that impact teachers of ELL students in a wider educational system. The first theme presented the data on the multiple roles of teachers. The multiple roles of teachers included a reflection on positions, empowerment, and the perceptions/expectations of teachers. The second theme examined the idea of

awareness. This theme explored the data of teachers initially speaking of being unaware while following up with being aware of questions or policies as well as the role of unions and voting within this wider educational system. The following outline provides a structure for examining the conclusions and implications on discourses of recognition for three different audiences: for teachers, for administrators, and for teacher educators.

First, teacher implications on the data on recognition such as: "trusting that we have good representation" is presented. Then, for administrators, the data on being informed (i.e., "honestly, I'm and maybe I'm just not informed") is included. Finally, for teacher educators the last set of conclusions examines the data including excerpts such as "I honestly don't have to worry except…." These discourses of recognition have implications for teachers, administrators, and teacher educators.

Teacher implications on recognition: *"What is my role?"*

Teachers in this study seemed to struggle with the question of their role within a larger system of education. "What is my role? Hmm. (5 second pause), I'm not really sure. (6 second pause), I'm drawing a blank." The roles of teachers are influenced by many factors, and teachers do not often focus on a wider educational system, which explains why this teacher had difficulty in defining her role. Teachers balance the expectations, perceptions and necessities of being a teacher: "maybe what's expected of me by the school, at least, you know, as I've understood it when I started working here." Teachers have the job of translating

these mandates and expectations from administration or from the state into teaching environments for their students.

Balancing those expectations with mandates becomes a difficult process. "I've had instances where I was told, not here, but told well, you need to stop teaching writing and you need to teach another dose of phonics." When making the decisions that impact their ELL students, teachers in this study demonstrated that they often negotiate the mandates as long as it is somewhat in alignment with their beliefs. Also, if it is not in alignment, teachers described another way to adjust or negotiate to the mandates: "Do what I think will work best and if the principal comes along or something and tells me that's not ok the way that I'm doing it then I'll change back if I—if it's like required of me." While both of these responses are ways to work within the system and structures of teaching, they do not demonstrate a healthy, vigorous exchange of ideas and shared leadership. The role that teachers play in advocating and developing new lines of communication and shared leadership will need to emerge within the existing structures and the limitations of time and energy (unless we can advocate and succeed in creating systematic reform in schools).

The teacher who spoke of not being as involved, as she should be is describing a traditional means of being involved, through traditional channels. "I know that I, you know, what my role should be. I should probably be more vocal on a greater scale on what's right for kids and start standing up for kids." While these traditional channels have long been taught in social science courses, it fails

to take into account other definitions or creations of politics. Teachers are often most comfortable teaching from what they know, and if a traditional mode of politics such as voting, contract negotiations, and representation are the base of instruction, then broader definitions such as social justice and critical questioning can be overlooked.

With teachers' most demanding priority as daily classroom instruction, it is easily understandable that there is a protective strategy of using selective attention: "I just try to ignore it and not, you know, cause you can get really bogged down with it." Teachers no doubt dedicate their time and energy to the daily needs of their students and classrooms, which then leads to the question of when to create the time to revision politics as not only integrated within the school day but also as an option for teachers to widen the definition of politics to include becoming involved, researching, trying out, and experimenting with issues of social justice and critical questioning. The struggle or tension of these teacher comments sheds light on a perspective that politics and education are two separate conversations. Empowering teachers and their students to recognize the impact of politics within the wider educational system is an opportunity to create and develop new powerful connections between politics and education.

Administrator implication on recognition: ***"Maybe I'm just not informed"***

Several teachers in this study spoke of not recognizing the connection between policies and the classroom: "Honestly, I'm, and maybe I'm just not

informed . . ." and "I don't know if I'm just not aware of them and they are happening around me and I'm just oblivious to them, I don't know." Quite possibly, a narrow definition of politics might affect how teachers answered this question. Another explanation could also be the distance between the policies and how they are implemented in the classroom.

Teachers rarely have enough time to attend to their daily tasks of teaching and the classroom as this comment claims. "I don't really think the politics and policies in education uh, I don't really spend much time thinking about it in terms of how it impacts me. I mean I have really strong opinions about how the ELL programs are structured." What is essential in this comment, though, is that this teacher has "really strong opinions" even though she talks about not spending time or thinking about policies. In what ways can administration, either site or district based, build in the time and the structures to elicit these strong opinions from the teachers who have the most up to date information and ideas about teaching and learning? Teachers in this study described being removed from the policies: "To be honest . . . I am pretty removed from politics and policies unless it affects me and the actual school or district level." Most of the teaching day is a result of some policy or politics. One possible explanation can be that when the policies are in alignment with a teacher's definition of good practice the issues can avoid being seen as related to policy or politics, while when there is incongruence between the mandate and the belief, teachers identify that as politics. Teacher expertise and leadership are nothing new, but often in schools

this expertise and leadership does not translate into part of teacher identity, where teachers see themselves as active participants in the policies and politics of a school.

Teacher education implication on recognition: *"I honestly don't have to worry…"*

Teachers in this study described conflicting discourses within the theme of recognition. Teachers initially described not being aware followed by a clear indication of being aware. "So at our school, I honestly don't have to worry about it. I honestly can't think of an incident where I'm told to do something that I don't believe is good for kids or right for kids. Um, except for the state testing but I don't have a say in that." This teacher comment is a prime example of being initially unaware yet also aware. Teacher education has an opportunity to examine the conflicting discourses that arise as teachers attempt to connect politics with education. The word "except" in this comment is a disjuncture, where the teacher does admit to have a conflicting idea regarding best practices for her students. The last part of her comment reveals a disempowered state of not having "a say in that." The opportunity for teacher educators is to help unpack these conflicting ideas and develop a process that acknowledges this duality or multiplicity.

Another opportunity for teacher educators is to open up a discussion that breaks down the paradigm of leaders on one end and teachers on another. Other teachers in this study describe a similar position of becoming distanced from

positions of power. "For three years I was a *leader in the district.* I didn't feel like I was making a difference. They said I was making a bigger difference because I was reaching more students by working with teachers but I don't know if I was." She continued, "Now, I stay in my classroom and focus on my kids." This comment also reveals the complicated nature of recognizing positions of power while also acknowledging the position of power within the role of the teacher. "Learning to examine the discourses through which we enact our teaching lives provides us with opportunities to select those discourses that allow for the creation of positive social and academic identities for the children in our care" (Miller Marsh, 2002a, p. 453). Some of this task includes giving it words, describing the power relations, and breaking down binaries, so that a new generation of teachers can improve the education for our students.

Implications Summary on Wider Educational System Discourses

The data from this study revealed various implications for teachers within the wider educational system, specifically about building a culture of learning and teaching within schools that carries over and promotes positive identity or roles within a wider educational system. The identity of teacher as empowered and engaged included many factors, such as the expectations from the school regarding teacher involvement. Teachers in this study expressed a struggle with identifying or defining their role, or their activism within a broader educational system. Caught in an understandable dilemma, teachers also talked about protecting their time and energy from getting too bogged down with the politics

within the wider educational system. This study aimed to uncover these multiple

and at times conflicting discourses that impact teachers. These discourses of

engagement, advocacy and recognition pushed and pulled against each other as

teachers described how active they were or "should be" involved in the wider

educational system. Using Miller Marsh's (2002a) explanation of how discourses

work in the lives of teachers, the identifying and naming of these discourses

allows teachers to then be able to decide which discourse will play a more

dominant role than others. Without the naming or identifying these discourses,

dominant discourses go unchecked and unquestioned.

The administration played a pivotal role within the wider educational

system. From an administration role, the essential tasks are to create structures

and systems that support teachers, enlist their collaboration, and are built upon

their expertise. Teachers who talked about feeling valued and trusted by their

administrators were also the teachers who took initiative. Teachers also spoke

up as being representatives for their students who may have been

undocumented workers or from families in poverty. Darling-Hammond (2007)

describes the role of schools in creating systems and supports to address the

needs of families, pre-school programs, libraries, learning materials, and

healthcare. There were many comments from participants in this study of

teachers coming from a position of not being aware of the connections between

politics and schools. Teachers distanced themselves from discussions of politics

but also spoke of positions of advocacy such as a "pet" issue of all day

kindergarten, or "strong opinions" about ELL programs.   While teachers initially talked about being unaware, they also had strong opinions and valuable ideas. The implication for administration, then, is to create more effective systems or avenues that not only exist but also expect teachers to be active participants.

Teacher education programs have opportunities to create places of reflection and critical thinking that can then further develop their students' identities as teachers. Discourses of engagement, advocacy, and recognition impact teachers when they are in their teacher education programs. There is a cyclical nature of being both a teacher and a learner. Teachers spoke of the "give and take" that goes on in schools. Developing a teacher identity where teachers see themselves as having something to give and also have something to receive, being an expert and a student at the same time.

Another opportunity for teacher education programs is developing teacher identity in the role of advocacy. Some teachers spoke of "standing up" for what they believed in, while others disengaged when not feeling effective when in positions of power. Examining and uncovering the power relations that work within the wider school environment equips teachers to be aware and respond to the various power relations that exist in schools. Teachers as leaders within the school can work within being unaware and aware at the same time, they do not need to work in opposition to each other. The unaware stance protects teachers from becoming overwhelmed by the multitude of issues that face their classrooms and their students. The unaware stance helps teachers to focus on

the daily needs of their classroom and base their issues of advocacy in their expertise and connection to the classroom and their students. But the aware stance brings issues of inequalities, effects of politics, and advocacy for students to the forefront.

Final Implications

The data from this study revealed the complicated and interconnected discourses that impact the teachers of ELL students. Classroom teachers, ELL teachers, and Title 1 teachers in this study negotiated and balanced multiple discourses as they decided what and how to teach in their classrooms while also engaging with each other within school environments and a wider educational system. The discourses revealed in this study impacted the culture of the school where different teachers worked with each other to develop effective programs for ELL students. One of the findings exposed how teachers grappled with their roles and positions within the constructs of the daily demands of teaching and learning. Another theme woven throughout this study was the development of a culture of teaching and learning that included various definitions of collaboration. The findings of this study revealed discourses of congruency, collaboration, and awareness to name a few, revealed the complexity and social positions for teachers of ELL students. While presented as separate, these discourses are interdependent and impact each other.

Teachers in this study reflected on their own practice, their working relationships with other teachers, their role within the school culture, and the

impact of wider educational politics and policies. It is their words and reflections that are identified as the socio-culturally and historically situated discourses that impact the teachers of ELL students. This study examined these discourses as a means to identify the dominant and subordinate discourses from which teachers instruct and learn. Without identification of the dominant discourses, there is a risk that certain discourses of teaching and learning would go unchecked, unchallenged, and unquestioned. For this reason, this study discussed the multiple discourses that impact the teachers of ELL teachers, and the implications for teachers, administrators, and teacher educators.

There are two major findings that emerged from this study. The first was the development of the teachers' roles and positions. The second was the development of the schools' culture of teaching and learning. Teachers reflected on their positions within the constructs of the daily demands of the classroom. Teachers in this study struggled with their roles as leaders, as transformative individuals, and as agents of change. Their teacher identities revealed the complexity of not only being both a learner and a teacher but also being both aware yet unaware of the political influences the impact ELL students. The reality of the classrooms in this study reflected a variety of demands such as testing, curriculum mandates, and power relations with administration that often go unexamined due to time constraints or reluctance to critically question policies. Some teachers responded to the leadership of administration, noting and affirming the positive influences of administrators on their instruction, while others

noted feeling as if certain policies were pushed down on them. In response to teachers' negotiation of their roles and the realities of their classrooms, some teachers moved toward empowerment and engagement, while others withdrew or kept a distance due to feeling ineffective and disempowered.

Other findings from this study looked at collaboration within the school and district cultures. For some, a culture of collaboration would include an expectation of engagement and critical questioning. For others, collaborative dialogue invoked a sense of struggle with hierarchical discourses, power relations, and identity. Some were reluctant to question and maintained cautious stances being careful instead of taking risks. Yet others at times responded with innovation and empowerment. The implications for teachers, administrators, and teacher education programs include the need to create safe places to practice critical questioning, active dialogue, and rich levels of collaboration. The models of collaboration described in this study spoke of the difficulties in finding common time, stable collaborative models, and the different positioning of ELL teachers, Title 1 teachers, and classroom teachers. As a response to the difficulties of collaboration and the idealistic perspective of collaboration, new definitions of collaboration would involve authentic processes that value teacher expertise and better continuity between teachers. Current structures that do not dedicate sufficient time or allow for modes of collaboration for teachers can result in fragmented and incohesive programs for ELL students.

Teacher agency and the working relationships among teachers impact ELL students' content and language instruction. Teachers are proactive decision makers who enact agency based on awareness, circumstance, and beliefs instead of reactionary subjects to current instructional mandates. Becoming aware of the discourses that impact teachers of ELL students perhaps opens space to explore how teachers make decisions, advocate for their students and articulate responses or rationales for the instructional decisions they make for their ELL students. Although separated into different discourses for analytical purposes to help clarify and discuss the impact teachers make for their ELL students, the discourses revealed in this study are complex, dynamic, and interconnected.

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APPENDICES

APPENDIX A: Interview Questions

Interview Questions for ELL teachers, Title 1 teachers, and Classroom Teachers

1. What do you see as the most important aspects of your job?

2. What is important to understand about teaching English Language Learners? What do you consider effective language support to be?

3. Thinking about your initial teaching education and ongoing professional development, what theories do you think influence your planning and teaching of English Language Learners?

4. There is always a lot going on with politics and policy in education, especially with English Language Learners, how do politics and policy impact how you plan and what you do with your students?

5. What influences how you teach when you are with your students?

6. How do you balance language and content when working with your ELL students?

7. When you are teaching your students, and find something that works, how do you negotiate the theories you've learned about, the politics that are happening in our current systems, and what you know works with teaching students?

8. When you are working with the other teachers and specialists in your school in what ways does theory and politics or instructional beliefs play a part in those collaborative decisions?

9. What is your role in the larger educational system level, beyond your classroom and at school? How do theory, politics and instructional decisions impact this larger system of education?

10. Describe the perfect teaching environment.

11. Describe the worst teaching environment.

Matrix of Interview Questions and Research Questions			
What are the discourses that impact teachers of ELL students within a.) their instructional practices b.) their school environment and c.) the wider educational system?			
	a.) their instructional practices	b.) their school environment	c.) the wider educational system?
What do you see as the most important aspects of your job?	X	X	X
What is important to understand about teaching English Language Learners? What do you consider effective language support to be?	X	X	X
Thinking about your initial teaching education and ongoing professional development, what theories do you think influence your planning and teaching of English Language Learners?	X	X	
There is always a lot going on with politics and policy in education, especially with English Language Learners, how do politics and policy impact how you plan and what you do with your students?		X	X

What influences how you teach when you are with your students?	X	X	X
How do you balance language and content when working with your ELL students?	X	X	X
When you are teaching your students, and find something that works, how do you negotiate the theories you've learned about, the politics that are happening in our current systems, and what you know works with teaching students?	X		
When you are working with the other teachers and specialists in your school in what ways does theory and politics or instructional beliefs play a part in those collaborative decisions?		X	
What is your role in the larger educational system level, beyond your classroom and at school? How do theory, politics and instructional decisions impact this larger system of education?			X
Describe the perfect teaching environment	X	X	X
Describe the worst teaching environment.	X	X	X

APPENDIX B: Matrix of Research Questions and Methods

Matrix of Research Questions and Research Methods				
	Interviews	Observations	Researcher's Notes	Focus Groups
What are the discourses that impact teachers of ELL students within:				
a.) their instructional practices	X		X	
b.) their school environment		X	X	X
c.) the wider educational system?	X	X	X	X

1. What are the discourses that impact the teachers of ELL students within their own instructional practices?

2. What are the discourses that impact the teachers of ELL students within a school environment?

3. What are the discourses that impact the teachers of ELL students within a wider educational system?

APPENDIX C: Timeline

Timeline			
	RESEARCH	**DISSERTATION**	**OSU coursework**
Winter 2010	Request IRB approval Contact participants	Preliminary Comprehensive Exams	TCE course: Writing for Publication (3 cr.) ED 603: Thesis (6 cr.)*
Spring 2011	Interview participants Researcher's Field Notes Observation and reflections with participants Researchers' Field Notes Focus Groups Researcher's Field Notes Analyze data	Chapter 4 – Data Interpretation	ED 603: Thesis (6cr.) ED XXX: Independent Study
Summer 2011	Data Coding & Analysis	Chapter 4 – Data Interpretation	ED 603: Thesis (6 cr.)
Winter 2012	Conclusions and Interpretation	Chapter 5 – Conclusion Confirm due dates for completion of dissertation Schedule Defense	Leave of absence
Spring 2012		Dissertation defense	ED 603: Thesis (6 cr.)

Dissertation Committee		
Kathryn Ciechanowski, PhD	Committee Chair	OSU TCE Dept
Juan Trujillo, PhD	Committee Member	OSU Spanish Dept
Genevieve Harris, PhD	Committee Member	Linfield Education Dept.
Maria Dantas-Whitney, PhD	Committee Member	WOU Education Dept.
Susan Shaw, PhD	Grad. School Representative	OSU Women's Studies

APPENDIX D: IRB

Oregon State
UNIVERSITY

College of Education

210 Education Hall, Corvallis, Oregon 97331-3502
T 541-737-4661 | **F** 541-737-8971| http://oregonstate.edu/education

Informed Consent Document

Project Title: The Differences Teachers Make for ELL students
Principal Investigator: Dr. Kathryn Ciechanowski, Assistant Professor,
                     Teacher and Counselor Education, OSU
Research Staff: Kena Avila, Assistant Professor, Education Department,
                     Linfield College

WHAT IS THE PURPOSE OF THIS STUDY?

I would like to invite you to join me in a research project. The purpose of my

study is to learn about the way teachers talk and make instructional decisions

about the teaching and learning of their ELL students, not only decisions about

second language acquisition but also decisions about content learning.

Twelve teachers from two schools will participate in this study: four ELL teachers,

four Title 1 teachers, and four classroom teachers.

WHAT IS THE PURPOSE OF THIS FORM?

The purpose of this consent form is to give you the information you will need to

help you decide whether to participate in the study. Please read the form

carefully. You may ask any questions about the research, what you will be asked

to do, the possible risks and benefits, your rights as a volunteer, and anything

else about the research. This process is called "informed consent". If you decide

to participate in this research, you will be given a copy of this form for your records.

WHY AM I BEING INVITED TO TAKE PART IN THIS STUDY?

You are being invited to take part in this study because my research focuses on the ELL specialists and classroom teachers who teach ELL students. This research project is designed to listen to and better understand your professional experiences. It is your ideas and experiences are essential and valuable to this study. Learning from teachers as they make decisions about ELL instruction is the focus of this study.

WHAT WILL HAPPEN DURING THIS STUDY AND HOW LONG WILL IT TAKE?

Data will be collected during the school year of 2010 to 2011.

Timeline of Research with Participants	
Spring 2011	Recruitment of Participants
Spring 2011	Consent forms are signed and collected
Spring 2011	Initial Interview
Spring 2011	Two week observation at school A
Spring 2011	Two week observation at school B
Spring 2011	Follow-up Focus Group

1. All interviews will be audio-recorded and transcribed.

2. Field notes of each classroom observation will be recorded.

3. Documents and artifacts collected during the observations will be copied and returned to the participant.

4. Photos of the classrooms may be taken but will not include any students.

5. An initial interview will be conducted with each participant in the winter of 2011.

6. An observation of the ELL classroom and the home classroom will take place in the spring 2011.

7. A follow-up focus group will be conducted at each site in the spring 2011.

8. Episodes of the audiotapes will be transcribed either by me or by a hired transcriptionist.

Risks

You were chosen for this study because of your role and experience as an ELL teacher, Title 1 teacher, or classroom teacher. The potential risks to you are minimal. In the writing of the research, your anonymity will be maximized through the use of a pseudonym. Following the analysis of the data, the researcher may take photos or use quotations that illustrate the findings of the data for professional development purposes, a teacher-training tool for other educators, or for publications. Photos or quotes will be referenced with pseudonyms. In order to minimize any risk to you, adherence to the protocols of OSU's Internal Review Board will be strictly followed.

Benefits

This study takes the time to examine and reflect upon the many ways that teachers make a difference for ELL students. Opportunities to talk with other teachers about ELL students, reflect on your own journey as a teacher, and

contribute to a better understanding on the differences teachers make for ELL

students is a valuable experience.

Compensation

There will be no monetary compensation given to participate in this study.

Confidentiality

Your name will be replaced with pseudonyms when the research is published.

Records of participation in this research project will be kept confidential to the

extent permitted by law. Data will be kept in a secure location with access limited

to the researcher. However, federal government regulatory agencies and the

Oregon State University Institutional Review Board (a committee that reviews

and approves research studies involving human subjects) may inspect and copy

records pertaining to this research. Results will be reported in such a way to

protect your anonymity.

Voluntary participation

Taking part in this research study is voluntary. You may choose not to take part

at all. If you agree to participate in this study, you may stop participating at any

time. Furthermore, at the beginning of each interview or observation session, I

will remind you that you do have the option to drop out of the research at any

time. If you decide not to take part or if you stop participating at any time your

decision will not result in any penalty. During the interviews you are free to

decline answering any question asked by the researcher. If you decide to

withdraw from the study at any time, all data collected from you will be destroyed

and not used in any part of the study. Choosing to participate or withdrawing from the study will not affect your professional standing, since I do not hold a position of authority in your school or district.

Audio recording and photos

By initialing in the space provided, you verify that you have been told that audio recordings will be generated during the course of this study. Audiotapes will be transcribed by the researcher or by a paid transcriptionist. Participant's names will remain on transcriptions during the study and will be replaced with pseudonyms when writing of the research text begins. The researcher will have access to the tapes. Upon publication of the study, no use of these tapes will be made without a new letter of consent being presented and agreed upon for a specific section or sections of the tape to further promote deeper understanding of the topic, at educational conferences, university methods courses, seminars and/or in-services.

_____Participant's initials

Questions

Questions are encouraged. If you have any questions about this research project, please contact: Kathryn McIntosh Ciechanowski, Assistant Professor ESOL/Bilingual Education, Oregon State University College of Education, 541-737-8585 Kathryn.Ciechanowski@oregonstate.edu or Kena Avila, Assistant Professor, Linfield College, 503-298-0791 kavila@linfield.edu. If you have questions about your rights as a participant, please contact the Oregon State

University Institutional Review Board (IRB) Human Protections Administrator, at

541 737 4933 or by email at IRB@oregonstate.edu.

_____

_____

Your signature indicates that this research study has been explained to you, that

your questions have been answered, and that you agree to take part in this

study. Please understand you may withdraw your consent at any time without

penalty. You will receive a copy of this form.

Participant's Name (printed):

_____

_____

_____

Signature of Participant   Date

Researcher Statement

I have discussed the above points with the participant, or where appropriate, with

the participant's legally authorized representative, using a translator when

necessary.   It is my opinion that the participant understands the risks, benefits,

and procedures involved with participation in this research study.

_____

       _____

Signature of Researcher   Date

Research Protocol

June 5, 2010

Protocol Title: **How do English Language Learner Specialists and classroom teachers negotiate discourses that affect second language acquisition and content learning?**

PERSONNEL

1. Principal Investigator: Dr. Kathryn Ciechanowski

2. Student Researcher(s): Kena Avila-Foster

3. Co-investigator(s): NA

4. Study Staff: NA

5. Investigator Qualifications:

Dr. Ciechanowski has a master's in language and literacy from Harvard in 1997 was followed by three years teaching in a bilingual setting. Kathryn is fluent in Spanish, graduate from UC Davis with majors in Spanish and Human Development, taught in a bilingual elementary classroom, and then spent a year living in Spain. In 2006, Kathryn earned her doctorate in language, literacy, and

culture from the University of Michigan. Kathryn is currently an Assistant

Professor in the Teacher and Counselor Education program. Her research

include literacy, English for Speakers of Other Languages (ESOL), and bilingual

programs. She has been trained in IRB protocol. The student researcher has

been trained by Dr. Ciechanowski how to obtain informed consent.

6. Student Training and Oversight:

Dr. Ciechanowski is responsible for the responsible conduct of the study,

human subject protections, and for the timely and complete submissions of IRB

related documents. Dr. Ciechanowski will oversee this project throughout the

term of the research. Kena Avila-Foster is a doctoral candidate in the OSU

Teacher and Counselor Education Program.

DESCRIPTION OF RESEARCH

7. Description of Research:

The purpose of this qualitative research study is to describe the

understandings, experiences and relationships of ELL specialists and classroom

teacher as they negotiate the discourses of theory, politics, and instruction in a

school culture. This research is designed to answer the question: How do

English Language Learner specialists and classroom teachers negotiate

discourses that affect second language acquisition and content learning? The

sub-questions that clarify this larger research question are (1) what are the

teacher discourses about their own instructional practices? What do ELL

specialists and classroom teachers believe about second language acquisition and content learning? (2) What are the discourses around ELL specialists and classroom teacher interaction and collaboration in making decisions about ELL student linguistic and content goals? To what degree do these discourses reflect a supportive or obstructive school culture? (3) In what ways do the discourses of current mandates and government expectations and the reality of classrooms support or challenge teacher's efforts to provide effective instruction for second language acquisition and content learning? Using a grounded theory approach, the data collected from interviews and observations will inductively form the theory on negotiating discourses. Examining multiple elements through a situational analysis, will provide a framework for examining the interconnectedness of these discourses that ELL specialists and classroom teachers negotiate when making decisions about instruction policies and practices that directly affect the academic and linguistic success of our growing population of ELL students. This research is done for partial fulfillment of the requirement for a doctorate degree in education, and will provide a further base for future publications.

8. Background Justification:

English Language Learners (ELLs) need school support policies and practices that advance their content learning at a rate in pace with their peers while also building their second and native language literacy skills. Despite the acknowledgement that ELLs need a cohesive program that better addresses

content learning and language acquisition, the current models for student support

for ELLs have resulted in inconsistent academic gains for ELL students. Some

possible barriers to implementing policies and practices that support content

learning and language acquisition include insufficient education of language

acquisition theory/strategies, a school culture with contrary values and aims,

and/or unbalanced instructional methods. This study is designed to investigate

these areas through an examination of teacher discourse.

9. Subject Population and Recruitment

The proposed setting of this study is two elementary schools with a 20% or

higher ELL population, in schools with non-immersion programs in the Pacific

Northwest. The proposed participants include eight teachers of 3rd grade

students. Twelve teachers will sign a consent form and agree to participate in the

study. At school A, I will interview and observe two ELL teachers, two Title 1

teachers, and two classroom teachers for a total of six teachers at school A. I

will also interview two ELL teachers, two Title 1 teachers, and two classroom

teachers at school B for a total of six teachers at school B. Gender and

bilingualism will not be a deciding factor. The justification in researching these

categories of teachers is to gain a broad range of data from teachers who have

different teaching responsibilities and different levels of experience in the schools

with ELL students. Identification and recruitment of participants will be conducted

through the school site principal and district ELL administrator and a teacher's

willingness to dedicate their time to the study. As discourse, ways of speaking,

knowing and doing that are socially, culturally and historically created are central

to this research, this diversity of participants is essential to gain data on the

differences of discourses that impact specialists and teachers. The ELL teacher,

Title 1 teacher, and the classroom teacher will already have a working

relationship together in that they are both responsible for the same group of ELL

students. This is true for both schools. The reason for this choice is to gain a

more complete picture of second language acquisition and content learning

following a specific group of ELL students, even though the students are not the

focus. While ELL students are considered a vulnerable population, data collected

will focus solely on the teachers through interviews. Observational data will focus

specifically on the classroom environment and the teacher's description of the

classroom and instruction. Data will not be collected about individual students,

nor will data about students be analyzed. Data will be stored and archived in a

locked cabinet in the principal investigator's office at OSU. All districts, schools

and participants will be given pseudonyms to protect their privacy. Protocols and

statement of the voluntary nature of the study will be reviewed prior to each

interview and observation, along with reminders on the purpose of the study.

Timeline of Research with Human Participants
Meeting scheduled with district administrator of ELL services.
Meeting scheduled with school-site principal
Identification of Participants
Recruitment of Participants
Consent forms are signed and collected
Interviews
Observation at school A

Observation at school B
Focus Groups

10. Consent Process

Consent from all participants will be obtained prior to the initial interview and will be reviewed at each stage of interview-observation-interview. Upon his or her agreement to participate in the study, each participant will be sent an informed consent form. I will call each participant on the telephone to explain the consent form and remind them of their status as volunteers. I will ask if there are any questions about the consent form after they read it and before they sign it. I will also ask if they have any questions about their participation in the research project or the nature of the research. All participants in the study will be proficient in English.

11. Assent Process

N/A

12. Eligibility Screening:

The school site principal or the district ELL administrator will determine eligibility in this study.   At a meeting with the school principal and another meeting with the ELL administrator, a list of candidates will be compiled as possible participants. During this meeting a contingency list of possible volunteers will also be compiled in case those chosen on the first list are unwilling to participate. All candidates who are willing to participate will complete an informed consent document, and twelve of those teachers will be chosen to

participate in the study. All screening criteria will be disclosed to the possible

participants. Specifically, that this study requires one new and one veteran ELL

specialist.

All informed consent documents will be collected by the last day of October

2010. I will contact all possible candidates to explain the study and determine

their interest in participating. I will also contact all teachers who completed an

informed consent document telling them of their status. Consent forms of those

not chosen to participate in the study will be locked in a cabinet in the principal

investigator's office at OSU until the study is over. After the approval of the

dissertation, consent forms of those who did not participate will be destroyed.

Eligible participants will be selected on their status as veteran or new ELL

specialist. Classroom teachers will be selected by the same criteria. Additionally,

classroom teachers will have no fewer than 20% ELL's in their classrooms.

13. Methods and Procedures

Teacher interviews and classroom observations with the teachers as the

subjects focus on the specialists' and teachers' insights, experiences and

relationships. The data will be collected through interviews and observations.

The purpose of the interviews is to investigate the questions about second

language acquisition and content learning theory as well as discourses of school

structures and policies. The sample will come from the 4 ELL specialists, 4 Title

1 teachers, and 4 classroom teachers. The initial 60-minute interview will occur

in the spring of 2010 with follow-up 60-minute focus groups (see timeline above). All interviews will be audio recorded and transcribed. Analysis of the data collected from the interviews will include field notes, situational analysis, and discourse analysis (Clarke, 2007).

The other data collection source comes from observations. The purpose of observations is to analyze the discourses of school structures and policies as well as discourses of instructional methods and approaches. The sample is from the same eight teachers that are interviewed. The observations are scheduled to occur in the winter of 2011. This data will be analyzed through field notes, photos and maps of the classroom environment, and content and discourse analysis of the artifacts. IRB for these three phases of this study will be part of the approval of this IRB protocol.

14. Compensation: NA

15. Cost: N/A

16. Drugs, Biologics, Supplements, or Devices: NA

17. Biological Samples: NA

18. Anonymity or Confidentiality

After the collection of data, pseudonyms will be used to protect the privacy of the participants. A master list of pseudonyms and real names will be kept by the student researcher during the collection and analysis of data to facilitate in correlation of audio and written data to assist in data analysis. Written transcripts

of the audio taped interviews will be kept as digital and paper copies during the

data collection and analysis stages of this study. Written transcripts will identify

participants as their pseudonyms. The digital audio files, digital master list,

photographs, written transcripts, and signed scanned informed consent forms will

be recorded on a disk and stored in a locked cabinet in the principal investigator's

office at OSU for three years after the approval of this dissertation.

19. Risks

Risks to potential participants in the study are negligible but include a possible

uncomfortable or controversial relationship between the ELL specialist and the

classroom teacher. This risk is not expected and the design of the study through

individual interview and observations of both classrooms intends to circumvent

this risk. The risks to job security again are negligible in that pseudonyms will be

used throughout the study and the analysis of the data does not focus on the

individual participants but focuses instead upon the discourses that impact

instruction. No financial or legal risks are evident. No breach of confidentiality is

expected and is planned to prevent any such breaches, if any breaches occur

participants will be notified.

20. Benefits:

There are many potential benefits for the participants. Through an increased

awareness of the discourses that impact instruction, conversations and decisions

about ELL second language acquisition and content learning can move to a

productive level that may translate into a more cohesive alignment of classroom

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instruction and ELL support.   Another benefit is the individual awareness of what

discourses are dominant on an individual teacher level. Discovering what

discourses are influential may lead to an investigation on where those discourses

come from and how they are formed.

Societal benefits include a description of a target set of ELL specialists

and classroom teachers that may serve as a point of entry into discussion about

how to best serve ELL students in terms of their second language acquisition and

content learning – a question which is becoming more and more important with

the increased demographics and lower test scores from this group of students.

This study is one piece of the puzzle in this larger issue of how to best serve ELL

students.

21. Assessment of Risk: Benefit ratio:

The benefits to the individual participants and the educational society outweigh

the possible risks of this study. Protection from the possible risks of this study

have been integrated into this study, making those risks negligible. The benefits

of this study may have potential to describe a very common relationship between

ELL specialists and classroom teachers.

APPENDIX E: Map of Data from Both Schools

COLLABORATION & CONGRUENCY	
School B	**School A**
Collaboration, Support (48) (85)	**Collaboration & Support (50) (90)**
Title 1 Identity	*-advice from expert*
All school identity	*-ideal = connect it*
Taking the initiative	*- consistency – small part*
District level	*- have to be careful*
LRC/ELD/CLS themes	*- not enough understanding*
Chat rooms/Internet	*-benchpress (heated)*
Collaboration	*-lack of funding*
Time	*-use of time*
Team pit falls	*-school wide meeting*
Congruency not fighting anything	*-"team"*
School Structure meetings	*-share ideas*
	-time to collaborate
	- open spaces at schools
	Aide Time/Scheduling (15)
	- placate teachers
	Scheduling & Planning (4)
	- push in not (not enough time/support)
	Extra Support (1)
Congruency with District Policy (23)	**Congruency with district policy (8)**
Integrated or choppy	*-trust*
Title 1 congruency	*-the district stance*
Takes a village (whole school)	*-pushed down to us*
Plan & collaborate	**Empowered & Leadership (5)**
Principal	**Congruency (1)**
Motivated	
Always something else	
Best practices	
School identity	
Class size different at different schools	
District identity	
Congruency (9)	
School as Community (5)	School As Community (8)
	-grade level collaboration
	-they still end up being our lowest

	-ELL Dept. *- teacher – aide – ELL specialist* *- ELL aide push in* *- extra support* *- backed with research*

POLITICS	
School B	**School A**

Empowered & Leadership (14) (31)
Student empowerment
State
Cross Districts
District
School
Aware but unaware, empowerment,
advocate
?? But important – don't discount
instructional beliefs
	Political Discourses (44)
	Unaware But Aware (18)
	  -uniformed
	  -my role
	  -bogged down/ignore it
	  -expected/required of me
	  -voting, representation, negotiations
	  -the big job of teaching
	Politics as "out there" not here (6)
	  -negotiate
	  -outcomes, standards, tests
	  -strong opinions but..

Disempowered (6) Unaware but Aware (5) Within System (2)	
Administration (4)	Administration (1)

	Issues in Education (1)
	Funding (9)
	  -beautiful schools
	  -funding tied to…
	  -time, time, time
	Undocumented workers (4)
	Poverty (2)
	Community perceptions (2)
	Class size (1)
	School Events (1)

INSTRUCTION	
School B	**School A**
ELD (47)	**ELL Practices (116)**
Tricky words	ELD (27)
Functions	-ask yourself (student strategies)
Structure & forms	-can't count salt
ELD—so concrete, required, trainings	-vocabulary
ANALYZE STUDENTS – Key theme	-she might look at you funny
Some scheduling	-30 min. push in
Does it make sense?	-Dutro, Avenues, Carousel
Avenues, building background	-connect to other subjects
Can you tell me in a sentence	-grammar
VOCABULARY –Dominant Theme	-want not that much extra work
	-teaching strategy
TPR & Repetition (13)	TPR (3)
SIOP (1)	SIOP (1)
Building Background (26) (57)	**Building Background (19)**
Vocabulary and understanding	-understanding vocabulary
Share experiences	-visualization
Frontloading character study	-relevancy
Frontloading content	-lack of experiences
Adjectives, vocabulary, content	-ZPD, i+1, connections
During the lesson – vocabulary and	-Anxiety level
content	-BUILDING BACKGROUND
Student talk	-vocabulary
Student asking questions	-practica
	-theory
	- pictures in their mind
	Frontloading & Vocabulary (15)
GLAD (28)	**GLAD (22)**
Guided writing & Interesting Facts	*-cooperative learning*
Signal words	*-visuals*
Guided writing & Introductory	*-realia*
Sentence	*-questioning*
Pictoral Input	*-content*
10-2	*-GLAD for ELLS*
Guided lessons	*-GLAD support*
District push	*-Student Messages*

Chants	
Prior Experience (3) & i + 1 Building background Assessment Spelling "link back"	Language Proficiency & Stages (14) i + 1/ Input/Connections (8) What's Best for ELLs is what's best for all (5) Affective Filter (2)

Reading Teaching Scripts
Character study
Problem/solution
Setting
Make a picture in your head
Predicting
 	
Reading Recovery (47)
Leveled Books/book boxes
Take them to the next level
ABC books
Gradual release of responsibility
Idioms
Individual letter work
Path of Motion
Nancy's Reading scripts
	Literacy Strategies (75)
	Reading & Writing Strategies (43)
	  -"good readers .."
	  -make sense, retell, decode
	  -student (bookmark) strategies
	  -note taking strategies -find the word
	  - nonfiction strategies
	  -new Fontus & Pinnell kits

Clear & Concrete Modeling (26)
Verb Conjugation
1st word capital
Release of Resposibility
ANALYZE how brains work
Classroom – content is the focus
Check, edit & next step
Draw pictures – Vocabulary
Cue sheet with vowels
VOCABULARY –
	Clear & Concrete Modeling (27)
	  -modeling
	  - idiom/homonym
	  - beginning sound
	  -word study
	  -find the word
	  -s-s help
	  - past tense
	  -sound it out
	  -ELL aide
	Questioning & Processing (5)

Rhetoric of "best practices" identified in Ms. Nicholii
Engagement/choice/approximation
Assessment
3 students at a time
Guessing game—Did she know?
Learn by observing
	Best Practices (21)
	  -kids first
	  -time & sleep
	  -pull them to back table
	  -looping
	  -project-based/inquiry-based
	  -vocab/content/visuals

	-unit objective/language objective
	-ask them strategies
	Scripted Curriculum & Flexibility (15)
	  -I don't know need
	  -shoving aside to don't deviate from it
	    -GLAD/CALKINS
	    -not for mastery
	Student Talk (61)
	  -SVO present tense
	  -SVO past tense
	  -I would
	  -questions
	  -can I?
	  -Spanish/English
	  -fragments
	  -word study
	  -theories on student talk
	  - turn & talk
	  -vocabulary

Assessment & Observation (33) (39)
Politics as "out there" not here
Split our CFA & Standardized Tests
	General Strategies (73)
	Assessment & Observation (26)
	  -assessment to inform instruction
	  -AYP/OAKS
	  -language strategies
	  -asking students
	  -kids not ready
	  -missing other things
	  -teach to the test
	  -funding
	  -time
	Classroom Mngmt. & Motivation (16)
	  -positive reimbursement
	  -strictness
	  -warnings
	  -signal words or actions
	Standards (7)
	  -standards & curriculum
	  -ELD standards
	  -impact our statistics
	  -K-1 correlation
	Student Strategies (6)
	  -math
	  -connect with prior lesson

	Student-led or Teacher-directed (8)
	   -teacher questioning
	   - student-led (behavioristic)
	High Expectations (4)
	Trends in Education (3)
	Content (2)
	Individualized & Differentiation (1)

SOCIOCULTURAL	
School B	**School A**

Teacher Personality, Values & Needs (26) (41)
Teacher Education (15)
	Sociocultural (19)
	- *go along with*
	- *philosophy*
	- *evolve, cycle, shift, learn*
	- *outcome*
	- *-reigning philosophy*
	- *research*
	Teacher Personality & Needs (27)
	  -be careful
	  -have to admit it
	  -taking it home with you
	  -teachers' stories
	  -give to them/give to yourself
	  -share what I do
	  - have fun together
	Teacher's Background/
	Philosophy/Motivation (21)
	  -pivotal point
	  -get around it
	  -purpose
	  -historical discourses
	  -perfectionist
	Teacher Education & Experience (20)
	  -college
	  -prior experience
	  -training & conferences
	  -book groups
	  -still so much to learn
	Teacher – Student Relationship (6)
	  -relationship
	  -kids' roles/labels

Home Environment (26)(77)
Acceptance of Home Diversity
"Hearts & Tools"
Maslow's Basic Needs
Parent Volunteers
Home & School Identities
	Home Environment (26)
	  -tough homes
	  -foster care
	  -if parents are educated
	  -needs outside school
	  -home circle/generations

College or "on Track" *Tweak, shift, accept*	*-language & culture* *-video games*
What's best for ELLs is best for all	**What's best for ELLs is best for all** **-they do but…**
School as Prep for Society (18) *School Readiness* *Poverty, deficit "lack of experiences"* *Job prep* *Identities* *College* *"Ones" that others thought could make it* *Just like everybody else* *School to community and community to school* *Successful compassionate human beings* *School and social norms*	
Social Skills (2) Asset (2)	Social Skills (4) *-lower affective filter* Asset (1) Student Needs (1)
Deficit (15) Poverty (4) Teacher as Role Model & Constant (3) Culture (1) What's Best for ELL is What's Best for All (6)	

APPENDIX F: Data Outlines

I. The Discourses within Instructional Practice (Question #1)

I.   "What are the discourses that teachers negotiate within their own instructional practices that impact ELLs?"

- **1. A Discourse of Student Backgrounds**
- *"Honey, have you ever been to the beach?"*
a) Providing experiences as background
b) Getting to know students' backgrounds and prior knowledge
c) Making up for lack of experiences

- **2. A Discourse of Reconciliation**
- *"But it's not really what I think is best"*
a) Estrangement
b) Adoption of curriculum
c) Adaptation of curriculum

- **3. A Discourse of Teachers' "Go-To" Strategies**
- *"Good teaching practices, um are good teaching practices for an ELL student"*
a) Characteristics and benefits of the methods and strategies
b) Negotiation of discourses on "go-to" strategies

- **4. A Discourse of Dual Objectives of Language and Content**
- *"Grow in their language as well as their academic ability"*
a) Dual Objectives
b) Language Acquisition
c) Content Development

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1. A Discourse of Student Backgrounds "Honey, have you ever been to the beach?"

A Discourse of Student Backgrounds
- Providing experiences as background
- Getting to know students' backgrounds and prior knowledge
- Making up for lack of experiences

- **Providing experiences as background**

- o "bringing things to show them so they understand what something is."

- o "we made recipes, we showed them, we got the actual tools."

- o "You need to have real-life objects."

- o "come alive, and make them real meaningful for the kids then they're going to be able to remember."

- o "Effective language support needs to have a lot of background, building background knowledge."

- **Getting to know students' backgrounds and prior knowledge**

  - o "I try to maximize minutes, whether we're waiting for somebody or if again if I were in the classroom, I'd be having lunch with my kids because that's a time when you can just sit and talk."

  - o "A lot of getting to know the kids really well. Once I know, I can interact more effectively depending on who they are."

  - o "getting to know kids' interests, build on strengths and weaknesses and hard times."

  - o "We talk more about their experiences."

  - o "One of the things that I found the most influential that I still use … lowering your affective filter."

  - o "I remember learning some theories from Stephen Krashen about reducing anxiety level."

- o "What do you know about…?" (goats, cats, grizzly bears, frogs).

- o "Write down as many sports as you can."

- o "Can you tell him about last week?"

- **Making up for lack of experiences.**

  - o "And one of the things that I really see um a lot of, these children came in with not a huge understanding of what basic concepts were, basic things, household things."

  - o "You know it varies quite a bit and I don't know if it's just this area, if it's just our school's grouping of children or if that's across the board everywhere."

  - o "If you had a situation where you could just get into a small bus and take the kids where you wanted to go and take them on these field trips where they could experience it and be out there and doing the things you're trying to teach them."

  - o "She had no knowledge of what those were called because, you know, finally I looked at her and said honey, have you ever been to the beach?"

  - o "play is not going on at home anymore, and language and I can remember saying to my families years ago, you know, you need to turn off the T.V. off and read a book or play a game."

- o "If they walk in the door a mess, I'm not going to jump right into the
  big lesson that I'd planned, you know. The tweaking and the
  changing of your day to kinda support your kids."

- o "Maybe Wayne, I'm not sure (laughing) but these kids are very
  much probably like she was when she was little. I mean they sit
  down and everyone turn to page one and they're all ready to go
  except for Wayne."

2. A Discourse of Reconciliation "But it's not really what I think is best"

A Discourse of Reconciliation
• Estrangement • Adoption of curriculum • Adaptation of curriculum

- **Estrangement**

  - o "Sometimes I do fall into working more on grammatical forms
    without as much content but it's not really what I think is best."

  - o "a response to state and federal mandates."

  - o "because the district gave us this Susana Dutro training, it was
    something to easily grab onto and move forward with."

  - o "I have never had something so concrete in the past to follow."

  - o "let's see, perfect teaching environment would be where, you know
    your curriculum is just fantastic, it explains everything and it just is,

> you know, doesn't require that much extra work, you don't have to
> do that much extra searching for things."

- o "grammatical forms … but it's not really what I think is best"

- **Adoption of curriculum**

  - o "We adopted a second curriculum for ELD and it was so we have the Avenues and the Carousel and at first my understanding was, okay, I'm required to use these and I'm supposed to teach from these and that's what I tried to do and I found they weren't very effective."

  - o "They've been teaching me the Dutro forms and functions because that was not how we delivered ESL on the east coast, where I'm from."

  - o "they've been teaching me the Dutro forms & functions."

- **Adaptation of curriculum**

  - o "leeway in the programs and if you can adapt what you're doing."

  - o "tweak a little bit."

  - o "I hope this doesn't come back to me."

  - o "I use the materials like the pictures, and the posters, and the songs but I still tend to sort of go about my own thing."

  - o "shoving aside"

o "You know, we do it exactly like it's (designed), we don't deviate

from it and um you know, I just, if I'm required to do something, I do

it, and I do it the way that I'm, you know…"

o "doing their own thing."

3. A Discourse of Teachers' 'Go-To' Strategies "Good teaching practices, um are good teaching practices for an ELL student"

A Discourse of Teachers' "Go-To" Strategies
• Characteristics and benefits of the methods and strategies • Negotiation of discourses on "go-to" strategies

- **Characteristics and benefits of the methods and strategies**

  o "*GLAD* is a relatively new thing, not that drawing pictures, we

  haven't done that before."

  o *develop vocabulary:* "instead of 'take off' a fancier word is 'rip off'"

  o *word origins:* "noche, nocturnal."

  o *pictoral inputs:* " I didn't spend an hour teaching this topic. I didn't,

  you know, have them do all these worksheets. My kids don't

  function well with that anyways. They kinda fall apart. But, we just

  did a lot of practice and a lot of practice. They'll tell me jokes about

  an isosceles triangle because of our quick lesson on it, so it

  seemed pretty effective."

  o "some of the English Language Learners may need more visual

  support."

- o *"visual support* or other strategies that help students understand what you're talking about."

- o *cooperative learning:* "It's not just the visual or it's not just the auditory or it's not just, um, you really need to let the kids practice all of those things and be involved in it."

- o *ELD:* when to use "How much?' and when to use "How many?" "Ask yourself if you can count it." "Can you count honey?"

- o *ELL lesson:* "Does it make sense?" "Relatives told Eve's family since her family left Ireland." "How does it sound?"

- o *TPR and repetition:* "gives them that chance to be a kid still and to talk and to interact." "show me. It's all about your actions. Will you make your arm like mine?"

- o "What's rule #2?" or "Give me an Oh Yea!" "when kids repeat after you on a lot of things."

- o "act out – charades - use your body"

- **Negotiation of discourses on "go-to" strategies**

  - o "Sheltered instruction for kids would be one theory, model that has influenced me. Um and then as far as right now, if you were to look at my lesson plans and look at my day, I rely on Susana Dutro's systemic ELD resources."

- o "It was more focused on reading support . . . we did a lot more SIOPs. But here I feel like its more practicing the oral language, listening and speaking."

- o "I can't really shed my old trainings."

- o "Oh, this is great. We have the district GLAD instructor here . . . And it was wonderful because I could see it presented correctly."

- o "It is just so direct like it was, I know exactly what I wanted them to do and everything or what I wanted them to learn and everything I taught was based around that."

- o "I think good practices, good teaching practices, um are good teaching practices for an ELL student- a kid of poverty as well as any other student so um, though I understand they have specific needs."

- o "I have a difficult time separating out English Language Learners from all learners but I do understand that they come with a different, um, uh a different set of needs."

- o "Um, you know, I try to, I find that what you want to teach to the English Language Learners are also important to the rest of the classroom."

- o "It's hard to talk about just ELL kids because I have ones that are very high and ones that are very struggling."

4. "Grow in their language as well as their academic ability" (A Discourse of Dual Objectives of Language and Content)

A Discourse of Dual Objectives of Language and Content
- Dual Objectives
- Language Acquisition
- Content Development

- **Dual Objectives**

  o "improve their language," and "to help students reach their language proficiency in English."

  o "You know, trying to look at both their language proficiency and how they need to grow in their language proficiency as well as their – their academic abilities."

  o "it comes down to like understanding what a students' proficiency level is, um, what they're, how much they're able to understand and then trying to, like, present information to them at that level or little bit beyond that."

  o "So, it's often heavier on content toward the beginning and then really balance out with a lot more language after that."

  o "It is simple. Content – I should always be working with the content. My job is to teach language, hence ESL-English. I'm a language teacher. I don't teach reading, writing, science, math. Because once they have language, all those other doors open up."

- **Language acquisition**

- o "it could take 5 to 7 years for them to be fluent and that there is a difference between academic and social language."

- o "for some of them, this is their first real exposure to English language."

- o "all over the board."

- o "what I might consider street language, survival Spanish, that they still are illiterate in their own language."

- o "when I first began to have contact with a child who spoke no English at all, so they basically started from zero… um I think their needs are really different than what the needs of the kids are today."

- o "I try to be aware of it but what I'm actually doing in the classroom doesn't change very much because a beginning language learner, I still have the same topics I have to work with, you know, family, food."

- o "These were a few I hear were tricky, slide = slid, drink = drank, feed = fed, bite = bit."

- o "We made a birdhouse. We didn't made a birdhouse."

- o "batch and bath, shop and ship, and chop and chip."

- o "A car isn't going to be brave."

- o descriptive language, bite/chew, grab/touch, stomach/belly, and big/gigantic.

- o sentence frame; " _____ because _____, _____ so _____, and Since _____, _____."

- o "on the _____." Or "near the _____."

- o "So, you know, they'll show you, they'll actually interact with the teachers and have them explain how they have done it."

- o "Tell me in a sentence."

- o word in different contexts; burrow as a place that is wet and cool, sounds like barrel, and acting out digging a hole in the ground

- **Content development**

  - o **teaching concepts**

    - ▪ word/grammar level, lessons observed focused on various topics: parenthesis, italics, and phrasing

    - ▪ content included held back, single birth, humid, frozen rain, and drought

    - ▪ animal adaptations like cloven hooves, cause and effect, and environmental conservation like preserving certain beaches.

    - ▪ "What are we looking for?" and "What is this book about?"

  - o **connection to other topics**

    - ▪ "I'm trying to keep in mind what I learned from the ELD training about trying to give the time for modeling or giving context."

    - ▪ "switch it from one situation to another"

II. The Discourses within School Environment (Question #2)

II. The Discourses within School Environment
"What are the discourses that teachers negotiate with their school environments that impact ELL students?"

1. A Discourse of Collaboration
"Cool people to talk with"
- a. The ideal vision of collaboration
- b. The complicated vision of collaboration
- c. The need of time for collaboration

2. **A Discourse of Trust**
"Are we really getting that?"
- a. Trust in each other
- b. Trust in the administration
- c. Trust in the system of education
- d. Blind trust to earned trust

3. A Discourse of Congruency
"That's not really my job."
- a. Alignment: Voluntary and Mandatory
- b. Isolated Identities: Limitations and Scope
- c. Connections for Students

4. A Discourse of Leadership
"We don't have to do it all the same way."
- a. Taking Initiative
- b. Structures and Systems
- c. Identity and Leadership

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1. "cool people to talk with" (A Discourse of Collaboration)

A Discourse of Collaboration
- The ideal vision of collaboration
- The complicated vision of collaboration
- The need of time for collaboration

- **The ideal vision of collaboration**

  - "cool people to talk with", "enlarges my base of decisions" and "see things that are working"

  - "stick with what we were taught versus what we are constantly learning as we train and as we work together."

  - "wants all the teachers to read Adventures in Graphica before he checks out the graphic novels to the students."

  - "my happy world" collaborating by "bouncing ideas off of others" helped teachers work "a little more effective than on my own".

- **The complicated nature of collaboration**

  - "We get kinda things pushed down to us."

  - "they did choose to keep Bridges, even though I think a lot of teacher think it's a lot of games and not a lot of content."

  - "Well, the word we received on that was as long as they were making progress then we would move forward."

  - "We don't have to do this all the same way."

  - "It doesn't come down to this policy or that policy. It comes down to listening."

  - "We are respectful of each other's needs without trying to persuade."

  - "Sometimes you say OK, we'll do this then, even though we'll have to talk about it again later."

- **The need of time for collaboration**

  - they could spend less time "remaking" the same curriculum and

    also how curriculum specialists, researchers have the time to visit

    other schools and "bring it back to school."

2. "Are we really getting that?" (A Discourse of Trust)

A Discourse of Trust
- Trust in each other
- Trust in the administration
- Trust in the system of education
- Blind trust to earned trust

- **Trust in each other**

  - "They think you are just some sort of an assistant who is there to

    teach Spanish and they just want you to either take the kids out of

    the classroom to get them out of the way or they expect you to

    leave the kids in the classroom who they think are academically

    successful."

  - "I think there might not always be as much understanding for what

    the purpose of ELL time is, that we're really trying to support

    language growth."

  - "working with people who resent what you're working on or don't

    understand the purpose of it and like maybe don't feel like your

    ideas are respected or are able to be part of the decision making

    processes in this school."

- o "surrounded by people who understand and appreciate like what your role is in the school."

- o "checking in with the ELL staff because they see the different things than they do" because they all have "the biggest understanding of what is current" and "having a lot of faith in our ELL Dept."

- **Trust in the administration**

  - o "the district stance was against retention."

  - o "yeah, put the child in the next grade and we'll give them interventions but there's no funding for the person that gives the interventions."

  - o "I have been more of an equal team player and I guess I kinda have to back up because I need to be kinda careful."

  - o "I also have to be careful and balance that with like coming off as pushy or a know it all."

- **Trust in the systems of education**

  - o "even though they've had ELL, we've had push, they've had Title 1, they've had you know all the support that is offered to them, they still end up being the lowest readers and writers right now"

  - o "finding research to back up what I'm doing"

- **A spectrum from blind trust to earned trust (conflicting issue of trust and questioning)**

- o "And you know, are we getting the outcomes that we want from that? Are we really getting that?"

- o "I will admit that I do trust the district to find out."

- o "I let them tell me what I do, if our ELL kids need to have instruction a certain amount of time and I make sure that happens."

- o "a strong understanding of how kids learn,"

- o "I have learned a ton from this district."

3. "That's Not Really My Job" (The Discourse of Congruency)

> **A Discourse of Congruency**
> - Alignment: Voluntary and Mandatory
> - Isolated Identities: Limitations and Scope
> - Connections for Kids

- **Alignment: Voluntary and Mandatory**

  - o "feels fortunate" to be in a district that for the "most part makes decisions that I agree with".

  - o "have much to worry about with having to teach what I don't believe in."

  - o "not a lot of conflict between my philosophy and the district's philosophy or the school's philosophy."

  - o "I don't see a lot of conflict there, because 'negotiate' kind of implies that there might be some conflict between the two."

  - o "what the district is asking or what the state or the feds are asking—there isn't a big conflict there."

- o "I have to do what I have to do. If the district says there's something you have to do, you have to do it but our district is very kind, you know."

- o "We may not always agree but we agree on the purpose."

- **Isolated Identities: Limitations and Scope**

  - o "our role is to teach the functions of language."

  - o "I don't have to worry about the language development … that's not really my job."

  - o "primarily what I'm doing is teaching kids how to read."

  - o "Title 1 rule" as the result of having "the same belief system."

- **Connections for Kids**

  - o "as fluid as it could be."

  - o how to "connect it" for kids.

  - o "didn't care about this,"

  - o "integrated curriculum"

  - o writing curriculum as "choppy"

A Discourse of Leadership
- Taking Initiative
- Structures and Systems
- Identity and Leadership

- **Taking Initiative**

  - o "ripping apart teachers editions"

  - o "blow your own horn, ring your own bell"

- o pilot the program and then sold the idea to the district

- o "full service school with counseling, dental, vision, family center, and employment center."

- o "I kinda teach a lot of my own things, a lot of my own stuff."

- o "What resources they are willing to explore or what different ways of addressing a problem they're willing to look into for kids."

- o "Are they willing to try or what ones will try that method."

- **Systems and Structures**

  - o monthly meetings, sharing out assessment data, the 'Benchpress' meetings, weekly team meetings, as well as teacher-initiated structures such as setting up a reading zone at lunch, putting words on the common walls, or book clubs.

  - o monthly meetings, they "did a much better job last year"

  - o "we try to get into a grade level meeting once a month"

  - o "there's no doubt that working as a team has true benefits"

  - o "need so much extra support"

  - o "it would be nice if there were several of you."

  - o "never having enough time"

  - o "perfect teaching environment requires a lot of extra time to make happen."

- o Observational data revealed when classroom teachers were unprepared for the arrival of an ELL teacher, there was evidence of conflicting agendas where the classroom teacher wanted the ELL teacher to continue the classroom lesson even though the ELL teacher had her own agenda or lesson.

  - o "only got them for 30 minutes".

  - o "whether you pull out or push in, whether you control your curriculum, or whether you work alongside the general ed curriculum."

- **Agency and Leadership**

  - o "We don't have to do this all the same way."

  - o "We are respectful of each other's needs without trying to persuade."

  - o "and you know, are we getting the outcomes that we want from that? Are we really getting that?"

  - o I will admit that I do trust the district to find out."

  - o "Title 1 rule"

  - o "I don't really have to worry about language development" "that's not really my job."

  - o "teaching ELLs takes the entire school and home and everything."

  - o "half hour a day that's allotted to me but their classroom teachers are also their English teacher and need to be supporting them with

appropriate expectations, good questioning, pulling more language

out of them, understanding what they are able to do and what is

really difficult for them."

III. The Discourses within the Wider Educational System (Question #3)

III.   The Discourses within the Wider Educational System
**   "What are the discourses that teachers negotiate within a wider educational system that impact ELL students?"**

1. A Discourse of Engagement
"There's a kind of give and take that goes on"
    c. Leadership and Empowerment
    d. District and State Engagement
    e. Policy and Resources

2. **A Discourse of Advocacy**
"Stand up for what we believe in"
    a. Being a Spokesperson
    b. Current Issues
    c. Being Fortunate

3. A Discourse of Recognition
"I think I have my head in the sand"
    a. The Multiple Roles of Teachers (Reflection on Roles, Empowerment, Perceptions and Expectations)
    b. Awareness (Unaware but Aware, Voting and Unions)

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1. "There's a kind of give and take that goes on" (A Discourse of

Engagement)

A Discourse of Engagement
- Leadership and Empowerment
- District and State Engagement
- Policy and Resources

- **Leadership and Empowerment**

  o "I feel secure in what I am doing and that I am trusted and

  encouraged, that's really important to me."

- o "going through the back door."

- o one specific Title 1 teacher dominated the discussion

- o "persistence" is often her middle name

- o "make some district wide decisions regarding materials and assessments and district philosophies."

- o "I have the ability to influence decisions the district makes regarding materials they purchase or requirements."

- o "I think the district ELL administrator or someone like that would value what I have to contribute because of my experience."

- **District and State Engagement**

  - o " that little feelers go out and you're influenced by what's going on in the greater community, state-wide, and nationally."

  - o "There's kind of a give and take that goes on."

  - o "Often I'll just ask her some questions like 'what do you know about instruction' and 'what do you know works?"

  - o "tends to be the one that reads the articles in the newspapers and brings them in. I'll often read the Capital News and find out what decisions are being made."

  - o "get stuck in the negative"

  - o "So sometimes I just try to ignore it and not be that aware of what they're saying and just keep doing my job the best that I know how."

- o "So I only pay attention to a little bit of it so I honestly can't say . . . You know cause it can get really bogged down with it."

- **Policy and Resources**

  - o " As far as policy, the standards are based supporting ELLs to become proficient to pass what all students need to pass."

  - o "huge and what resources we get and what we are able to do. So the political decisions in Washington effect ODE and the ODE decisions effect the district and the district decisions effect the school and the school's decisions effect the classroom."

  - o "so right now the state is really going down the road of function and form so that's what I am doing, but the state may swing in some other direction in a few years and I'll probably swing that way. Either that or I'll not like the way they swing and continue to do what I am doing as long as it still meets the other requirements."

2. "Stand up for what we believe in" (A Discourse of Advocacy)

A Discourse of Advocacy
• Being a Spokesperson
• Current Issues
• Being Fortunate

- **Being a spokesperson**

  - o "we really try to keep what we know works out there and stand up for what we believe in."

- o "Where people are just going through the motions and aren't considering students, aren't working together, uh have a lackadaisical attitude, teachers don't feel empowered, not support from administration, lack of tools and materials."

- o "More and more people have an opinion about the educational system and I sort of feel like I have to be a representative of a public school teacher, of somebody who works with children who are either undocumented or have people in their family who are undocumented."

- o "which way the wind is blowing with funding education and which way the wind is blowing with undocumented workers and unemployment."

- o "huge billboard hanging right over the trailer park where they all live. It's like anti-immigration."

- o "maybe she'll be able to break that cycle of drug addiction, or illiteracy, or poverty, or whatever, but if I never show her another way, that cycle's never going to change."

- o "kids of poverty suffer from the same lack of oral language in vocabulary that often we see with our English Language Learners."

- **Current Issues**

- o "probably the most critical thing at this point in time is that the standards keep getting higher and the financial support keeps getting smaller."

- o "funding is tied to graduation rates."

- o "some years you have more money, you have different programs and you do different things, and then you know like the next year, bare bones."

- **Being Fortunate**

  - o "beautiful the schools are here."

  - o "I guess the community was willing to invest the money into building this new building so it shows that they value learning and having them in a safe, clean environment."

  - o I come from an urban white city were we didn't have air conditioning and came to school with classes in a trailer."

  - o "I love these beautiful schools, all these wonderful things they have."

  - o "It's nice and it makes the parents proud and it makes the children proud and you know, maybe it effects their attitude about whether they like school or not."

  - o "I think we are lucky because we have quite a few resources that other districts probably don't have. And we have quite a bit of support."

3. "I think I may have my head in the sand" (A Discourse of Recognition)

A Discourse of Recognition
- The Multiple Roles of Teachers (Reflection on Roles, Empowerment, Perceptions and Expectations)
- Awareness (Unaware but Aware, Voting and Unions)

- **The multiple roles of teachers**

  o "I know that I, you know, what my role should be. I should probably be more vocal on a greater scale on what's right for kids and start standing up for kids."

  o "What is my role? Hmm. (5 second pause), I'm not really sure. (6 second pause), I'm drawing a blank."

  o "if I felt that a policy was wrong I'd probably not be afraid to speak up."

  o "guided more by what I'm reading and what I feel is right versus a policy."

  o all-day Kindergarten, a "pet" issue

  o "For three years I was a district TOSA (Teacher on Special Assignment) and Teacher Trainer. I didn't feel like I was making a difference. They said I was making a bigger difference because I was reaching more students by working with teachers but I don't know if I was."

  o "Now, I stay in my classroom and focus on my kids."

- o 'Waiting for Superman', as one ELL teacher commented; "and then you know, suddenly the teachers became kind of the bad guys."

- o "The average person does not realize that you don't get your ten minute break."

- o "The average person does not realize what goes on in teaching and like that non-teaching world if you stay over, you get paid overtime."

- o "maybe what's expected of me by the school, at least, you know, as I've understood it when I started working here."

- o "I've had instances where I was told, not here, but told well, you need to stop teaching writing and you need to stop teaching writing and you need to teach another dose of phonics."

- o "we are mandated to do a certain thing and we have with CFAs."

- o "do what I think will work best and if the principal comes along or something and tells me that's not ok the way that I'm doing it then I'll change back if I—if it's like required of me."

- **Awareness**

  - o "Honestly, I'm and maybe I'm just not informed . . ."

  - o "I don't know if I'm just not aware of them and they are happening around me and I'm just oblivious to them, I don't know."

  - o "To be honest . . . I am pretty removed from politics and policies unless it affects me and the actual school or district level."

- "we do 30 minutes a day because of those requirements and we put kids in groups with the same level because of those policies."

- "probably one reason why we don't have much in terms of bilingual or native language support because it's not a requirement."

- "So at our school, I honestly don't have to worry about it. I honestly can't think of an incident where I'm told to do something that I don't believe is good for kids or right for kids. Um, except for the state testing but I don't have a say in that."

- all politics really cares about is the outcome."

- "I think I may have my head in the sand . . . I know that everyone must learn. I want them to grow up to be successful. I don't need someone breathing down my neck. I don't want to go to district meetings anymore."

- "I don't really think the politics and policies in education uh, I don't really spend much time thinking about it in terms of how it impacts me. I mean I have really strong opinions about how the ELL programs are structured."

- "if it's a voting year, if I hear, you know, about certain candidates and what their things are, maybe it'll effect how I vote."

- "trusting that we have very good representation."

- "I kinda pay attention to what was going on with our contract negotiations this year."

- "I just try to ignore it and not, you know, cause you can get really bogged down with it."