

21st Century English Language Development Programming

[Research Proposal]

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Abstract

This research proposal discusses and seeks to modify English Language Development (ELD) organizational systems in California public educational school settings. My proposed hypothesis termed, 21st Century ELD Programming, is the cornerstone of promoting a coordinated construct through actively engaging the individual English Language Learner student within an evaluative model that synchronizes the ELD educational experience with General Education pedagogy. Research is ongoing and supports the burgeoning proposition that 21st Century ELD Programming is the next logical consideration in ELD pedagogical practices within the California educational system.

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Chapter One: Introduction

Change is on the English Language Development educational horizon. Three generations prior, my great-grandparents sailed from Sicily to the United States with their young children [my grandparents] to escape an untenable situation that was placing their family in harm's way. Upon their arrival in America, they immediately began farming, started a business, and acclimated to their new environment and culture. But for the most part, they were isolated and only engaged with other Italian-American immigrants. The first generation [grandparents] received a formal high school education but they were unable to move on to college because they were forced to work in the fields to support the family. Shortly thereafter, the first generation had their own families [my parents, aunts, and uncles] and continued to take the steps necessary to ensure a better future by encouraging their children to pursue educational goals. This "American Dream" was encapsulated in the belief that higher education created the path to achieving one's future aspirations. Three generations later, I look back at my great-grandparents sacrifice and wonder if they could have ever imagined that their family would be composed of primarily college graduates. My nieces, nephews, brothers, and cousins are spread out across the United States in positions of leadership because an immigrant couple planted the seed of academic achievement which blossomed into a fruit bearing tree.

Background to the Study

The United States is rapidly evolving to encompass a large swath of immigrants, like my great-grandparents, who are escaping persecution, violence (domestic and gang), and war in their home countries. Upon their arrival on American soil, instead of experiencing hope for a better future they are facing a host of misperceptions and racial biases that standard English speakers or those who consider themselves native to America are ignoring and/or consciously choosing to

implement safeguards that protect their perceived status as an American citizen. Meanwhile, our federal and state-run government entities continue to muddy the waters by trying to define who is equal in accordance to our Constitution. The immigrant population are crying out for social justice, equitable opportunities, and academic achievement not only for themselves, but more importantly their children. Because of these factors, English Language Development (ELD) education is at the forefront of this culture war.

Purpose of the Study

I propose 21st Century ELD Programming needs to be reconstructed [torn down to its foundation and transformed] to incorporate a fluid flexible simplistic model that begins and ends by seeking to identify and engage with the whole person and recognizes the unique attributes that we in American education recognize to be part of the human condition. Educational systems must serve the individual students' needs while simultaneously transitioning the English Language Learner (ELL) student into the General Education population and destigmatizing or removing the ELL label/categorization. Many people believe that education is a public institution that should only be available to American citizens but really education is an equitable resource that in the 21st century compels ELD programming to meet the multi-faceted needs (external and internal environmental influences) of the individual English as a Second Language (ESL) student regardless of their citizenship status.

Significance of the Paper

Twenty-First Century ELD Programming is a comprehensive holistic approach to curriculum design that serves the needs of the individual ELL student. ELD programming in the 21st century is a moot point if it is not considered a relevant issue in the context of educational pedagogy. Money, pragmatism, implicit and explicit bias, our racially segregated history that for

so long bled into the pedagogy and systems of our schools (still does), socio-economic status, and so much more influences the way in which we disseminate information. California is a liberal free-thinking bastion and leading advocate in the fight for immigrant rights which in turn allows for a positive attitude towards minority groups. With that in mind, “California’s diversity is seen as an asset and a new opportunity for inclusive instruction” (Adams, 2018, p. 1) which opens the door for those ELL students and families who are willing and ready to experience the full spectrum of opportunity related to educational equity.

Many of the factors which contribute to ELL student’s success or failure in our educational system are based upon internal and external circumstances that are unique to the individual. Each primary culture contains a set of standards that for the most part can be considered incongruent with an American cultural point of view. Teachers must be aware that their teaching practices are primarily centered around standard English speakers and therefore, any lesson plan or other forms of information directed to the ELL students must be culturally relevant in nature: “Culturally relevant teaching focuses on 1) academic excellence that is not based on cultural deficit models of school failure; 2) cultural competence which locates excellence within the context of the students community and cultural identities; and 3) critical consciousness which challenges inequitable school and societal structures” (Boutte et al, 2010, p. 3). The American culture creates a natural conflict with an ELL students’ primary culture due to the external influences they are experiencing at home yet they are asked to deny that culture when they enter the classroom. The behavior is destructive because American teachers struggle to understand their responsibility to educate, cultivate, and mold these behaviors into a collective entity. These first steps are necessary in supporting a reformation of the current ELD programming model so that its fundamental design reflects a concerted effort to integrate ELD

pedagogy with mainstream General Education practices. Training our General Education teachers to be prepared to handle the unique aspects of the individual ELL student include a cultural identity awareness that is separate from mainstream American ideology. Once the General Education teacher has realized these differences, then ELD programming can be synchronized to assist with ELL assimilation into American educational pedagogy.

Research Question(s)

Main Question: How can 21st Century ELD Programming create a structured malleable system that will promote successful transition from ELD to the General Education classroom?

Questions:

1. Once a student has been properly assessed, how can scaffolded systems support the individual student's ability to integrate their primary culture with American culture?
2. How does 21st century ELD Programming meet the needs of and take into consideration the ELLs internal and external environmental influences?
3. Can 21st century ELD Programming function autonomously within a specific school district while serving the needs of every California school?
4. Should there be an oversight committee of ELD trained teachers and administrators who review each school districts 21st century ELD programming structure to ensure ELLs needs are being met, ELLs are transitioning from ELD class to General Education classes within a timely manner, and determining whether curriculum standards are being met through continued comprehensive ELD and General Education teacher support?

Assumptions

Twenty-First Century ELD Programming assumes that California School Districts have in place independently structured ELD pedagogical systems that are in compliance with California Proposition 227 passed in 1998 and Proposition 58 passed in 2016. This means each school system is allowed the flexibility to create an ELD program that is deemed appropriate for their community at large, student population, and pedagogical structure. ELD standards, ELL transition into the General Education system, training standards, expectations, and support procedures are a variable hodge-podge of administrators, general education teachers, instructional aides, special education teachers, and ELD instructors working within sheltered environments with little to no oversight.

Limitations

When engaging with a complex educational structure that is static, differs from school system to school system, and generally makes assumptions related to collective and normative pedagogical practices rather than focusing on individual student learning needs within the microcosm of ELD instruction; one must consider that time and scope of the project will be relegated to the limitations of testing samples. Furthermore, engaging with General Education teachers, ELD educators, and administrators to explain how this study will positively affect change within institutionalized ELD practices and ingrained pedagogical models will be challenging based on three factors: over-burdened personal and work schedules, classroom duties, and school related extra-curricular responsibilities.

Delimitations

The study will involve 7th through 12th grade ELL students who are currently placed in an ELD class or have recently transitioned into General Education classes from an ELD

designation. Most of the students that will be contributing to this project attend Clovis North Educational Center which is a self-contained school with 7th-8th grade students on one half of the school and on the other half of the school (in the same building) are 9th-12th grade students. The total population of the Educational Center is approximately 3,500 students and there are approximately fifty-five ELL students categorized Level One through Level Four actively enrolled in the ELD program who will be participating. It should be noted that the Level One and Level Four ELL designation are based on initial or summative English Language Proficiency Assessment of California (ELPAC) test scores. These students are from approximately fifteen different countries and there are thirteen distinctive languages other than English spoken. One aspect that should be noted is that all ELD students at Clovis North Educational Center are participating in General Education classes regardless of their English speaking, reading, writing, and listening competence. Boundaries for this study are based on sample size at Clovis North Educational Center coupled with the limited ELD training General Education teachers are exposed too within the range of ELD programming methodology.

Operational Definitions

1. ELD – English Language Development is instruction specifically designed to support English Language Learners with developing reading, writing, speaking and listening English skills.
2. ELL- English Language Learners are students who are typically from non-English speaking households and have been classified as requiring scaffolded instruction in the English language.

3. ESL- English as a Second Language or English Second Language learner(s) is a common acronym to describe groups or individuals who are in the process of acquiring English language skills.
4. General Education classes- Educational courses taken by standard English speaking 7th to 12th grade students that are required to graduate from their respective institution.
5. California Proposition 227- This proposition was passed in 1998 and required California Public Schools to teach ELL students primarily in English, shortened the amount of time many ELL students spent in ELD programming, and attempted to force the transition of ELL students from special programs into general education classes when they had acquired a working knowledge of the English language.
6. California Proposition 58- Legislation that was passed in 2016 and went into effect in 2017. This law effectively stripped Proposition 227 of English only immersion requirements and allowed California schools to independently provide ELL students with multiple programs apart from English immersion classes.
7. LTEL – Long Term English Learner are those students who have been unable to transition out of ELD programs for varying reasons and have graduated from High School without acquiring the English language skills to succeed in the American work environment.
8. ELPAC – The **initial** English Language Proficiency Assessment of California is given to students who are identified as ELL students and after completing the examination, are then categorized on a scale of Level One through Level Four

based on their reading, writing, listening, and speaking English skills. The **summative** ELPAC is administered on a yearly basis, usually in the spring term, and continues to assess ELL students' English skills (reading, writing, listening, and speaking) by categorizing ELL students as Level One through Level Four.

Summary

Acclimation into American culture and acquisition of the English language in a public-school setting is not easy due to numerous independent and unique factors that compose the individual ELL student. R. Nunez et al. author(s) of *From ELD Curriculum Guide to Practice: A Case Study of Teachers Negotiating How and What to Teach* wrote in their dissertation about how English acquisition is not a “one size fits all” type of curriculum and must continuously reflect the position that the student is an individual with specific learning needs (Nunez et al, 2014). We cannot continue to serve the individual needs of ELL students by teaching them with a collective curriculum that is assessment driven. Instead, we must implement a 21st Century ELD Programming methodology that evaluates ELLs internal and external environmental influences, clarifies English language objectives, identifies individual learning styles, adapts and develops a scaffolded learning curriculum, promotes communication between ELD instructors and General Education teachers, and transitions ELL students into General Education classes when they have been individually assessed.

Chapter Two: Literature Review

Introduction

Culturally relevant English Language Development (ELD) pedagogy for English Second Language (ESL) students must be met with the same fervor as General Education pedagogy for standard English-speaking students. In 2013, California was home to 28 percent of the Hispanic population nationwide and it now has 29 percent of all ELL students nationwide (Salas, 2018, p. 26). The need for 21st century ELD Programming is one step forward in accommodating the burgeoning underrepresented English Language Learner (ELL) population who are expanding their sphere of influence into all sectors of our California educational school systems. Before 21st Century ELD programming can be implemented with any type of success, “attention will need to be given to the educational, social, and political implications of our role as educators” (Boutte et al, 2010, p. 15). California struggles with determining what services ELLs need because of lax reporting requirements, inconsistent ELD and General Education classroom environments, and subjective educational policies that are left to the individual districts to define based on their community demographics (Lezama, 2014, p. 7).

The first person or contact the ELL student and family most likely will have is with a teacher, administrator, counselor, or instructional aide that may or not understand the implications or considerations that are inherently unique to the ELL experience. This is can be positive or negative or a mix of both because the variables are dependent on the training and way in which that person views the ELLs status within the school environment and community at large. In Claudine Dumais’ dissertation, *Teachers’ perceptions of successful English language development practices: A study of program delivery models, instruction and support services at two high performing two -way immersion elementary schools*, she contends that, “teachers

trained 10 or 20 years ago may not have had the same teaching experience as they encounter currently in the educational system. Teachers may not be prepared to train newcomers, because they were not trained in strategies to meet the needs of ELLs” (Dumais & Purrington, 2005, p. 3). Every classroom and meeting place within the school must be equipped to handle the diverse ELL student population. When we accomplish the task of recognizing the individual complexities that each ELL represents then the ELL student will be able to realize the important role they play in our schools and within the community at large. Awareness starts the conversation, education moves us forward, opportunity opens the door, and educational equity bridges the gap related to ELL academic achievement.

There are six procedural steps in the 21st Century ELD Programming approach which will provide ELD coordinators with a roadmap to evaluating ELLs internal and external environmental influences, clarifying English language objectives, identifying individual learning styles, adapting and developing a scaffolded learning curriculum, communicating with General Education teachers, and transitioning ELL students into General Education classes when they have been individually assessed (please refer to Table 1.0). Through the implementation of a practical methodology, the school district or school site will be able to support their ELD teachers with a simplified ELD curriculum that follows a step by step progression culminating in the ELL successfully integrating into General Education classes. Administrators and teachers will no longer have to rely on English Language Proficiency Assessment of California (ELPAC) test scores or standards-based criteria that result in “checking a box”. Rather, institutions will be able to make informed decisions that are gathered from individually determined evaluative procedures.

Graphic Organizer: 21st Century ELD Programming

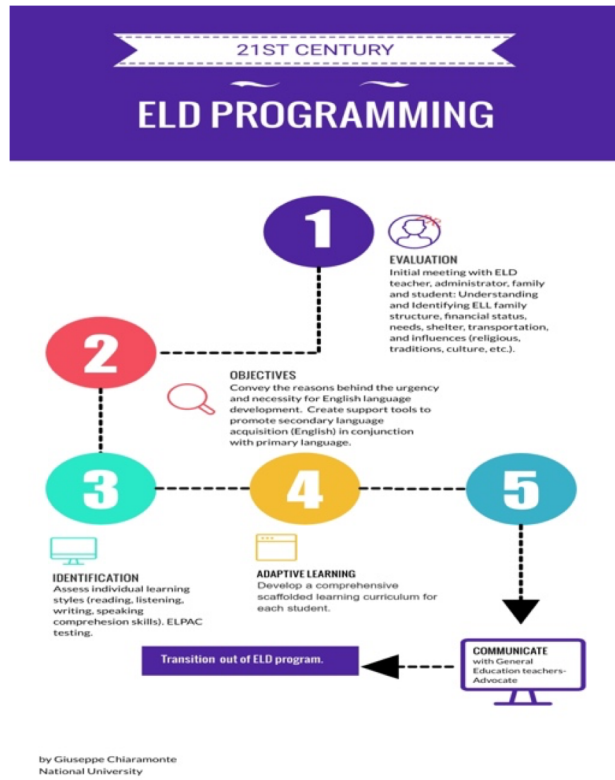


Figure 2.1- Twenty-First Century English Language Development (ELD) Programming model created by Giuseppe Chiaramonte-National University. The 21st Century ELD Programming graphic organizer is an evolving methodology that is actively collecting data and forming an educated hypothesis which engages with past and present pedagogical ELD practices at the local, state, federal, and global levels.

Review of Literature

Evaluation

Now that there has been a baseline established with respect to how teachers and administrators should self-reflect and train in preparation for teaching and interacting with ELL students, 21st Century ELD Programming can establish the first point of contact with an ELL and their family. Evaluating an ELLs internal and external environmental influences assists in identifying the key components that will support the ELL through their transition from an ELD classroom to the General Education population. The initial meeting with the ELD coordinator must be an organized effort between administrators and teachers to pinpoint needs, challenges,

and support systems that will play major or minor roles how the ELL student will deal with the daily challenges of school life. By integrating an ELLs family into this process “parents who only speak Spanish may not be capable of assisting their children with their homework but can serve as an emotional support instead” (Dumais & Purrington, 2005, p. 3). This is crucial in creating a scaffolded support system that meets all the needs of the individual rather than placing the ELL student in an isolated environment amongst a group of standard English speakers and other ELLs who may have no context or understanding of what the individual ELL student may be facing.

Objectives

After the initial evaluation phase has been completed, ELD coordinators must consider where the ELL student fits into the student population that they are entering and identify clear objectives that lead to successful transition into General Education classes. The ELL student must not be assessed through traditional means like the ELPAC; rather, information gleaned from the conversations guided by ELD trained supervisors, coordinators, or teachers with the ELL students, their parents/family, and prior educational norms related to their home country contribute to this meaningful and deliberate procedural advancement “to support the methodology by which ELD teachers can construct directed learning for the individual student” (Burstein et al, 2014, p. Abstract). ELL students and their families should not be left alone to answer questions about their child’s educational needs when their primary countries public educational pedagogy reflects a unique national identity. Nor should EL parents be separated from the chance to personally develop a deeper understanding of how the California educational system is structured and will support their child’s educational objectives. Habib Habiburrahim author of *A Review of the Department of English Language Education Curriculum Development*

discussed this distinctive point of view regarding ELD curriculum through the optics of a foreign country (Indonesia); “we need to evaluate our own practices against other entities who are developing strategies to overcome the barriers we are all experiencing” (Habibburrahim, 2019, p. 1). While reading the article, I found this statement particularly enlightening because it exposes a foundational truth related to the binary purpose of answering “why” we need ELD programming coupled with the objectives of ELD curriculum design: “In the context of autonomy, it is better that education is directed towards the potential of the region itself and in the context of local independence” (Habibburrahim, 2019, p. 5).

Identification

California is a state with differing cultural norms and ideologies. For example, San Diego’s immigrant population does not necessarily reflect Fresno County, Kern County, Santa Cruz County or Humboldt County, therefore; ELD curriculum cannot be a fixed standard with set objectives. Rather, we should persistently examine the individual district and the types of immigrants that are influencing, working, living, and thriving in their communities. These types of considerations will create the necessary support tools to promote secondary language acquisition in conjunction with the primary language.

Assessing students is generally executed under the auspices of informal, formal and summative tests that provide statistical information related to performance standards, rubrics, or predetermined criteria. 21st Century ELD Programming rejects all three of the aforementioned normal assessment practices and focuses on four categories that are considered good practice related to ELD pedagogy: reading, writing, listening and speaking comprehension. Luke et al author(s) of *Comprehension as Social and Intellectual Practice: Rebuilding Curriculum in Low Socioeconomic and Cultural Minority Schools* discuss the relevance of developing these four

skills while integrating ELD Common Core Standards as the driving force behind emergent curriculum (Luke et al, 2011). Additionally, socioeconomic and cultural status is an external mitigating factor when dealing with ELLs. If ELLs are unable to provide for the basic needs, are subjected to subpar living standards or are in fear of deportation; there are considerations that must be made to reach out to those ELLs living in these situations. They must be provided the necessary resources to overcome their unique obstacles so they can thrive in their communities. English language acquisition is one way they can provide opportunities for themselves and family members.

Adaptive Learning

Twenty-First Century ELD programming is achievable if standard teaching practices recognize they must conform to the influx of ELL students that are entering into our local and state classrooms. Adaptive learning must be at the forefront of daily, monthly, quarterly, semester, and yearlong lesson planning. By developing a comprehensive scaffolded learning curriculum for each ELL student, there is a logical determination that the individual will eventually be able to acclimate to their new environment and acquire English language skills. One way to achieve this was discussed in the article authored by E. Boucher-*It's Time to Ditch Our Deadlines: Why you Should Stop Penalizing your Students for Submitting Work Late*. In the article, Boucher stated in summary that there is a difference between hard and soft deadlines with respect to allowing students who are already overwhelmed, the opportunity to succeed in school through the removal of deadlines that penalize them for late work. This is relevant because it is my contention that allowing ELL students the opportunity to succeed in their General Education classes by turning in assignments that exhibit **mastery** of the subject matter and are conducive to English language development is a far greater alternative as opposed to turning in a task or

activity for the purposes of meeting a hard deadline. By utilizing techniques that are “outside the box” of normative teaching practices, ELL students can delve deeper into the subject matter whereby removing “barrier[s] to teachers’ implementing truly differentiated instruction” and “their lingering fear that it is somehow “unfair” to give children different types and amounts of instruction. Research says that it is fair, as long as you define “fair” as providing an individual child opportunity for maximum growth” (Walpole & McKenna, 2007, p. 6). Assessing curriculum through differing optics, allows ELD coordinators/teachers opportunities to closely evaluate gaps in understanding relevant to the four English learning categories: reading, listening, writing, and speaking.

Communicate

When analyzing the final step in the 21st Century ELD Programming model, one must consider whether it is best to isolate the ELL student until they are deemed ready to transition into a General Education class or integrate them immediately in a “sink or swim” type mentality. M. Koran author of *The Case against Isolating English Learners* argues that integrating ELL students into mainstream English Language Arts classes with the intent of supplementing their current ELD class is the way ELD programming should be directed. This leads to improved English comprehension skill and less likelihood that the ELL student will be pushed aside into an ELD class that has isolated them from the rest of the student population. Therefore, as the ELD and General Education teachers communicate following the six strands of the 21st Century ELD Programming methodology; the final sixth step to transitioning into the General Education classroom is completed.

Conclusion

English Language Development as applied to the California public school system is a fluid concept which seeks to integrate the vast array of world cultures, beliefs, and traditions into traditional American values. What we as educators envision for optimal ELL development and the reality of what is happening within our schools are two very different prospects. Therefore, by simplifying the ELD procedures, assessments, and expectations through a streamlined model, schools can efficiently identify the ELLs learning objectives and transition them into mainstream General Education classes. Twenty-First Century ELD Programming recognizes the shortcomings of our current ELD pedagogical system and strategically empowers educators to follow a six-step process that guides them from initial contact with the ELL student and family all the way through to successful transition out of the ELD program and into General Education classes.

Chapter Three: Methodology

The impact of 21st Century English Language Development (ELD) Programming theory on current accepted institutionalized practices and pedagogy requires a research study that supports and highlights the growing need for streamlined individualized interaction with English Language Learners (ELLs) and their families, so that the transition from ELD classroom instruction to General Education classes is not impeded by fixed criteria, standards, and/or policies. This flexible programming infrastructure incorporates several different components that evolve, change, and require constant due diligence from administrators and instructors within the school district because external influences within the ELL community are frequently providing unforeseen, unexpected or unaccounted for ELL demographics. ELL students and their families are not in control of the global impact that war, violence, poverty, disease, lack of education, and changing government ideologies have on their native country. What these individuals do have is a choice to seek greater opportunity and freedom by moving to America and in a smaller context participating in the California school system. Strategies employed through the 21st Century ELD Programming approach directly impacts and challenges the methodology schools currently utilize. California school districts should reconsider how they view the ELL student and apply an individual assessment program that documents each step of their journey through the initial contact all the way to their successful transition into General Education classes. The “check the box” on a form or “one size fits all” collective mentality is no longer a viable solution to this diverse population. In fact, the 21st Century ELD Programming model rejects this type of standardized assessment-based model. The impact of 21st Century ELD Programming is far reaching and recalibrates the way in which administrators can

flexibly evaluate all components of the ELL students external and internal environmental influences while continuing to maintain institutional educational objectives.

The central question that is considered and continually referred too throughout this research study is: How can 21st century ELD programming create a structured malleable system that will promote successful transition from ELD to the General Education classroom? Naturally, there are several sub-topics that revolve around this hypothesis which include: (1) Once a student has been properly assessed, how can scaffolded systems support the individual student's ability to integrate their primary culture with American culture? (2) How does 21st century ELD programming meet the needs of and take into consideration the ELLs internal and external environmental influences? (3) Can 21st century ELD programming function autonomously within a specific school district while serving the needs of every California school? (4) Should there be an oversight committee of ELD trained teachers and administrators who review each school districts 21st century ELD programming structure to ensure ELLs needs are being met, ELLs are transitioning from ELD class to General Education classes within a timely manner, and determining whether curriculum standards are being met through continued comprehensive ELD and General Education teacher support? It should be noted that sub-topic question #4 is overarching and seeks to challenge the status quo within the individual school districts. Oversight committees or small cohorts of educators and administrators that are specially trained to serve the ELL students educational needs are essential to the success of 21st Century ELD Programming.

Research Design

This research proposal suggests that a phenomenological method be applied to achieve set objectives, answer questions pertaining to the 21st Century ELD Programming hypothesis, and provides flexibility to synthesize information in real time. Through implementation of this process, I will be able to focus on interviews, place an emphasis on personal observations, and utilize short answer surveys to gather data from subjects. Analysis of these three factors furthers the study within an internal binary framework. All participants are part of the California educational system within a specific school district and therefore, have a vested interest in the propagation of expanding ELD pedagogy for an exclusive community.

Expanding on the aforementioned attributes of this phenomenological method, structured interviews will be conducted with administrators, General Education teachers, ELD teachers, ELD instructional aides, and ELD coordinators within a school district that contains forty-eight (elementary, junior high, high school, charter schools, and adult education) schools and serves over 42,000 students with just over 50% minority enrollment rate which is considerably less than the state average. Because the school district is so large, the initial study will engage with an Educational Center that serves 7th to 12th grade students with an approximate enrollment of over 3,000 students. A short answer survey (ten questions) will be administered to ELL students grades 7th through 12th which will be used as a quantitative baseline to compare with the data collected from structured interviews. These structured interviews and surveys will provide new insight into the strengths and weaknesses of current ELD programming, postulate on the 21st Century ELD Programming hypothesis, and assist in drawing inferences that corresponds with trending ELL research.

Participants

The participants in this study are from a school district that has requested to remain anonymous, and therefore will be referred to from this point forward as School District #1. Furthermore, the Educational Center, which is a part of School District #1, will be referred to from this point forward as Educational Center A and is a self-contained junior high and high school functioning on the same campus with a principal and staff that works as a cohesive unit to oversee day to day operations. At the direction of school district administrators each participant is to remain anonymous and all public information related to the individual school/educational center and school district has been approved for dissemination. Participants within the following collective group at Educational Center A will be identified numerically starting at Administrator or Instructor 1 and progressing upwards: Administrators will be identified independently of Instructors. Instructors will include credentialed ELD and General Education teachers, ELD coordinators, and instructional aides. Participants within the student research group at Educational Center A will be labeled alphabetically starting at Student A and progressing upwards.

Structured interviews will be organized through one on one interaction, interdepartmental email, and then scheduled with those persons who agree to be participants in this research study. I have discussed this research proposal with administration at School District #1 and Education Center A, and all administrators have agreed that a parent permission slip will be generated explaining the nature of the survey, ensure student confidentiality, and obtain parent permission to participate. Based on the fact I am currently a full-time ELD credential teacher at Educational Center A, I have

access to the ELL student population once the required documentation has been finalized and the survey can then be administered at my discretion.

Materials

The proposed study will be completed by first creating parent permission slips that will be distributed to the ELL students at Educational Center A. They will be collected as a record and kept within the ELD administration office at Educational Center A. I will be utilizing a lap top computer to document interviews through note taking procedures, compile information, and design graphs and charts to synthesize data. All data charts that are created will reflect collected data so that accurate analysis can be attained to support the established research questions. SurveyMonkey (www.surveymonkey.com) is a free online web site that I will be using to create the ten question and short answer student survey and can be administered either online or via hard copy.

Procedure

My research proposal suggests the study is to be completed over an eight-week period of time beginning at the end of April 2020 and ending in May 2020. This is an adjustable time period and may need to be corrected due to external or internal constraints which are dependent on such variables as administrator and teacher schedules, student participation, and other unforeseen factors. Preparations have already begun with communication between myself and administrators/staff related to an overview of the proposed methodology and data collection constraints that School District #1 in conjunction with Education Center A has requested be implemented prior to engaging in the research study. Meeting days and times with all administrators and instructors involved in the study has been an ongoing conversation and parent permission slips can be sent out

and collected at any point-beginning immediately. After careful consideration, I believe research findings can be presented at the end of June 2020.

Data Collection and Analysis

The significance of this research study seeks to provide cumulative quantitative data that supports the stated hypothesis and evaluates current ELD programming models within the context of a paradigm shift from collective assessment to individual evaluation. Data charts are one way that I will be analyzing statistics in light of past ELD pedagogy trends within School District #1 and current information collected through administrator/instructor interviews and student surveys. This visual representation will establish whether there is a need for a reorganization of ELD programming beginning in School District #1 and how the hypothesized 21st Century ELD Programming model can be implemented, deployed, or reworked.

The following are examples of data charts that may be used to analyze collected information for this proposed study. It should be noted that the any of the representations depicted are not accurate reflections of numerical and alpha values. Rather, they demonstrate what is being considered as baseline representations of evidentiary information. Interviews and the subsequent answers along with student survey answers are the established data points and will be utilized to gain a better understanding of what the next step is in the organizational and implementation process.

Data Point One

During the structured interview process, I will be collecting data from Educational Center A administrators/instructors related to the perceived functionality of ELL individual evaluation processes, current ELL collective assessment efficiency, and effectiveness of

current ELD programming based on a 1 (least effective) through 5 (most effective) scoring system.

Data Point One

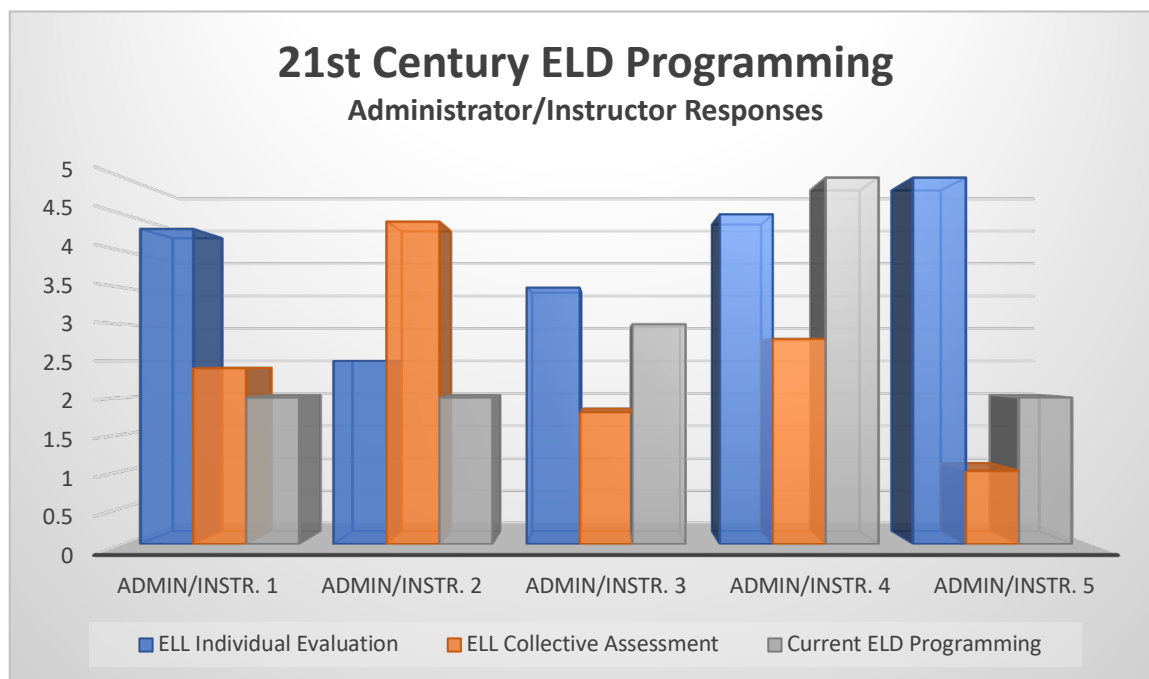


Table 3.1- Administrator/Instructor Responses

Data Point Two

ELL students will be categorized by their ELPAC assessment scores (Level 1 through Level 4) which is indicated by their enrollment in Educational Center A's ELD program or accessible reference information available to me through Educational Center A's student profile internal web site. With that in mind, a pie graph will represent data obtained from the survey in which the ELL students from Educational Center A will be asked yes or no and short answer questions related to the functionality, engagement, and interaction with current ELD programming standards. This also connects to the 21st Century ELD Programming hypothesis which seeks to mitigate the collective criteria and engage with the individual ELL student through meetings with students and families,

providing clear understanding of transitional requirements from ELD to General Education classes, meets consistently on a monthly or bi-weekly basis with trained ELD staff to monitor English language acquisition progress, and identify whether educational goals/objectives are being supported

Data Point Two

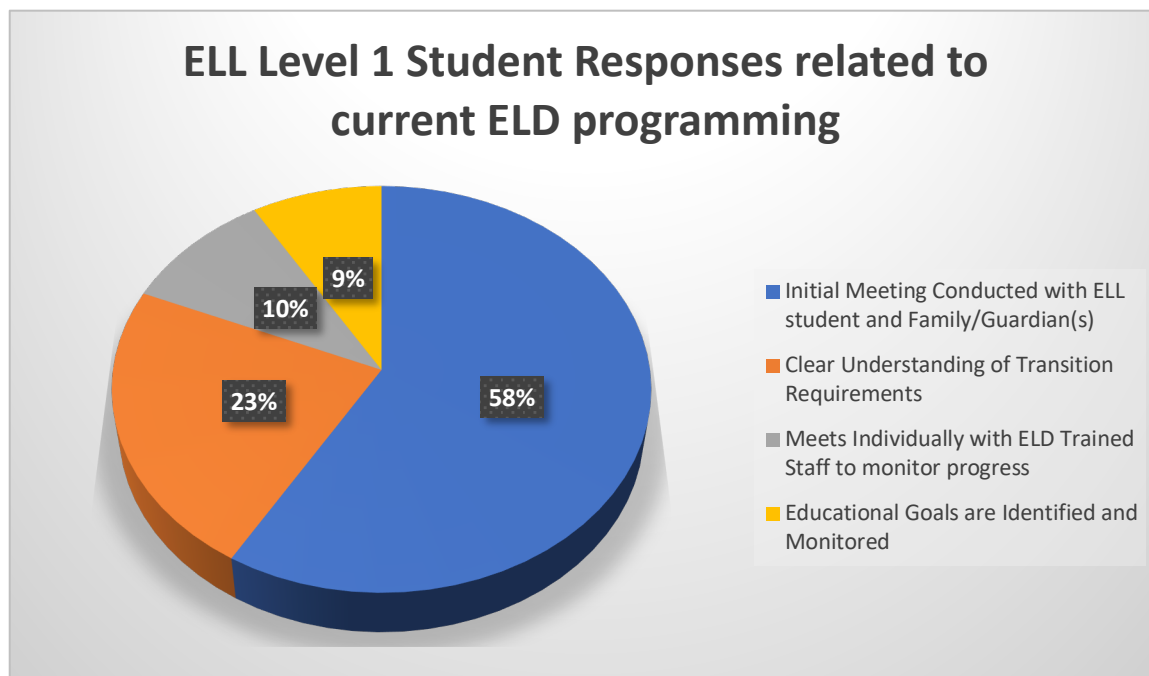


Table 3.2 – ELL Level Student Responses

Instruments

Data collection related to this research study will reflect the methodology created by The National Center for Post-Secondary Improvement, headquartered at the Stanford Institute for Higher Education Research

(https://web.stanford.edu/group/ncpi/unspeficied/student_assess_toolkit/sampleInterviewProtocol.html). This interview procedure begins with a set introductory question-answer response process and culminates in an open-ended questions/answer format. I feel this is the best way to obtain substantial information from administrators/instructors at Educational Center A related to

current ELD programming models without implying or drawing inferences about hypothesized 21st Century ELD Programming constructs. In addition, there is ample opportunity to explore the interviewees depth of knowledge related to ELD programming, analyze their experiences with ELL student development, and adapt accordingly if the interviewee diverges from the topic. Also included in this research study is a ten-question student survey that will collect quantitative data related to respondents' experiences in the current ELD programming model instituted by School District #1 and administered by Educational Center A. At this time, the survey sample size is dependent on students enrolled in Educational Center A's ELD program and respondent's ability to participate (parent permission slips).

Researcher Knowledge, Remaining Questions, and Other Considerations

Twenty-First Century ELD Programming is designed to be the next step in ELD development and assist in streamlining the way in which administrators can transition ELL students from ELD to General Education classes. Currently, each school district is tasked with implementing an evaluative process that identifies ESL (English Second Language) community needs through adherence to California Proposition 58 polices whereby creating a framework by which ELL students' progress through assessment-based strategies. For example, in School District #1 each time an ELL student successfully completes a task, a box is checked on a form that tracks their progress. If the ELL students does not complete the required assessment(s) like pass their General Education English Language Arts class with a "C" or higher and achieve a "4" on the ELPAC test and pass two of the semester ELD summative tests; then the ELL student is not allowed to transition out of the ELD program. This is a just a sampling of the many requirements the ELL students must attain without consideration of their external or internal circumstances or a review by a panel of trained ELD coordinators within School District #1.

I hope to learn that there are options for ELL students to function autonomously within an educational system that shows it cares for the individual through systemic awareness of the ELL students' unique circumstances and environmental influences. By examining current ELD programming processes, models, and systems, we as educators become aware of the expanding influence ELL students have on the California public school system. Even in School District #1 which trends lower in minority enrollment than the California average, minorities and ESL families still represent over 50% of the student population. This is an issue that continues to present itself as having an impact on present and future pedagogy, ELD curriculum development, ELD training standards, tiered support for ELL students, and budget planning for state funds.

Several questions remain which pertain to the holistic ELD programming hypothesis I am proposing. (1) Does the ELPAC assessment correctly identify and categorize ELL students? (2) What long term impact do Long Term English Learners (LTELs) have on our communities? (3) Are LTELs a result of flawed ELD curriculum, lack of individual evaluations, or substandard training within the school district or something else? (4) Can or will California implement an ELD Programming model that provides the resources necessary to individually evaluate each ELL student? (5) How do we involve ELL families in their child's educational process without causing undue hardship, anxiety, fear, or other circumstance which would cause isolation or gaps in communication?

Other considerations are acknowledged to be an integral part of the research study and include independent variables which will influence the collection of data. For example, Educational Center A that is part of School District #1 is considered to be affluent and primarily composed of Caucasian standard English-speaking students. In addition, the General Education teachers (myself included) are monolingual Caucasian adults with a disproportionately lower

Hispanic population than is seen in other schools within School District #1. With this in mind, school comparison in the lower income sectors of our community would provide further data on ELL student experiences and widen the sample of respondents available to participate in a research study.

Ethical considerations that are addressed throughout this research study begin with placing a priority on participant anonymity which includes but is not limited to employees and students of the school district. Parent consent for students to participate in the study will be predicated on collecting parent permission slips in conjunction with providing ongoing informed consent through continuous dissemination of information and assurances that those taking part in the study will be free of any coercion. Any persons requesting to withdraw from the study at any point will be granted immediately and without question based on the fact participation in the study is voluntary. Furthermore, the use of offensive, discriminatory, or other unacceptable language will be avoided and not part of this research study. Authors or any part of academic research that is part of this research study will utilize the APA formatting system. Finally, maintenance of the highest level of objectivity in all of the documented processes used during this study will be upheld.

Next Action Research Cycle

Further research on ELD programming involves expanding this study or similar studies to include multiple school districts with high, mid, and low ELL student populations. Further, there should be considerations made for those ELL students from Kindergarten through 6th grade who most likely are experiencing ELD curriculum within a differing context or environment as opposed to this research proposal which focuses solely on junior high and high school ELL students. Regardless, the ELL and LTEL populations continue to expand their influence on the

California school system, communities, job market, and higher education, and must be served with as much fervor as their standard English-speaking counterparts.

Chapter Four: Reflection

Introduction

I propose that the individual school districts within the state of California are not currently equipped, trained, adequately funded, and/or prepared for the burgeoning English Language Learner (ELL) population that have enrolled, are enrolling, or preparing to enroll in our Californian educational system. According to Kip Tellez et al., author of *Preparing quality educators for English language learners research, policies and practices*, “1 in 3 children nationwide is from an ethnic or racial minority group, 1 in 7 speaks a language other than English at home, and 1 in 15 was born outside of the United States” which statistically provides evidence that our educational environment is a rich kaleidoscope of ELL students working together with their standard English speaking peers (p. 45). The definition of who a “minority” is within our school systems is dramatically changing as foreign-born students are creating a paradigm shift within our General Education classes and increasing the need for individualized support systems.

In recent years, teachers and administrators have continued to rely on antiquated research models for assistance in dealing with the collective ELL student body. This has led to the creation of a new form of ELL learner known as a Long Term English Learner (LTEL) who are stuck in an English Language Development (ELD) educational system that is based on “check the box” standards or criteria to qualify for transition out of the ELD program. This is no longer a viable solution nor does it deal with the multi-dimensional learning styles or external influences that each ELL student brings with them into the classroom. Rather the individual should be evaluated and assessed by trained ELD educational administrators, instructors, and instructional aides who can make decisions based on the ELL student’s daily actions, behaviors,

teacher's observations and evaluations, interpersonal relationships, and feedback from the parents as opposed to summative or state mandated assessments.

Let us briefly analyze the circumstances of a 7th grade male El Salvadorian born student (from here forward referred to as Student X) who can shed more light on an increasingly common occurrence on our California school campuses. Student X recently enrolled in the school district where I am currently employed full-time. He was dropped off by an unknown adult (assumed to be the parent) with his older sister (9th grader) on the first day of school. They both walked in to the front office and the older sister explained in broken English to the registrar that they had arrived from El Salvador within the past month. School officials contacted an ELD coordinator regarding Student X's situation and attempted to personally contact the parents/guardians over a two-week period with negative results. Since that time, it has been documented via internal school databases that the parents have only been contacted via telephone and there are no English-speaking adults or family members living with Student X or his sister. Why is this a relevant example of the inconsistencies within the current ELD model and need for a revamped institutionalized 21st Century ELD Programming framework? First, Student X's parents are not an active participant in assisting Student X with achieving his educational objectives. Second, Student X has been struggling to acclimate in the California educational system because there is reason to believe from brief interactions and conversations with Student X that there were major gaps in his prior education while living in El Salvador. This has led to Student X exhibiting negative behavioral issues during classroom activities in conjunction with General Education teachers becoming frustrated with the lack of family support. Third, Student X is lagging behind in all his General Education classes for a multitude of reasons which are based on the lack of individualized criteria and persons trained to assess Student X's educational

background, external influences, and support systems required to ensure his success. Finally, Student X is facing disciplinary consequences and is being categorized as an at-risk student based on standard practices, school policies, and/or expectations associated to a standard English-speaking student. These problematic circumstances could have been mitigated or possibly completely eliminated if a flexible framework were in place to guide and hold accountable those persons who are responsible for Student X's education.

Twenty-First Century ELD Programming is the logical next step in the evolution of ELD pedagogy by engaging with the individual ELL student experience beginning with initial contact to successful transition from ELD instruction into General Education classes. Accomplishing this task starts with educating school administrators, General Education teachers, ELD instructors, ELD coordinators, and instructional aides through personal engagement and identification of systemic problems within the ELD program which bridges the understanding gap that is prevalent in our current state of affairs. Once the conversation has started, I plan to introduce the concept of 21st Century ELD Programming to each person and request permission to conduct research that would support or modify my proposed hypothesis. In addition, parents of students will be contacted via email to request written permission for their ELD students to participate in the research study.

Analysis of Existing Research in Literature

Trending research supports a reform of the processes that we currently understand to be ELD pedagogy. Most ELD and General Education teachers understand that once we step in the classroom, pedagogy is structured around multiple sources of instructional learning styles that seek to engage with the learner's distinctive abilities. We have created systems, models, and frameworks like Universal Design for Learning (UDL), Bloom's Taxonomy, Bloom's Revised

Taxonomy, and Webb's Depth of Knowledge wheel to explain, offer insights, guide, and plan for each step in the lesson planning process for the standard English speaker. This ensures that the delivery of information conforms to state and federal standards and district expectations while engaging with instructional strategies, pertinent information, and individual learning styles for the benefit of the individual and collective standard English-speaking classroom. Are the same expectations afforded to the ELL student functioning within an ELD classroom? The ELL student is no different than the standard English speaker and there are indicators they require more individualized instruction because of a diverse array of external and internal influences. We are at the cusp (a tipping point if you will) that is pushing the boundaries of normative or expected teaching practices related to ELD instruction and seeks to embrace a wealth of recent, current, and trending research that surmises ELD instructors/teachers "must act as advocates for both their students and field" (Tellez et al., pg. 8). Therefore, to advocate we must be leaders within our chosen field and give those administrators, students, General Education teachers, and students under our tutelage and/or direction the opportunity to experience the full panorama of English Language Development. This is how we will collectively move forward into the 21st century by simultaneously implementing research-based techniques coupled with programming models such the 21st Century ELD Programming methodology to ensure that every ELL student is given equal opportunity to meet their educational objectives.

Implications for Practice, Teaching, and Further Research

The long-term goal of this research is to develop a formalized English Language Development programming framework for all school districts in the state of California to have as a resource when planning English Language Development standards. I recognize this is an ambitious project with many moving parts but there is ample supporting evidence to suggest it is

a conversation worth having. Twenty-First Century ELD Programming seeks to clearly define and simplify each step in the ELL students transition from ELD instruction to General Education classes. A byproduct of these flexible practices is the reduction in LTEL students and the seamless acclimation of all ELL students into our American culture. The objective of the current study is to provide a framework for all school districts to follow in order to maximize ELL student success, explore a comprehensive review of literatures, educate and engage with administrators and instructors regarding the urgency and need for individualized ELD curriculum development, and seamlessly transition ELL students from initial contact to successful integration into the standard English speaking student population.

The result of this study will be a valuable asset to the California educational community who are well aware of the exploding number of ELL students within our school systems. Development of systems that clarify roles and alleviate linguistic and cultural barriers which soften the transitional hardships ELL students and ESL families experience when enrolling in their local school districts should be prioritized in every school district's policies and/or mandates. Administrators, ELD instructors, and General Education teachers who have been adequately trained in supportive measures affords the opportunity for further enhancement of academic opportunities that efficiently integrate and acclimate an ELL student into our K-12 system. With this in mind, the potential significance of this research project is measured only by the importance our society views the prospective impact our ELL students will have on our communities. If we view the individual ELL student as "today's learners and tomorrow's leaders" [which research suggests] then we will band together and make the tough decisions to adjust our standards to support every facet of our ELL student's educational goals.

Critical Friend (CF) Interaction

The interactions with both my Critical Friends (CFs) were instrumental in acknowledging the breadth, width, depth, and limitations of my research proposal. They provided their personal interpretations of how a research proposal could or should be written by sharing with me their developing research proposals which provided formatting suggestions and modeled unique writing techniques that served as guide posts to formulate my own analysis of the project. Like most complex educational endeavors, I experienced positive and negative moments which promoted a deeper level of thinking, greater self-awareness of my own strengths and weaknesses with respect to personal research and writing abilities, and a greater understanding of how the material was being disseminated by looking at it from differing optics.

Initially, there were a few drawbacks to understanding how the distance relationships would impact the writing process but these were tempered and mostly overshadowed with a commitment to excellence and embracing our common objective of producing a meaningful project. I quickly learned that my first CF focused on providing detailed feedback related to identifying how I could clarify the main question so that it clearly articulated the project's purpose in conjunction with establishing quantifiable goals that were attainable. There were moments where I did not agree with their evaluation but this forced me to reevaluate certain aspects that were unclear, unnecessary, or lacked sufficient information to support the assertions being made. One of the most difficult aspects of the first CF experience was balancing due dates and the revision process. I recall multiple instances where I would receive my CFs rough draft via email on a Saturday afternoon or Sunday morning and observe several mistakes or APA formatting issues that reflected the same problems I was trying to improve upon while editing my paper. This issue was not necessarily negative, but it forced me to continually assess all

elements of the research procedure along with the additional responsibility of evaluating my CFs proposal. It also made me aware that if I procrastinated or did not manage my personal schedule then I could not adequately deliver timely, encouraging feedback or constructive criticism to my CF who was doing the same for me.

When interacting with my second CF, I found a completely different relationship formed from the lessons learned during the prior month. We immediately exchanged contact information and expressed a common desire to find ways in which we could support one another. This led to the sharing of our research throughout the week, discussing areas where we could improve upon through text, email, phone communication, and providing emotional and mental support at opportune moments. I recall one instance when I was overwhelmed with my full-time teaching job responsibilities, extra-curricular coaching activities, family life, and trying to finish Chapter Three along with the discussion posts at which point I reached out to my CF and expressed to her that I didn't think I could make the deadline. Over the course of a two-day period, my CF repeatedly sent me encouraging words and support that assisted me with staying on task and completing my objectives. During this time of reflection, I am certain that without my CF, there may have been a point where I quit because of the workload but I was able to connect with a peer who knew what I was going through and was able to run the race alongside of me to make sure I finished.

Summary

During my research proposal journey, I had hoped to strengthen the connection between my fiery passion for teaching ELL students and my growing identification with an immigrant family history that has reaped the benefits from the evolution of ELD programming in the United States. Unbeknownst to me, I stumbled upon a valuable insight about how through years of

American pedagogical evolution, teachers have been intentionally designed to be gatekeepers who guide those seeking knowledge and freely embrace our diverse ESL community. Because of this exposure to new ideas, theories, and contemporary research studies; I learned the following:

- (1) ELL students have been an integral part of the California educational system with a rich history of contributions that have changed the fabric of local, national, and global enterprises.
- (2) As educators, we have for too long consciously and unconsciously placed roadblocks in the pathway for successfully acclimating ELL students into American society.
- (3) Inferences drawn from personal experience, research, and expert observations conclude ELD programming has been based on outdated research from the 1960s which has hindered the implementation of trending/current research claims that directly refute past normative practices and call for a revamping of the ELD pedagogical system.
- (4) ELD instructors are at the forefront of the learning curve because they are tasked with a myriad of responsibilities which serve our larger community goals for our ELL students that include but are not limited to: integration into society, acclimation to our culture, mitigation of external influences that consciously or unconsciously seek to hinder educational objectives, balancing the responsibilities of primary cultural or linguistic expectations, embracing their bilingual status, undoing the stigmatization or labeling that may occur from being part of ELD instruction, acquiring the necessary English skills to transition into higher education, and socializing ELL students into the mainstream student population.
- (5) There is a need for establishing a consistent model within each California school district that clearly establishes a baseline expectation for ELD programming beginning with

initial contact and ending in a successful transition to General Education classrooms. This does not include depending or relying on summative or state mandated testing to determine an ELL student's English abilities. Rather, there has to be a renewed effort to collaboratively assess the individual ELL student's progression through a continuum of tiered support systems and sequential stages that are outlined in the proposed 21st Century ELD Programming model.

The next step in the research cycle is implementation of the study. Any modifications that need to be made are based on real time interviews with sample participants. After the completion of the study and dependent on results, I believe the research could be made available at the National Clearinghouse for English Language Acquisition (NCELA) which is an online ELD database supported by the federal government. I have postulated in the methodology chapter that this research study will take approximately eight weeks to complete, but there are many questions that may impede progress such as:

- (1) Is the student and instructor/administrator sample size large enough to support, modify, or negate the thesis statement?
- (2) Do administrators within Educational Center A have sufficient experience and/or expertise with ELD instruction to offer anecdotal or factual responses to the interview questions?
 - (a) Research suggests this "lack of experience" with ELD instruction at all levels may be an actuality. Therefore, are there parameters that can or should be created to adjust for these factors?
- (3) How will the variable external influences ELL students experience positively or negatively affect the ten-question survey provided to the ELL students?

- (4) How can the impact of ELL student cultural optics on ELD instruction be mitigated when drawing inferences from survey data?
- (a) For example, will the Vietnamese ELL student experience be vastly different from the Ukrainian ELL student experience?
 - (b) Should ELL students also be categorized into primary cultural or linguistic backgrounds?
- (5) Will the quantitative data support the wide-ranging assertions being presented or is there a possibility that more measurements or data points need to be implemented as well as considerations made for qualitative data?

In hindsight, I would advise myself that every part of the research process is important and contributed to the overall success or failure of the project. This culminated in identifying four key elements that I had to continually assess in order to achieve my objectives.

- (1) Attention to detail: Throughout this process, I have had to learn, adapt, and adhere to recent changes in APA formatting guidelines. This has led to numerous technical issues when discussing the outline and structure of my research project with my Critical Friend and Professors. In hindsight, I would have enrolled in an APA class to learn what was acceptable or enlisted the assistance of a tutor to provide constructive feedback. This would have alleviated the extensive time I had to commit to learning APA standards.
- (2) Communication: Discussion posts, emails, texts, personal phone calls, CF reviews, and online collaborative sessions contributed to my deeper understanding of my projects purpose. If I were to start again, I would tell myself to engage as soon as possible with all persons involved to clarify the direction of the task and provide the opportunity for critical feedback. Communication was clearly the one area that improved over time but

was lacking when I first started the project. I am grateful that the Critical Friend interaction was part of the curriculum because this bridged the gap of isolation which distance learning can create if there aren't measures in place to assist students.

(3) Time management: There were times when I did not think I could complete the requirements because of the many responsibilities that were constantly vying for my attention. Family responsibilities (husband and father duties), full-time teaching job, extra-curricular baseball coaching activities, school discussion posts, and trying to find time for stress relieving hobbies were over whelming and stretched me to my physical, mental, and emotional limits. I learned self-care was an essential aspect to achieving my objectives, but this could only be accomplished if I kept to a strict routine. I found that anytime I deviated from this schedule, there were negative and positive consequences consistent with where I had placed my priorities.

(4) Revision, Revision, Revision: Prioritize this phrase and hang it on the mirror when you wake up in the morning so you never forget the process. Memorize it until you believe it with your heart, mind, and soul because it is the cornerstone to success. There were many times when I thought I had captured the essence of what I was trying to say only to revisit it a day later and found the assertions were not supported with evidence, I had laid out a confusing argument, I had no idea what the next step was in the process, and/or there were numerous grammatical or APA formatting errors.

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APPENDIX A**Student Permission Slip**

Educational Center A

Request for Participation in English Language Development Research Study

Dear Parents and/or Guardians;

National University graduate student, Giuseppe Chiaramonte, is requesting student

_____ be allowed to participate in a ten-question survey related to a research project on 21st Century English Language Development Programming. The purpose of this research project is to determine the validity of current English Language Development (ELD) processes and identify innovative methodology that will assist English Language Learner students with transitioning from ELD classes to General Education classes. Students will remain anonymous throughout the survey procedure and no personal information will be collected.

If you have any questions, please contact me at the following email: nustudent77@gmail.com

*** I give my child _____ permission to participate in the research study.

Parent First & Last Name (Print): _____

Parent Signature: _____

Student Name: _____

School District: _____

Phone number: _____

APPENDIX B**Ten Question Student Sample Survey**

1. What was your first reaction to English Language Development (ELD) class?
 - Very Positive
 - Somewhat Positive
 - Neutral
 - Somewhat Negative
 - Very Negative

2. Do you feel ELD class has prepared you for General Education classes?
 - Extremely Prepared
 - Very Prepared
 - Somewhat Prepared
 - Not so Prepared
 - Not at all Prepared

3. Thinking about ELD class, is it something you need or don't need to succeed in General Education classes?
 - Definitely Need
 - Probably Need
 - Probably Don't Need
 - Definitely Don't Need

4. Does your family feel they are part of the ELD program?
 - Extremely Engaged
 - Very Engaged
 - Somewhat Engaged
 - Not so Engaged
 - Not at all Engaged

5. How likely is it that you would recommend the ELD program to a friend? (1 being the lowest recommendation and 10 being the highest recommendation)

1 2 3 4 5 6 7 8 9 10

6. In your own words, what are the things that you like most about English Language Development program?

7. In your own words, what are the things that you would most like to improve about English Language Development program?

8. As an ELD student, do you feel like you are an active participant in school functions or activities?

- Highly Involved
- Somewhat Involved
- Not at All Involved

9. Do you have a clear understanding of what is required to no longer take ELD class?

- Clear Understanding
- I'm a little confused
- No-one has explained the requirements to me

10. How many years have you participated in the ELD program?

- Less Than One Year
- 1-2 Years
- 3-5 Years
- +5 Years

APPENDIX C

Faculty Interview Protocol

Faculty Interview Protocol

Institutions: _____

Interviewee (Title and Name): _____

Interviewer: _____

Survey Section Used:

_____ A: Interview Background

_____ B: Institutional Perspective

_____ C: Assessment

_____ D: Department and Discipline

_____ E: Teaching and Learning

_____ F: Demographics (no specific questions)

Other Topics Discussed: _____

Documents Obtained: _____

Post Interview Comments or Leads:

Teaching, Learning, and Assessment Interviews

Introductory Protocol

To facilitate our note-taking, we would like to audio tape our conversations today. Please sign the release form. For your information, only researchers on the project will be privy to the tapes

which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

We have planned this interview to last no longer than one hour. During this time, we have several questions that we would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to speak with us today because you have been identified as someone who has a great deal to share about teaching, learning, and assessment on this campus. Our research project as a whole focuses on the improvement of teaching and learning activity, with particular interest in understanding how faculty in academic programs are engaged in this activity, how they assess student learning, and whether we can begin to share what we know about making a difference in undergraduate education. Our study does not aim to evaluate your techniques or experiences. Rather, we are trying to learn more about teaching and learning, and hopefully learn about faculty practices that help improve student learning on campus.

A. Interviewee Background

How long have you been....

_____ in your present position?

_____ at this institution?

Interesting background information on interviewee:

What is your highest degree? _____

What is your field of study? _____

1. Briefly describe your role (office, committee, classroom, etc.) as it relates to student learning and assessment in English Language Development at Educational Center A.

Probes: How are you involved in English Language Development teaching, learning, and assessment here?

How did you get involved in English Language Development?

B. Institutional Perspective

1. What is the strategy at this institution for improving General Education teaching, learning, and assessment?

Probes: Is it working – why or why not?

2. What is the strategy at this institution for improving English Language Development teaching, learning, and assessment?

Probes: Is it working – why or why not

Purpose, development, administration, recent initiatives

3. What resources are available to faculty for improving English Language Development teaching and assessment techniques?

Probe: Do you see a widening of the circle of participants here on campus in English Language Development curriculum and pedagogy?

4. What is changing about teaching, learning, and assessment related to English Language Development on this campus?

5. What kinds of networks do you see developing surrounding English Language Development teaching/learning reforms?

6. Have you or your colleagues encountered resistance to these English Language Development reforms in your department? . . . on campus?

C. Assessment

1. How do you go about assessing whether English Language Learner students grasp the material you present in class?

Probe: Do you use evidence of student learning in your assessment of classroom strategies?

2. What kinds of assessment techniques tell you the most about what English Language Learner students are learning?

Probe: What kinds of assessment most accurately capture what students are learning?

3. Are you involved in evaluating English Language Development teaching, learning, and assessment practices at either the department or campus level? How is this achieved?

4. How is the assessment of English Language Learner (ELL) student learning used to improve teaching/learning in your department? on campus?

D. Department and Discipline

1. What are some of the major challenges your department faces in attempting to change English Language Development teaching, learning, and assessment practices? What are the major opportunities?

Probes: How can barriers be overcome?

How can opportunities be maximized?

2. To what extent are teaching-related activities evaluated at your institutions? . . . in your department?

Probe: How is “good teaching” rewarded?

3. To what extent is English Language Development teaching and assessment valued within your discipline?

E. Teaching and Learning

1. Describe how English Language Development teaching, learning, and assessment practices are improving on this campus

Probe: How do you know? (criteria, evidence)

2. Is the assessment of English Language Development teaching and learning a major focus of attention and discussion here?

Probe: why or why not? (reasons, influences)

3. What specific new English Language Development teaching or assessment practices have you implemented in your classes?

4. Are there any particular characteristics that you associate with faculty who are interested in innovative English Language Development teaching/learning initiatives?

5. What types of faculty development opportunities do you see emerging on your campus that focus on English Language Development teaching and learning strategies for the classroom?
(Institutional or disciplinary?)

Probes: What motivates you to participate in instructional development programs on campus?

How frequently do you attend such programs?

How are these programs advertised to faculty?

F. Demographics

Post Interview Comments and/or Observations:

(Faculty Interview Protocol framework for this 21st Century ELD Programming research study was referenced at

https://web.stanford.edu/group/ncpi/undefined/student_assess_toolkit/sampleInterviewProtocol.html)