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Teachers' Attitudes Towards English Language Learners in Rural Schools Implementing
Sheltered English and English as a Second Language Compared to Teachers' Attitudes in
Schools with No Clearly Defined Model of Language Services

By

Mary R. Smith

A Dissertation

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

In Educational Administration

Omaha, Nebraska

2010

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Abstract

TEACHERS' ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNERS IN
RURAL SCHOOLS IMPLEMENTING SHELTERED ENGLISH AND ENGLISH AS A
SECOND LANGUAGE COMPARED TO TEACHERS' ATTITUDES IN SCHOOLS
WITH NO CLEARLY DEFINED MODEL OF LANGUAGE SERVICES

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Advisor: Dr. John W. Hill

The need for accurate information about teachers' attitudes towards ELL student services in low incidence districts is essential. The purpose of this posttest-only comparative efficacy study was to determine elementary ($n = 28$) and secondary teachers' ($n = 28$) reported attitudes on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006) about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language compared to elementary ($n = 28$) and secondary teachers' ($n = 28$) reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher support towards English Language Learners in schools with no clearly defined model of language services. Null hypothesis were not rejected for teachers' reported attitudes about general beliefs ($F(3, 108) = 1.29, p = .28$), impact of inclusion, ($F(3, 108) = 0.42, p = .74$), and teacher supports ($F(3, 108) = 1.18, p = .32$). However, the null hypothesis was rejected for teachers' reported attitudes about practices ($F(3, 108) = 4.82, p = .003$). Overall, secondary teachers in schools with no clearly defined model of language

services reported resistance to providing service to language diverse students appropriate to second language acquisition provided the greatest source of teachers' reported attitudes about practices *post hoc* contrast compared to elementary teachers in schools with a dual program model of Sheltered English and English as a Second Language and elementary teachers in rural schools with no clearly defined model of language services.

Implications for professional development are discussed.

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This paper represents the efforts of many people for I could never have undertaken this task without the support of so many. That supporting team has consisted of family, educational mentors, colleagues, and the English Language Learner students who have taught me so much through the years.

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I have received encouragement and support from my ELL colleagues in other Area Education Agencies in Iowa and from many of my colleagues at Area Education Agency #13. Working with so many professionals dedicated to children has helped me to continue to learn and to achieve.

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CHAPTER ONE

Introduction

Literature Related to the Study Purpose

In 1996 the American Council on the Teaching of Foreign Languages charged with the work of forming consensus about content standards for foreign language education in the United States published a document called *Standards for Foreign Language Learning: Preparing for the 21st Century*. In this document the authors assert:

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language. (p. 2)

This philosophy and the standards outlined became the basis for policy now adopted by many states referred to as World Languages. The vision of World Languages is to recognize that students who learn to communicate interlinguistically and interculturally will gain better insight into themselves, into their communities, and into others. They will also gain new skills and knowledge that will serve them as they learn to function in an increasingly global community, a global workforce, and a global marketplace. What has been occurring in schools today in the United States is that students are experiencing that global community with an ever increasing population that have non-English backgrounds. The world is coming to our classrooms even in small

rural districts that have historically been demographically homogeneous, making *global citizens* out of all students.

Since the landmark Supreme Court case in 1974, *Lau v. Nichols*, which decided the approach to bilingual education in America, school districts throughout the nation have faced the challenges of educating second language learners. English Language Learner (ELL) students present tremendous educational and social challenges for school districts. These challenges have been well documented and reported in the press and media. School districts have struggled not only with the educational challenges, but also with political initiatives such as Proposition 227 in California calling for English only instruction of second language learners. While these large issues focus public attention on the politics of educating English Language Learner students, it still falls to the schools to understand how to best educate ELLs and to make critical decisions on how to deliver appropriate instruction based on research and best practice. These ongoing discussions in the public arena may keep the issue current, but it does little to assist school districts as they continue to address the language needs of a burgeoning number of English Language Learner students.

Added to the issues about education of ELLs are the data about graduation rates. The Pew Hispanic Center reported that the dropout rate from high schools for Latino students was 21%, African-American students 11.7%, and White students at 8.2%. Furthermore, Latino students born outside of the United States have a reported dropout rate of 33.7% while Latino students born in the United States have a reported dropout rate of 14% (Fry, 2003).

Educators, especially teachers in the general education classrooms, have begun to be the focus of the current discussion about how best to educate ELL students. The last twenty years of research has produced data about bilingual and English as a Second Language (ESL) program models and the level of effectiveness for such programs (Genesee, 1999; Padrón, Waxman, & Rivera, 2002; Thomas & Collier, 1997; Thomas & Collier, 2002) while only recently has increasing attention been paid to the crucial role of the general education teacher (Echevarria, Short, & Powers, 2006; Short & Fitzsimmons, 2007). There are several reasons for evaluating the important role of the general education teacher including changing demographics (Capps, Fix, Murray, Ost, Passel, & Herwanto, 2005; Ruiz-de-Velasco, Fix, & Clewell, 2000), high stakes testing in which ELL students must participate (Fillmore & Snow, 2000; Short & Fitzsimmons, 2007), an increasing body of research that supports effective approaches to instruction for ELL students (Chamot & O'Malley, 1994; Echevarria et al., 2006; Freeman, Freeman, & Mercuri, 2002; Himmele & Himmele, 2009) and the response to data showing an ever widening gap of qualified staff trained to address the academic needs of second language learners (Ruiz-de-Velasco et al., 2000).

This increasing attention on the general education teacher is holding true for the state of Iowa also. The National Center for Education Statistics in 2004 reported that the Midwest continued to have the lowest percentage of ELL students identified in the United States, however, regional growth patterns show that the Midwest has experienced some of the fastest growth rates for immigrant children. Some states in the Midwest have experienced growth rates exceeding 200% between 1990 and 2000. The traditional immigration states' growth rates have slowed and the immigrant population is dispersing

in non-traditional immigrant states (Capps et al., 2005) such as Iowa. Iowa has been experiencing steady and constant growth.

The Office of English Language Acquisition (2006) published a State Summary Reports about growth rates. The data for the state of Iowa show that total enrollment of Limited English Proficient students went from 5,807 students in 1994-1995 to 14,421 students, during the 2004-2005 school year. Those data translate into a 148.3% growth rate. The State of Iowa Department of Education's most current report has the state identifying 20,877 students as Limited English Proficient for the 2008-2009 school year that includes both public and non-public school districts. The growth of the ELL population has been constant and the need to address the complex issues that surround the particular needs of these students have led to policy changes and adoption of Lau Plan for Low Incidence Schools (Smith, 2005) in local districts that are a road map for services for ELL students.

Additionally, the impact of ELL student growth on the state has made it difficult to address the increasing needs for qualified teachers to fill ESL teaching positions. According to data from the U.S. Department of Education from 2006-2007, Iowa had 190 teachers with endorsements for teaching in English as a Second Language programs. The same data showed that for each teacher there were 87 English Language Learner students. As a comparison, Iowa's neighboring states of Illinois, Nebraska, and Minnesota show ratios of 31:1, 43:1, and 49:1 respectively. It stated that Iowa would need an increase of 131% of endorsed teachers to meet the ever-increasing needs of the English as a Second Language population just to fill existing positions. This gap of qualified teachers for English as a Second Language programs is only one part of the challenge for Iowa.

While there are the challenges that include funding education in general, hiring of highly qualified teachers, and accountability for student achievement, there are also the challenges that have been linked to such dramatic demographic changes. Schools which have had homogeneous student groups have less experience with multicultural educational approaches, teachers and administrators lack training in ELL methodology and appropriate instructional delivery and assessments, funding is lacking to meet the need for professional development, and local resources need identification to assist in serving culturally and linguistically diverse families (Byrnes, Kiger, & Manning, 1997; Short & Fitzsimmons, 2007; Walker, Shafer, & Iiams, 2004). Like other school districts throughout the nation, districts in Iowa must educate ELL students within the context of these challenges. Increasing student diversity will continue to define changes needed in services provided by school districts. Meeting those challenges requires school districts to opt for program models that can serve the language needs of ELL students given all the unique challenges of the low incidence school (Bérubé, 2000; Consentino de Cohen, Deterding, & Clewell, 2005). Thus, looking at the general education classroom as part of the solution has become a vital question that needs to be explored.

Of particular interest, for the purpose of this study, was the southwest area of Iowa a region that encompasses seven counties and served by an area education agency known as Loess Hills Area Education Agency #13. The region is characterized by small, rural school districts with only one school district designated by the state of Iowa as an urban school district. Many of the rural school districts are consolidated districts, possessing limited resources and personnel. All the rural districts are considered low incidence ELL schools with very small numbers of identified ELL students. Sometimes

those numbers are as small as one or two students in the entire district (Iowa State Department of Education, 2008-2009).

Data for southwest Iowa show that just three ELL students were reported for the 1994-1995 year. In 2004-2005 there were 661 ELL students reported and currently the state of Iowa reports 900 ELL students for AEA #13 during the 2008-2009 school year. Clearly, these data support the fact that school districts in southwest Iowa just like the state as a whole are experiencing a constant growth of a population of students that requires educators to have expertise in understanding second language acquisition and in making appropriate instructional decisions. While other states with traditionally high immigration rates have had a longer time to build experience and expertise with these challenges, southwest Iowa is faced with the same challenge, but only very recently and under unique circumstances.

All school districts in this region have Lau Plans (Smith, 2005) that outline a district's chosen program model to serve the needs of ELL students. Several school districts had implemented English as a Second Language programs as their only program model. The mandatory adoption of the Lau Plan requires a dual program model, English as a Second Language and Sheltered English. However, despite the mandatory dual program model there are schools where alternative language services are not clearly defined or implemented.

The study examined general education classroom teachers' attitudes about general beliefs, practices, impact of inclusion of ELL students in the classroom, and teacher support towards English Language Learners. It is important to understand that the success or failure of the alternative language programs in southwest Iowa rest with the

individuals that serve these students in the educational setting. If districts are going to change the academic environment of ELL students in order to support achievement, it is necessary to understand the nature and extent of the prevailing beliefs of mainstream teachers (Walker et al., 2004).

In this study it was the goal of the Sheltered English model to make content accessible in English in the mainstream classroom by requiring instruction in English, delivered by teachers in the academic setting. Research has shown that teachers who have positive attitudes about language diversity and the necessary professional development will be more effective working with ELL students (August & Hakuta, 1997; Byrnes & Cortez, 1992; Gonzalez & Darling-Hammond, 2000; Karabenick & Noda, 2004).

Walker et al., (2004) outlined four reasons for paying attention to teacher attitudes which were especially applicable to this study in southwest Iowa. Those reasons include the increase in ELL student numbers, the lack of teacher training for mainstream classroom teachers, the increasing numbers of ELL students in less populated areas causing a strain on budget and resources, and high stakes testing which could cause a backlash against the students it was meant to help.

Purpose of the Study

The need for accurate information about teachers' attitudes towards ELL student services in low incidence districts was essential. The purpose of this posttest-only comparative efficacy study was to determine elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in rural low incidence schools with

a dual program model of Sheltered English and English as a Second Language compared to elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher support towards English Language Learners in schools with no clearly defined model of language services.

Research Questions

Research question number 1 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (a) general beliefs.

Overarching Posttest-Posttest General Beliefs Research Question #1. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (a) general beliefs congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Research question number 2 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second

Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (b) practices.

Overarching Posttest-Posttest Practices Research Question #2. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (b) practices congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Research question number 3 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (c) impact of inclusion.

Overarching Posttest-Posttest Impact of Inclusion Research Question #3. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (c) impact of

inclusion congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Research question number 4 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (d) teacher supports.

Overarching Posttest-Posttest Teacher Supports Research Question #4. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (d) teacher supports congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Assumptions of the Study

The study had several strong features. There have been no previous studies conducted in the seven county area located in southwest Iowa to compare teacher attitudes about general beliefs, practices, impact of inclusion, and teacher support towards English Language Learners in rural low incidence schools with the dual program model and with a program model not clearly defined or implemented. Both elementary and secondary levels were included in the study for a comprehensive all grade level analysis.

Professional development opportunities were available to all schools implementing the dual program model and on-going since 2005. The nature of the professional development provided prior to and during the study also included formal classroom work, implementation support, and additional opportunities for professional development.

Formal classroom work. Self-selected teachers from the schools implementing the dual language program received training in Sheltered English Instruction by attending summer classes specifically designed for that purpose. Two levels of classes were offered. The first level class was a pre-requisite for the second level. In the first level class all participants evaluated the formative underlying theoretical structure of second language acquisition, understanding of culture as it pertains to academic achievement, stages of language acquisition, how to apply the Three Principles (Grognet, Jameson, Franco, & Derrick-Mescua, 2000) to classroom instruction, and the hierarchy of questioning. The second level class focused on differentiated instruction for secondary and elementary teachers in order to address specific topics that related to each educational level. However, both classes addressed differentiated instruction, incorporating both content and language objectives, building background knowledge, and lesson plan preparation.

Implementation support. Follow up support was provided for the participants of the formal classroom work. The follow up support was delivered during the school year and was provided on site at the participants' schools. The focus of the implementation support was informal in nature and meant to address the immediate needs, questions, and concerns of the participants as they faced new instructional challenges in the classroom with English Language Learner students. Teams of teachers called Language Acquisition

Committees met to discuss specific student academic concerns as these occurred. These teams were trained in using the ELL Success Plan to design specific interventions that were implemented for six to eight weeks in the classroom. Individual consultations with the AEA #13 ELL Consultant was provided for participants in order for them to discuss various strategies to be used in the classroom.

Additional opportunities for professional development. Additional opportunities for professional development were offered to participants. These opportunities included attendance at the various one day workshops offered during the school year on various topics focused on English Language Learner students' academic needs. The instructor who taught the formal classroom work also taught the workshops thereby reinforcing the professional development goals. Participants were also offered the opportunity to attend the Iowa Culture and Language Conference (2006, 2007, 2008, and 2009) where different keynote speakers addressed current important issues and attended breakout sessions addressing various topics of interest for educators working with English Language Learner students.

Delimitations of the Study

This study was delimited to teachers in rural schools designated as low incidence ELL schools. Teachers on both elementary and secondary levels were included. The study findings only pertained to those teachers who participated in the study. Completion of the *Survey of Teachers in Rural, Low Incidence ELL School Districts* was voluntary and anonymous.

Limitations of the Study

This exploratory study was confined to general education teachers who had three or more years of teaching experience in the district at the time of the survey. Study participants in the first arm ($n = 28$) were teachers in rural low incidence elementary schools with a dual program model of Sheltered English and English as a Second Language. Study participants in the second arm ($n = 28$) were teachers in rural low incidence secondary schools with a dual program model of Sheltered English and English as a Second Language. Study participants in the third arm ($n = 28$) were teachers in rural low incidence elementary schools with no clearly defined model of language services. Study participants in the fourth arm ($n = 28$) were teachers in rural low incidence secondary schools with no clearly defined model of language services. Finally, focusing on teachers who teach in rural low incidence elementary and secondary schools may limit the utility and generalizability of the research findings and conclusion for urban schools and districts providing ELL services for their students.

Definition of Terms

Bilingual Program. Bilingual Program is defined as a program model. It designates an instructional delivery format that calls for instruction in English as well as instruction in a primary language by a certified teacher. Bilingual programs are characterized by instruction delivered in dual languages.

Content English as a Second Language. Content English as a Second Language is defined as a variation of the English as a Second Language program model. It designates an instructional delivery format that calls for instruction in English by an English as a Second Language endorsed or certified teacher. Objectives for language

development are accomplished through the use of content lessons such as math, science, and social studies in the English as a Second Language classroom. The goal of the Content English as a Second Language classroom remains direct instruction in English.

English as an Additional Language. English as an Additional Language is defined as a designation used for individuals who have fluency in more than a primary language. For these individuals English is not the second language learned. It is a designation representative of an increasing population of students with multilingual abilities.

ELL Success Plan. ELL Success Plan is defined as a formal document that establishes a plan of instruction for six to eight weeks for English Language Learner students. At the end of that time the Plan is reviewed for evidence of success and then amended or revised according to the current needs of the student.

English as a Second Language. English as a Second Language is defined as a program model. It designates an instructional delivery format that calls for direct instruction in English by an ESL endorsed or certified teacher.

English as a Second Language, Pull Out. English as a Second Language, Pull Out is defined as a variation of the English as a Second Language program model. It designates a delivery format that calls for direct instruction in English by an English as a Second Language endorsed or certified teacher. The English as a Second Language student in this program leaves his general education classroom for a portion of time during the regular school day to attend English as a Second Language class. The goal of the Pull Out English as a Second Language classroom remains direct instruction in English.

English as a Second Language, Push In. English as a Second Language Push In is defined as a variation of the English as a Second Language program model. It designates a delivery format that calls for direct instruction in English by an English as a Second Language endorsed or certified teacher. The English as a Second Language students in this program remain in the general education classrooms and the English as a Second Language teacher spends a portion of time in the classroom supporting the English as a Second Language students during regular instructional time. The goal of the Push In English as a Second Language classroom remains direct instruction in English.

English Language Learner (ELL). English Language Learner is defined as the student who is acquiring or learning English as an additional language.

General beliefs. General beliefs is defined as the category of survey items on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006) which denotes a personal opinion from the respondent.

Hierarchy of questions. Hierarchy of questions is defined as the types of questions and format of inquiry that are aligned to the stages of language acquisition. Teachers who use the hierarchy of questions understand how to phrase and format questions of English Language Learner students that align to the Stages of Language Acquisition.

Iowa Culture and Language Conference. Iowa Culture and Language Conference is defined as the regional, annual conference held in February in Iowa that is dedicated to issues of language and cultural diversity. The conference format includes one day of pre-conferences and two days of keynote speakers and breakout sessions of various topics pertaining to language and cultural issues.

Impact of inclusion. Impact of inclusion is defined as the category of survey items on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006) which denotes biases dealing with the environment of the classroom/school of the respondent.

Iowa Core Curriculum (ICC). Iowa Core Curriculum is defined as the state of Iowa's current official approach to educational design and reform that is officially sanctioned by the Iowa state legislature. The Iowa Department of Education (2008) states that Iowa Core Curriculum identifies essential concepts and skills for kindergarten through 12th grade in literacy, mathematics, science, social studies, and 21st century skills. The Iowa Core Curriculum also includes direction for teachers regarding effective instruction and assessment. The Iowa Core Curriculum takes learning to a deeper level by moving students beyond superficial knowledge to deep conceptual and procedural knowledge and also enhances student engagement by emphasizing interesting, robust, and relevant learning experiences. The 2008 legislative session, through Senate File 2216, requires all school districts and accredited nonpublic schools to implement the Iowa Core Curriculum. The deadline for implementation is July 1, 2012 for grades 9 through 12 and school year 2014-15 for kindergarten through 8th grade.

Language Acquisition Committee (LAC). Language Acquisition Committee is defined as a decision making body located within an individual building or the district as a whole that has responsibilities related to the implementation of the district's Lau Plan (Smith, 2005).

Lau Plan. Lau Plan is defined as the policies and practices decided upon by a school district to define its services to English Language Learners. The Lau Plan is a

written plan to address all seven Lau mandates as defined by the Supreme Court case in Lau v. Nichols and clarified by a series of official memoranda issued by the Office for Civil Rights. This plan can also be known as an ELL Plan.

Limited English Proficient. Limited English Proficient is defined as the term officially used by the federal government to designate the individual who speaks a different language other than English as a primary language.

Low incidence schools. Low incidence schools are schools with English Language Learner populations that constitute a small percentage or number of the student body (Bérubé, 2000; Consentino de Cohen et al., 2005). It can also be defined culturally by the commonness of the students' culture among the school or community, at large.

Practices. Practices is defined as the category of survey items on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006) that denotes the issues directly affecting classroom instruction/activities of the respondent.

Sheltered English Model. Sheltered English Model is defined as a variation of the English as a Second Language program model. The model is a comprehensive approach to school re-design by a district in order to provide academic success for English Language Learners. Its overarching components are Human Resources, Professional Development, Sheltered Instruction, the Language Acquisition Committee, and Iowa Core Curriculum (see Appendix B). The goal of a Sheltered English Model is to close the achievement gap experienced by English Language Learner students by enhancing English language development in all classroom settings.

Sheltered English Instruction. Sheltered English Instruction is defined as an instructional format used for English language development. It requires content

instruction in English be delivered by an endorsed or certified teacher in the content area. Objectives for language development are accomplished through the use of the content itself whether it is math, science, literacy, or social studies curricula. Sheltered English Instruction is used in the content classroom and can also be used as an approach in English as a Second Language classroom to deliver a format called Content English as a Second Language. The goal of Sheltered English Instruction is learning content knowledge as well as language development.

Stages of Language Acquisition. Stages of Language Acquisition is defined as the stages of developing English language proficiency for reading, writing, speaking, and listening. Each stage is defined by language production characteristics and time or age constraints. The Iowa Department of Education, *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments (2007)* labels the official names of the stages as: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency (Krashen & Terrell, 1983). All the defining characteristics can be found in Appendix E, p. 28 in the Guidelines document.

Teacher supports. Teacher supports is defined as the category of survey items on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006) denoting a personal opinion from the respondent about the overarching tenets in providing for the success of the English Language Learner student.

Three Principles. Three Principles is defined as the elements in Sheltered English Instruction that are the goals of instruction for language development in the Sheltered English classroom. The principles are: increase interaction, increase comprehensibility, and increase thinking skills (Gronet et al., 2000).

World Languages. World Languages is defined as public policy in states that governs foreign language curriculum. The policy recognizes the importance of preparing students to participate in a global community and standardizes the foreign language curriculum in school districts. The five standards are: (a) Communication, communicate in languages other than English, (b) Culture, gain knowledge and understanding of other cultures, (c) Connections, connect with other disciplines and acquire information, (d) Comparisons, develop insight into the nature of language and culture, and (e) Community, participate in multilingual communities at home and around the world.

Significance of the Study

This study has the potential to contribute to research, practice, and policy. It is of significant interest because of the need to have accurate data about teachers who are responsible for the academic achievement of English Language Learner students. Schools will be able to better understand the need for professional development as well as the nature of professional development that is needed for teachers with the data from this study.

Contribution to research. This study was the first of its kind to be conducted among teachers in rural, low incidence ELL schools in southwest Iowa. Along with a review of current literature it helped to define where areas of need still exist in the current professional development that is being conducted for the Sheltered English Program Model. The results of the study helped school districts and Area Education Agency #13 personnel who are responsible for delivering professional development to better understand the impact on the attitudes of teachers who work with English Language Learner students in a low incidence environment.

Contribution to practice. The study established a baseline for southwest Iowa in order to study teachers' attitudes and to adjudge movement in teachers' attitudes about general beliefs, practices, impact of inclusion, and teacher supports towards English Language Learners in rural low incidence schools. The professional development that is needed to continue implementing the Sheltered English Program Model was based on data from the study.

Contribution to policy. The study has impacted the action plan of AEA #13 for the nature and focus of services to the various rural, low incidence school districts. Additionally, districts used the study as a first glimpse at the success or failure of their initial attempts to reform alternative language services with the addition of Sheltered English Instruction to an already established English as a Second Language Program Model.

Organization of the Study

The literature relevant to this exploratory study was presented in Chapter 2. The chapter reviews the importance of understanding teachers' attitudes about second language learners and the effects on their academic learning, the issues surrounding instructional decisions for English Language Learners, and what is necessary for teachers to know in order to deliver Sheltered English Instruction. Chapter 3 describes the research design, methodology, independent and dependent variables, and procedures that were used in this study to gather and analyze the data, including the number of participants, gender, age range, racial and ethnic origins, inclusion criteria, dependent variables, dependent measures, and the data analysis that was used for each research question. The research findings are reported in Chapter 4 including data analysis, tables,

descriptive statistics, and inferential statistics. The conclusions and discussions of the research findings are presented in Chapter 5.

CHAPTER TWO

Review of Literature

There has been much public debate and political action with regard to instruction of English Language Learner students throughout the 1980's and 1990's and into the new century. A great debate about bilingual education as opposed to *English only* instruction resulted in a few states adopting laws regarding instruction of English Language Learner students and many other states in discussing it. Perhaps as a positive outcome of those debates there has been the advancement of research about second language acquisition and possible solutions to instructional challenges.

Second Language Acquisition

As early as 1980 (Cummins), research began supporting the theory of second language acquisition as a continuum model. Cummins (1984) presented evidence supporting three aspects of second language acquisition including (a) the Iceberg Model which presents the concept of inherent requirements for development in both social and academic language, (b) the Task Matrix which shows the cognition and context requirements for second language acquisition, and (c) the Common Underlying Proficiency hypothesis which supports the importance of a bilingual approach.

The Iceberg Model. The Iceberg Model includes two parts: the visible portion of the iceberg which is located above the water line and represents the social aspect of second language learning and the lower portion of the iceberg below the water line which is the largest part of the iceberg and represents the academic language of second language learning. The upper portion of the iceberg is labeled Basic Interpersonal Communication Skills. This part of language learning envelopes the social aspects required of language

and represents the beginning stages of second language acquisition. In this area of the model a student learns the language required immediately to survive in a new school setting, answering basic questions, listening for and following teacher instructions, communicating with peers to make new friends, experiencing new information, and developing enough initial vocabulary to read, write, speak, and listen in a new language at a social level. Cummins (1980) refers to it as sociolinguistic competence. Cummins (1980) theorized that the duration of this portion could be from one to two years in length. Development of the Basic Interpersonal Communication Skills portion is vital as it leads to greater success in the portion of the iceberg that is not so readily seen, but whose scope and depth is the basis for academic success in the classroom.

Cognitive Academic Language Proficiency. This second portion of the second language learning model is called Cognitive Academic Language Proficiency. It is in this portion of the model that a language learner moves from the simple tasks of saying and pronouncing the language of the Basic Interpersonal Language Skills portion to the complex use of academic language for both semantic and functional meaning of content specific language and moves from oral comprehension and application in Basic Interpersonal Language Skills to the more complex academic tasks of evaluating, synthesizing, and analyzing new information in order to problem solve. Students can operate in Cognitive Academic Language Proficiency for five to seven years as an average unless there is disruption in academic work in the primary language. Major interruptions in academic work before beginning to learn a second language can lengthen the time in Cognitive Academic Language Proficiency. Understanding this model of second

language learning, its timelines and stages, has many implications for instruction and the teachers who design and deliver that instruction.

Task Matrix

Cummins (1984 and 2000) distinguishes between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency by placing the cognitive and contextual demands of language learning tasks along two intersecting continua. The vertical axis is a continuum that runs from cognitively undemanding to cognitively demanding. The horizontal axis is the continuum that represents context-embedded to context-reduced. This forms a matrix with four quadrants. With the Task Matrix language learning tasks can be placed into the appropriate quadrant according to the cognitive and contextual demands of each learning activity. Instruction can thus be differentiated for language learners whose proficiency levels are adjudged at a Basic Interpersonal Communication Skills or Cognitive Academic Language Proficiency level. For example, instruction for a student with emerging language skills can be differentiated into the quadrants that support learning with lots of contextual support while a student with advanced language skills can be challenged with more demanding language tasks.

By using the Task Matrix teachers can plan for instruction by considering the language (vocabulary) that will be required to teach the activity (both language and content), the instructional strategies (tools) that will be necessary to build the language and comprehension for the content lesson, and what appropriate formative or summative assessments can be used in the specific quadrant where the vocabulary and tools are matched to determine that both language and content have been successfully taught. The implications for instruction are important. It can readily be seen that the three

instructional dimensions, vocabulary, tools, and assessments must align in the specific quadrant in order to constitute appropriate instruction. If the example of the aforementioned student with emerging language skills is used, instruction occurs in the quadrants that support learning with lots of contextual support. If a teacher evaluates using an assessment from a quadrant that does not reflect contextual support, then there is the possibility that what was learned, both academically and in language proficiency, will be misjudged. Conversely, if the aforementioned student with advanced language skills does not have the opportunity for challenging instruction in the appropriate quadrants, then both academic and language proficiency will lag. With this adaptation a teacher can focus on and identify what appropriate instruction would look like for both Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.

Lesson planning. Smith (1997) utilized the Task Matrix (Cummins, 1984) to add the instructional dimensions of vocabulary, teaching tools, and assessments to the matrix for teachers to consider in order to provide differentiated instruction to students. Smith (2010) also adapted the Task Matrix into a lesson plan format (see Appendix A) to help teachers design lessons that could be used in a Sheltered English Program Model (see Appendices B and C). In this adaptation the instructional dimensions are enhanced by stating what the content and language objectives are for the lesson. Stating language objectives becomes a focal point of Sheltered English Instruction and an essential element in differentiation for English Language Learner students. With this adaptation teachers can align the instructional dimensions to achieve both content and language objectives. Achieving both tasks is essential in closing the achievement gap that English Language Learner students experience in school.

Common Underlying Proficiency

An additional argument that Cummins (1984 and 2000) makes is termed the Common Underlying Proficiency hypothesis. This hypothesis is represented by a dual iceberg image that shows two independent peaks above the water line, but has a much larger portion that is connected and overlapped beneath the water line. The hypothesis is that the first language (L1) and the second language (L2) are seemingly independent of one another represented by the separate peaks. The model is not two icebergs floating next to one another, but actually one iceberg that has a vast connected field below the surface. This vast unseen field represents the deeper aspect of language that has developed through experience, knowledge, and learning in the first language. It is this operating system that the English Language Learner student already possesses in the L1 and uses to acquire and learn in the L2 and is the operating system that connects and supports shared ideas, skills, and concepts below.

The importance of this hypothesis is that it is the basis for the argument that support for the first language is an integral piece of developing competency in the second language. Because the English Language Learner student already has an underlying level of competency in the first language, it can be called upon to use while learning the second language. For example, a Spanish speaker uses the pattern of noun-adjective in normal speech, such as *globo rojo*, meaning balloon red. In English the pattern is adjective-noun, red balloon. Early attempts at writing and speaking will reflect the pattern in Spanish, but with additional experience in the new language, an English Language Learner student will incorporate the new pattern because they will have attached it to what they already know and remember to inverse the order. For

instructional purposes a teacher can be assured that a Spanish speaker comes equipped with the knowledge that nouns and adjectives have a spatial relationship. It then becomes necessary to implicitly instruct about the pattern as we use nouns and adjectives in English. That is a very simple example of a very complex process. This common underlying proficiency affects both social and academic competency. When teachers understand that ELL students come with lots of gained knowledge already in place, then it becomes a necessity in the classroom to discover the depth of that knowledge in order to apply to any new learning and advantageous to the learning environment for both students and teachers to honor the knowledge and skills that ELL students already possess.

The Common Underlying Proficiency hypothesis also supports the necessity to continue learning in the first language. If the English Language Learner student has the opportunity to hear, read, or engage in the new academic information first in the primary language in which the student can more easily decode, then hearing it, reading it, or engaging with it in the new language becomes more accessible because underlying proficiency becomes engaged. The new content has been learned and what remains to be done is to decode and manipulate the second language in order to use it to express the new knowledge. Cummins (1984) used the research from this hypothesis to expand the argument of the value of bilingual education.

Natural Approach Model

Other researchers have also contributed to understanding the process of second language acquisition in public schools for immigrant students. Krashen (1982) posited five hypotheses which underlie the Natural Approach Model to second language

acquisition including, the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

Acquisition-Learning Hypothesis. Krashen (1982) makes a distinction between learning and acquisition. Learning is defined as formal knowledge or knowing about the second language, and acquisition is developing the competence or naturalness in the second language to use it for communicating in all situations. A second language learner will employ both approaches at various times in order to accomplish various language tasks in the classroom. Krashen (1982) uses this hypothesis to advocate for language instruction to be natural and rich in language opportunities and not solely grammar based instruction.

Natural Order Hypothesis. Research supports findings that acquisition of certain grammatical structures are developed in a predictable order in any language. Furthermore, the difficulty of the grammatical structures is aligned to the acquisition order. These findings held true when the language learning was acquired as a second language. The implications of this hypothesis according to Krashen (1982) is that using grammatical sequencing for the purpose of language acquisition is inappropriate, but knowledge of what grammar structures will be present at each stage of language acquisition is important to know instructionally in order to guide expectations for reading, writing, speaking, and listening.

Monitor Hypothesis. Since learning and acquiring are distinct processes, the Monitor Hypothesis states that each process is used in very specific ways. Students need to begin producing the second language almost immediately in the classroom. Using the

language in a natural, fluent way to read, write, speak, and listen is the goal. Language acquisition is the vehicle that is used on that journey. Learning is the formalization of language rules and is used as a road map, the monitor. The destination on this journey is fluency in the language. To help guide the journey to its destination of fluency, there are times the road map (the formal knowledge of language rules) needs to be consulted to correct the route (the language). For the Monitor Hypothesis to work, however, Krashen (1982) believes three conditions are needed including, (a) time, (b) focus on form, and (c) knowledge of the rules. For second language learners additional time is required because normal oral conversations usually move too quickly for the individual to call up the needed language rule that would govern the needed speech for the circumstances of the conversation. Krashen (1982) warns that the result of over-using the Monitor, the formal rules governing language, is hesitant speech and inattention to the conversational partner that is problematic in a classroom setting. Focus on form and how something is said or written is important in academic work. ELL students need to be directly instructed on how and when to use the Monitor to determine how to say or write the language. Knowledge of the rules requires learning grammar, the rules of a language--a formidable task even for the native speaker of a language. However, if the Monitor is going to work for the second language learner there are some rules that need to be learned so that they can apply them in meaningful ways to improve the second language as they acquire it. Instructionally, when all three conditions are working together, ELL students can effectively use their Monitors to correct and change errors in second language usage under very specific circumstances. It is important to note that Krashen (1982) believes that acquisition is central to second language learning and the goal of ELL pedagogy

should be to help students acquire language. Learning, using the Monitor, is more peripheral, but it is a useful tool to help reach the goal of acquisition as long as it is employed appropriately and judiciously.

Comprehensible Input Hypothesis. The Comprehensible Input Hypothesis attempts to answer the question of how second language is acquired. If the first three hypotheses hold true, then it is vital to consider how an English Language Learner student moves from one stage of language proficiency to another and, thus, increase language competency and fluency. Krashen (1982) explains formulaically that if a student is at stage i , where i represents current language proficiency or input, then moving to the next level or stage of proficiency is represented by $i + 1$. The Comprehensible Input Hypothesis says that in order to create the condition for movement, $i + 1$, then instruction must consist of language input containing $i + 1$. In order to understand $i + 1$, the learner will need to be focused on the meaning of the language and not just the form of language. There are four parts to the Comprehensible Input Hypothesis. First, input relates to acquisition, the natural use of language producing competency and fluency, not the learning, the formalized learning of language rules and structure. Secondly, the $i + 1$ is seemingly a paradox which asks the second language learner to understand language that is beyond their current state of proficiency. Krashen (1982) contends that more than just linguistic ability is used while learning a new language. Language learners also employ contextual clues, world knowledge, and lots of extra-linguistic knowledge in order to decipher the message. This approach supports going for meaning first which will lead to understanding structure. Thirdly, there is an element of automaticity to $i + 1$. If communication is successful and the input

is understood, then, $i + 1$ has been provided automatically. Fourthly, oral production of language fluency emerges over time and cannot be taught directly. Given a rich environment of comprehensible input, English Language Learner students will begin to use speech when they are ready. At first, language will be replete with errors, but as more input is provided over time, accuracy will increase.

Affective Filter Hypothesis. This hypothesis incorporates the relationship that affective variables such as emotions and feelings have on the process of acquiring a second language. It speaks directly to the individual language learner and the personal attitudes that each brings to the acquisition process. In simple terms the Affective Filter Hypothesis posits that the individual whose attitudes are conducive to second language acquisition will seek more input and will lower the affective filter in order to allow the cognitive process to proceed. Those individuals who keep the affective filter high will increase the difficulty of acquiring the second language. Krashen (1981) described in detail the causative variables in the Affective Filter Hypothesis. Those variables fall into two categories: attitudinal factors that assist language intake and attitudinal factors that help the learner to utilize the language. Furthermore, the motivation behind these factors can be integrative reflecting both the desire to speak the second language and to be part of the community and the desire to be proficient for utilitarian or practical reasons, in other words instrumental motivation. With integrative motivation, the affective filter is kept low in order to interact with speakers of the second language. However, with instrumental motivation, the affective filter is kept high in order to accomplish the language task. It is quite possible that language learning will stop as soon as the required language is learned.

This research by both Cummins and Krashen remains valid and applicable today and has gained in importance as the continued debate about the achievement gap for language minority students, rages on. It is increasingly critical that instructional practices for ELL students be looked at because of the increasing demands of educational reforms whether the English Language Learner student is in a large urban setting or in a rural district that houses and educates kindergarten through twelfth grade under the same roof. The No Child Left Behind Act (NCLB) of 2001 requires high stakes achievement testing of and reporting of all ELL students with few exceptions for newly arrived ELL students. Annual testing of academic English language proficiency of all ELL students is an additional requirement for all states. Iowa holds districts responsible for three separate annually measured academic objectives, AMAOs. Two measures are for growth in learning English and proficiency of academic English, AMAO1 and AMAO2. The third measure, AMAO3, is academic achievement. It is vital to look at ways to improve achievement of ELL students at all levels because of the requirements of this high stakes testing. The answer could possibly lie in a dual language program model, Sheltered English and ESL. However, no answer is complete without considering the people who are charged with the task of teaching the ELL students.

Teachers' Attitudes about Beliefs, Practices, Impact of Inclusion, and Teacher Supports for Second Language Acquisition

Teachers teaching and students learning--a simple statement, but one that sums up what everyone hopes is transpiring in classrooms. That hope for the English Language Learner student is inextricably tied to and reliant upon the teacher doing exactly that--teaching. For the classroom teacher with ELL students that can be, at best, a challenge of

teaching skills in order to facilitate learning or, at worst, an exhausting and frustrating experience with little or no expectations for learning (Cho & Reich, 2008; Gersten, 1999; Walker et al., 2004; Yoon, 2008). Pappamihel (2007) stated that what is needed is for teachers to think of themselves as teachers of English Language Learners instead of as teachers who have English Language Learner students in class.

Reeves (2006) identified four areas of concern while exploring teacher attitudes in secondary mainstream classrooms: (a) a discrepancy exists between teachers' general attitudes about ELL inclusion and teachers' attitudes towards specific aspects of inclusion, (b) equity of coursework is questioned when accommodations and modifications take place for ELLs, (c) teachers were ambivalent about participating in professional development, and (d) many misconceptions about second language acquisition are still prevalent.

Teacher beliefs: ELL inclusion. Reeves (2006) found that 72% of the 279 secondary teacher respondents indicated they agreed or strongly agreed with the statement that they would welcome the inclusion of English Language Learner students into the classroom. Seventy-five percent of the respondents reported that inclusion of English Language Learner students is a positive educational experience. However, when the same respondents were asked if ELL inclusion was a positive experience for all students, more than 40% indicated they did not believe that statement. When queried further, 75% of respondents registered agreement that English Language Learner students should not be admitted to mainstream classrooms until a minimum level of English language proficiency had been attained. Finally, 70% of the teachers expressed the attitude that there was not enough time to deal with the needs of English Language

Learner students. Reeves (2006) suggested that the discrepancy between the positive general attitudes of inclusion and the negative attitudes about specific inclusion are the result of teachers' lack of confidence and training to teach English Language Learner students especially those at preproduction and early production stages of language acquisition. Reeves (2006) believes that the common practice of low incidence ELL schools which is to place English Language Learner students at all proficiency levels into mainstream classrooms with teachers who continue to lack sufficient training and skills to address the specific needs of these students will continue to fuel the discrepancy in inclusion attitudes. In an earlier study of four mainstream teachers in 2004, Reeves observed that as the four mainstream secondary teachers in the study tried to provide equal opportunity to education, what resulted, in practice, were inequities in learning. The teachers were committed to teaching the English Language Learner students, but there was a level of frustration and resentment because teachers were unable to instruct and to adjust for the varying proficiency levels of the students. The frustration and resentment experienced by classroom teachers can be further exacerbated by attitudes that other students will be negatively impacted by the inclusion of English Language Learners in the mainstream classroom. Without appropriate and timely training for instruction of English Language Learners, teachers will feel classroom time must be divided between ELL and non-ELL students.

Teacher practices: Equity of coursework. Secondary teachers' attitudes about accommodations or modifications of coursework for English Language Learner students were influenced by teachers' perceptions of what constituted educational equity (Reeves, 2006). Some accommodations such as extended time to complete work or small group

testing were more acceptable than modifying or abbreviating the coursework itself. Teachers saw such modifications as lowering the integrity of the curriculum and as limiting English Language Learner students' access to the rigorous and relevant curriculum that non-English Language Learner students had. As Reeves pointed out in the earlier study in 2004, this belief actually led to many learning inequities as it required an English proficiency level at a fluency stage advanced enough to access the content and instruction being presented in the classroom. The students who lacked that level of fluency struggled to learn and the teachers struggled to teach because appropriate linguistic accommodations and modifications were not being used to support English Language Learner students' access to the core curriculum.

Impact of inclusion: Professional development. Reeves (2004) studied a public school district in which 10% of the 2,000 students were identified as culturally or linguistically diverse. In 2001 the entire staff of 800 high school teachers was offered the opportunity to attend in-service devoted entirely to strategies and tips for teaching English Language Learner students in the mainstream classrooms. Fewer than 15 attended, seven of which were English as a Second Language teachers. In the high school that Reeves (2004) studied in the same school district, 93% of the teachers had responded that training for instruction of English Language Learner students had been lacking, and 51% indicated interest in receiving more training to work with English Language Learner students. Again in 2006, Reeves reported that 82% of the 279 secondary teachers, who responded in another study of secondary mainstream teachers, felt that adequate training for teaching English Language Learners was lacking. However, 45% of the same respondents indicated that interest in receiving that training

would be lacking. Reeves (2006) concluded that three possible reasons for a discrepancy between the perception of need for additional training and actual practice of professional development could be at play. First, mainstream teachers have the misconception that adequate and intensive professional development for teaching English Language Learners fall to the staff directly involved with teaching English such as the English as a Second Language teacher. The primary responsibility for teaching English proficiency is mistakenly viewed as the domain of the ESL teacher and not in the realm of the mainstream education classrooms. Thereby, mainstream teachers do not view the nature of the professional development designed to address the challenges of teaching English Language Learner students as addressing the environment of the mainstream classroom. Second, the quality and the sustainability of professional development could be questionable. Teachers who have had exposure to professional development that is one time in nature with very little or no follow up implementation do not feel the need to spend additional time in professional development of that nature. Teachers know that professional development is essential to continue to improve teaching skills and knowledge base, but if the professional development is not designed to sustain real change then it becomes problematic. Third, there are teachers who believe that teaching English Language Learners do not require any additional professional development. If differentiated instruction is required to help English Language Learners access the curriculum, then the integrity of what is learned is put in doubt. So if the rigor and relevance of the curriculum is to be preserved, then the knowledge to apply linguistic accommodations and modifications is unnecessary.

Teacher supports for English Language Learner students: Misconceptions about second language acquisition. When teachers responded to the survey item which asked about the length of time English Language Learner students need to acquire English proficiency, Reeves (2006) reported that 72% of respondents indicated that two years was adequate time in U.S. schools. This belief that fluency can be achieved in two years is not supported by research. The research supports a far longer trajectory for English Language Learners to successfully achieve fluency in the academic realm of language which is five to seven years (Cummins, 1980; Hakuta, 2000; Thomas & Collier, 2002). Additionally, Reeves (2006) reported that 39% of the respondents felt English Language Learner students should not use the native language while learning English. This is another misconception that is contradicted in the research which supports using the native language (Cummins, 1984; Krashen, 1981; Thomas & Collier, 2002). These misconceptions about second language learning could have major impact on teacher perceptions about intelligence and abilities of English Language Learner students. Misdiagnoses about learning difficulties could also occur as a result of these misconceptions.

Research (Byrnes & Kiger, 1994; Cummins, 2000; Gertsen, 1999; Gonzalez & Darling-Hammond, 1997) has explored teachers' attitudes toward diverse language and culture students and the relation to academic expectations. Yoon (2008) explored the influence of how middle school teachers view their roles in the classroom in relation to English Language Learner students. An important finding of that study supported the conviction that teachers and their approaches were important factors in promoting student opportunities to learn. The teachers who used culturally relevant instruction with the

group of English Language Learner students achieved a high level of interaction and participation. The same group of English Language Learner students were observed to be silent and disengaged in the classrooms where English Language Learner students were not recognized nor encouraged to be contributors to the social environment of the classroom. The first finding of the study indicated that the interactive processes of the English Language Learner student can be enhanced in the classroom if the instructor has a good knowledge of the cultural and social needs of the students and understands how to respond to the students' needs. The second finding was that how teachers viewed their own positions in regard to English Language Learner students became a critical factor in influencing the participation and the interaction of learning for English Language Learner students. What is needed is for teachers to think of themselves as teachers of English Language Learners instead of as teachers who have English Language Learner students in class (Pappamihiel, 2007). The third finding showed that different instructional approaches do influence how English Language Learner students view their own interactions in the classroom. The English Language Learner students felt more comfortable and had a sense of belonging when the instructional style accommodated cultural differences and enhanced a multicultural approach to teaching. In classrooms with a monoculture approach and emphasis was only on subject matter, English Language Learners demonstrated an isolationist demeanor and affiliated with other students who were perceived by the teacher and students as problematic or struggling academically. The fourth finding indicated that non-English Language Learners looked to the teacher to set the model for interacting with English Language Learner students. It was clear that the acceptance of the English Language Learner students were predicated

upon the active or passive role that the teacher took with involving the English Language Learner students in learning. Conclusions called for teachers to have, not only knowledge of language methods, but also possess culturally relevant pedagogy that invite English Language Learner students to learn rather than distance and isolate them further from the learning process within the environment of the classroom.

Culture in the Classroom

As a teacher stands in front of the classroom and looks at the faces of the students, each face represents a personality, a family, a history, and cultural influences that have helped shape that individual. For English Language Learner students that cultural influence can be problematic in a classroom. Culture influences educational perspectives and learning styles. Several researchers have explored the cultural relationship to learning. Collier (1994) posed a theory of second language acquisition that included a sociolinguistic element that took into consideration a student's cultural processes that occur every day. The instructional environment in a classroom could potentially create social and psychological distance between groups. The resulting tension could influence students' achievement in school. The model postulated was a triangular model, but not a one dimensional figure, it is, instead, a three dimensional figure--a prism with many facets. English Language Learner students have many facets that they bring with them into the learning environment. Two characteristics of a prism are that it can absorb light as well as reflect light. Like a prism when it absorbs light, English Language Learner students absorb the light around them. In other words, the learning environment established by the teacher, negatively or positively influenced by the dominant culture, will be absorbed and learning can either be enhanced or diminished by a teacher's

attitudes and beliefs about second language learners. Additionally, like a prism when it reflects light, English Language Learner students bring their cultural perspectives to the classroom also, and, if a teacher is open to learning about it, then they have advanced their own cultural proficiency by interacting with the new cultures.

Promoting an Understanding of Culture

Cummins (2000) wrote that culturally diverse students are empowered or disabled as a direct result of the interaction that occurs with teachers and other school personnel. When schools look at how different cultures and languages are accepted within the learning environment, at how diverse cultures and languages in the community are welcomed into the school, at how promotion of learning can be allowed in primary languages, and at how advocacy for culturally and linguistically appropriate instruction will more adequately address academic difficulties, then it becomes evident that interactions between educators and students are central to academic success for English Language Learner students. This interaction is so important that students will seek affirmation of their role and its importance in the life of the school. If that affirmation is not found within the school, students will look outside the school to find it.

A recent public school-university partnership in Nebraska, the Platte River Corridor Project, looked at the importance of culture in the classroom for students and teachers alike (Hof, Lopez, Dinsmore, Baker, McCarty, & Glenn, 2008). The purpose of the study was to address both institutional and personal barriers that impact academic performance for English Language Learner students. Goals were to promote understanding of Latino culture, to help teachers identify biases and stereotypes that influenced the school and classroom environments, and to help teachers develop the

necessary instructional skills to support the academic performance of English Language Learner students. Included in the Project was Kindergarten through 12th grade teachers who did not have English as a Second Language teaching endorsements and who were responsible for content instruction. The participants were involved in three sequential levels of training. The first level of training encompassed culture related topics, literacy development, acquisition theory, and parent family involvement. The second level of training was devoted to learning what and how to implement a Sheltered English Instructional format called Sheltered Instruction Observation Protocol Model (SIOP). The third level of training consisted of further work with SIOP, an overview of differentiated instruction and planning for future training needs.

Prior to any training participants were asked to take the *Educators Challenge Survey*. Participants had the opportunity to use the survey to describe the instructional challenges faced with English Language Learner students. One of the themes identified through investigator triangulation of that survey was that teachers believed that the difficulties in working with ELL students were due to family and culture issues. There was, on the part of the participants, a perceived lack of family involvement in school, communication difficulties between home and school, and underdeveloped proficiency with the home language. Another theme emerged as participants indicated that behavior problems were due to student frustration with language and inability to work independently to complete coursework. The final theme was identified as a concern about the challenges in addressing the instruction of many English language proficiency levels in one classroom, various prior knowledge levels of students, specific vocabulary that impacted comprehension, and students' ability to follow teacher directions. The

results suggested that participants viewed classroom challenges as influenced by external factors including the students, the students' families, and the students' cultures.

After the training the *ELL Curriculum Modification Assessment Survey* (ECMAS) was administered. The results of the posttest survey showed significant growth among the study participants as a result of the training which was particularly effective in addressing cultural misperceptions. The results showed that participants better understood how cultural values influence student behavior, the emotional reaction of English Language Learner students adjusting to a new school, and the cultural expectations that students have for authority figures. Participants had a greater understanding of how teachers' pedagogical choices were reflecting biases and stereotypes and a higher level of cultural awareness which would be useful in establishing relationships with students and students' families.

Other researchers have looked at particular cultural elements and practices in American classrooms and the effects on ELL students. Chang (2008) looked at grouping practices in mathematics instruction and found a significantly slower growth rate of performance for Hispanic students in whole class activities as compared to small group activities. Conversely, for Asian students there was a significantly slower growth rate of performance in small group activities as compared to whole class activities. Chang's conclusion was that there was a definite need for classroom teachers to have a better understanding of the cultural influences affecting learning styles of English Language Learner students so that full academic engagement could occur.

Lee (2004) looked at science instruction and the need for teachers of English Language Learner students to practice instructional congruence. Instructional

congruence is a process of mediating academic disciplines with linguistic and cultural experiences. Results of the study pointed to a change in beliefs on the part of the teachers and recognition that students' language and culture had important ramifications for science learning. When the cultural values were sometimes at odds with scientific inquiry, teachers would be better able to address those incompatibilities with a heightened sense of cultural awareness.

In separate studies done with secondary social studies teachers Reeves (2006) and O'Brien (2007) looked at general beliefs, practices, impact of inclusion, and teacher supports. While many of the results in the studies revealed negative attitudes in many areas, both studies did find similar results about attitudes towards cultural diversity. O'Brien found that over half the participants in his study were positive about some aspect of cultural diversity. In Reeves' study, more than 70% of the teachers also reflected positive attitudes. Social Studies teachers in the two studies seemed to welcome the cultural diversity of English Language Learner students. O'Brien suggested that social studies teachers who often teach about other cultures or ethnic groups do recognize that English Language Learner students can be a valuable resource because their life experiences represent phenomena which American students have only studied in books.

Sheltered English Instruction

The fact that teachers need to prepare their ELL students to face the challenges of life in the 21st century has not changed from previous decades. What has changed is the research which has revealed that academic work for second language learners cannot be put on hold until a student can reach a level of English language proficiency that ensures success in the mainstream classroom (Ballantyne, Sanderman, & Levy, 2008; Short,

1993; Short & Fitzsimmons, 2007). There is a body of research that supports a few instructional models as being most effective (Collier, 1992; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Ramirez, Yuen, & Ramey, 1991; Thomas & Collier, 1997; Tikunoff, Ward, van Broekhuizen, Romero, Castaneda, Lucas, & Katz, 1991).

One of those instructional models is called Sheltered English Instruction. Sheltered instruction involves a transition from the former ESL model in which usually one or two staff members are solely responsible for helping ELLs develop English language skills to a model where all teachers involve themselves in their content classrooms with developing English language skills as well as content knowledge. That transition, however, can only take place with adequate training and professional development for teachers as they face such challenges in the classroom (Bernhard, Diaz, & Allgood, 2005; Byrnes, Kiger, & Manning, 1997; Hof et al., 2008; Lee, 2004; Mantero & McVicker, 2006; Pappamihel, 2007; Short, 1993).

An ESL program requires a teacher with, at a minimum, an endorsement in English as a Second Language. It traditionally has been a pull out model with students spending a short time of the day with the ESL teacher mostly receiving support help for mainstream classroom work. While it is a program that can be implemented quickly, Thomas and Collier's (1997) study showed its effectiveness for long term achievement was the lowest of the models studied. For former English Language Learners in eleventh grade it showed English Reading NCEs last with English Language Learner students scoring on average at the 24th percentile.

In recent years a newer model, Content-based English as a Second Language (Thomas & Collier, 1997), has made an impact on instructional practices. Content-based

English as a Second Language integrates academic subject content while emphasizing language learning in order to prepare students for the academic demands of general education classrooms (Short, 1991). Its effectiveness for long term achievement for former English Language Learners in eleventh grade for English Reading NCEs in the same study was higher with students scoring on average at the 34th percentile and at a high range of the 38th percentile (Thomas & Collier, 1997). This is welcome news for schools that already have an English as a Second Language program. Changing to a well implemented Content-based ESL program can help close the achievement gap.

Even with this good news, questions still remain. Is there another program model that can do more for English Language Learner students that is still feasible given the human and financial resources of rural, low incidence ELL schools? Researchers have been increasingly looking toward the Sheltered English Instruction to improve the academic success of English Language Learner students. Sheltered English Instruction has evolved over the years and is currently used to define a model that makes academic content understandable to English Language Learner students in mainstream classrooms. Sheltered English Instruction incorporates linguistically appropriate instructional strategies for mainstream classroom teachers who do not speak the primary language of their students so that they can convey the meaning of the content of their lessons while increasing the English language skills of English Language Learner students (Echevarria et al., 2006; Echevarria, Vogt, & Short, 2004; Rennie Center, 2007). With Sheltered English Instruction teachers can guide students to construct meaning from textbooks, daily lessons, and classroom discussions in order to understand concepts by scaffolding and differentiating instruction (Echevarria et al., 2004). These strategies are good for all

students in the classroom, but are essential for ELL students to increase cognition (Ruiz-de-Velasco & Fix, 2000). Increasing cognition will help English Language Learner students meet the challenging standards required of all students under No Child Left Behind.

Longitudinal research conducted by the Center for Research on Education, Diversity, & Excellence explored the effectiveness of Sheltered English Instruction. Researchers (Echevarria & Short, 1999) in this seven-year study designed an expository writing assessment and analyzed collected data. Significantly higher writing scores were reported for ELL students who participated in classrooms with trained Sheltered Instruction Observation Protocol teachers, compared to untrained teachers. The findings are considered more striking as the Sheltered Instruction Observation Protocol is not specifically designed as a writing approach, but rather as a framework to present any curriculum concept. Also, expository writing is one of the more challenging areas of ELL instruction (Echevarria & Short, 2001; Echevarria et al., 2006).

Program redesign would encompass this model in combination with the English as a Second Language program because it can be implemented with current staff, it integrates both academic and language learning, and it involves all personnel in the socio-cultural development of students (Collier, 1994). Not only would English Language Learner students have direct instruction in English through a program designed specifically for that purpose, namely ESL, but they would also receive appropriate instruction throughout the school day by classroom teachers trained in Sheltered Instruction delivering content concepts that all students are learning.

Implementation of the Sheltered English Program Model

The implementation of the Sheltered English Program model (see Appendices B and C) requires a systemic change where administrators, teachers, and all non-teaching staff share, not only the task of educating English Language Learner students, but also, recognizing the value that is added to the school environment by the assets that language diverse students bring with them (Coady, Hamann, Harrington, Pacheco, Pho, & Yedlin, 2003). The Sheltered English Program Model (Smith, 2010) consists of five distinct, but integrated elements: (a) Sheltered Instruction, (b) Professional Development, (c) Language Acquisition Committee (Bérubé, 2000), (d) Human Resources, and (e) Core Curriculum.

Sheltered Instruction. Sheltered Instruction has several key components that are essential for instruction within the Sheltered English Program model. Sheltered Instruction encompasses both content and language objectives. Mainstream classroom teachers can maintain the integrity and intent of the curriculum along with language development. Teachers can use scaffolding and differentiated strategies to manage interactions and involvement in learning. Students' prior knowledge and background experiences are used to build academic and language proficiency (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Freeman et al., 2003; Goldenberg, 2008). In this program model, Sheltered Instruction is not the exception, but it is the common practice in classrooms.

Professional development. Systemic change is fueled with knowledge. Knowledge comes through acknowledging change, accepting it, preparing for it, and practicing it. Teachers learning new strategies based on sound research and applying it to

instruction for English Language Learner students will begin to see that professional development builds teaching skills. In order for professional development to become a priority, however, it takes strong leadership to promote and support efficacy.

Professional development then becomes the outcome that all educational staff from administration to non-certified personnel recognizes as necessary and desired.

Professional development can be in many different forms and formats from formal coursework for graduate credit to the informal consultative meetings that occur.

Professional development should be targeted for Sheltered Instruction whenever possible, but also imbedded in the conversations about and implementations of other initiatives in which schools are involved. When the question is asked, “How does this affect our English Language Learners?” during the course of the meeting, the in-service, or the learning community time, then change is happening.

Language Acquisition Committee. Bérubé (2000) proposed the concept of having a core group that could act to facilitate and ensure correct policy and practice was taking place for English Language Learner students. The purpose of the Language Acquisition Committee is three-fold. First, the committee does ensure that all the legal requirements have been completed, the identification and placement process has been completed for students, and parent notification for placement has been done. Secondly, the Language Acquisition Committee has an important role in all things that affect the progress of English Language Learner students. This committee studies and evaluates the needs of every English Language Learner in order to make decisions that will support the language and academic progress. The committee also gives support to teaching staff when concerns arise. The role of the Language Acquisition Committee is vital to

successfully creating the environment that supports English Language Learner students and their families in becoming valued members of the school community. Thirdly, the Language Acquisition Committee is a source of leadership for the staff. Members who are part of the Language Acquisition Committee have placed a value on the commitment to language and culturally diverse students. This helps to build a collective mentality and a collective responsibility to English Language Learner students' success (Hill & Flynn, 2004).

Human resources. In this element of the model, it is important for school districts to identify the resources in the community at large, as well as in the school community, who can make contributions to the needs of English Language Learner students. Who are the resources for interpreting or translating, who understands the culture of the English Language Learner students and families, what services are available, what basic information about housing, medical care, transportation is available, and what do they need to know to communicate with the school are just a few ways that schools can prepare resources.

There is also the need to seek individuals who have had experience or expertise in teaching or working with English Language Learners. Therefore, the interview process should even include questions that would allow candidates to elaborate on their experiences or expertise with English Language Learner students. Evidence in teacher portfolios should be examined for cultural awareness training.

Core curriculum. This element of the model is the educational goal for every English Language Learner student. In the Iowa Core Curriculum the desired educational goal is to align the intended curriculum, the essential knowledge a student should have

about language arts, mathematics, science, and social studies, the enacted curriculum, the instruction in the classroom, and the assessment, evaluating what has been learned. The question becomes how does this look for an English Language Learner and how does it happen? It happens by creating the learning environment that allows English Language Learner students to participate in challenging academic work taught by teachers in the content classrooms who have received appropriate training. Many see core curriculum as an expectation. For English Language Learner students it may be an equalizer.

Issues in Implementing a Sheltered English Program Model

The solution in rural low incidence school districts, the Sheltered English Program Model, is also the challenge. Most often rural schools initially experience the arrival of English Language Learner students one family at a time. Schools may experience initial difficulties with communication, but over time difficulties are overcome, and the student or students seem to adjust to the classroom and begin to speak English. Administrators and faculty do not perceive the need to make changes when so few students in the school are identified as English Language Learner students. Almost two-thirds of English Language Learner students attend schools where they constitute less than one percent of the student body (Ruiz-de-Velasco & Fix, 2000).

Tight budgets keep school districts from exploring different options for training teachers for Sheltered Instruction. Priority initiatives command time and money. Oftentimes, the need for professional development for Sheltered Instruction is only a priority for a few staff members because they have the English Language Learner students, so they are the only staff having the opportunity to receive training.

Personal negative perceptions, biases, and stereotypes limit use of Sheltered Instruction in school. Some communities are opposed to changing instruction to accommodate just a *few* students. There is a misconception that it might lessen the quality of what is taught or affect the education of other students.

Finally, the experience and knowledge base needed to interact with language and culturally diverse students and families are sorely lacking in rural low incidence schools where students and teacher populations are homogeneous in nature. Having inclusive environments for English Language Learner students must be achieved through the personal perceptions of the adults in the school environment creating the attitude of inclusivity. Having a Sheltered English Program Model requires the commitment of all those adults to increase personal skills to interact with new cultures along with new teaching skills.

CHAPTER THREE

Methodology

The purpose of the posttest only study was to determine elementary and secondary teachers' reported attitudes about general beliefs, practices, impact of inclusion, and teacher supports towards English Language Learner students in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language compared to elementary and secondary teachers' reported attitudes about general beliefs, practices, impact of inclusion, and teacher supports towards English Language Learner students in rural low incidence schools with a program model not clearly defined or implemented.

Participants

Number of participants. The maximum accrual for this study is ($N = 112$) including a naturally formed group of elementary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language ($n = 28$) with three years of teaching experience in the current mainstream classroom position, a naturally formed group of secondary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language ($n = 28$) with three years of teaching experience in the current mainstream classroom teaching, a randomly assigned group of elementary teachers in rural low incidence schools with a program model not clearly defined or implemented ($n = 28$) with three years of teaching experience in the current mainstream classroom position, and a randomly assigned group of secondary teachers in rural low incidence schools with a program model not clearly

defined or implemented ($n = 28$) with three years of teaching experience in the current mainstream classroom position.

Gender of participants. Of the total number of selected subjects identified as elementary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language with three years of teaching experience in the current mainstream classroom position ($n = 28$) the gender ratio was 1 male (4%) and 27 females (96%). Of the total number of selected subjects identified as secondary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language with three years of teaching experience in the current mainstream classroom position ($n = 28$) the gender ratio was 13 males (46%) and 15 females (54%). Of the total number of selected subjects identified as elementary teachers in rural low incidence schools with a program model not clearly defined or implemented with three years of teaching experience in the current mainstream classroom position ($n = 28$) the gender ratio was 2 males (7%) and 26 females (93%). Of the total number of selected subjects identified as secondary teachers in rural low incidence schools with a program model not clearly defined or implemented with three years of teaching experience in the current mainstream classroom position ($n = 28$) the gender ratio was 12 male (43%) and 16 females (57%).

Age range of participants. The age range of participants encompassed teaching careers of three years to forty years with ages ranging from 22 years to 60 years of age. All participants were actively teaching at the time of the study.

Racial and ethnic origin of participants. Of the total number of selected subjects identified as elementary and secondary teachers in rural low incidence schools

the racial and ethnic origin of the participants are Caucasian (100%) and 0 minority (0%). The racial and ethnic origin of the study participants is congruent with the racial and ethnic demographics for teachers in the state of Iowa found in the Annual Condition of Education Report 2008 which reports that the percentage of minority teachers was less than 1% (.0019).

Inclusion criteria of participants. Elementary and secondary teachers who are in rural low incidence schools and who teach in mainstream classroom settings with a minimum of three years experience in the district were eligible.

Method of participant identification. Elementary and secondary teachers voluntarily completed a *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006).

Description of Procedures

Research design. The posttest only four-group comparative survey design is displayed in the following notation:

Group 1 $X_1 Y_1 O_1$

Group 2 $X_1 Y_2 O_1$

Group 3 $X_1 Y_3 O_1$

Group 4 $X_1 Y_4 O_1$

Group 1 = study participants #1. Naturally formed group of elementary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language ($n = 28$).

Group 2 = study participants #2. Naturally formed group of secondary teachers in rural low incidence schools with a dual program model of Sheltered English and

English as a Second Language ($n = 28$).

Group 3 = study participants #3. Randomly assigned group of elementary teachers in rural low incidence schools with a program model not clearly defined or implemented ($n = 28$).

Group 4 = study participants #4. Randomly assigned group of secondary teachers in rural low incidence schools with a program model not clearly defined or implemented ($n = 28$).

X₁ = study constant. Teachers have held a teaching contract at the research school for three or more years.

Y₁ = study independent variable, program model, condition #1.

Implementation of a dual program model of Sheltered English and English as a Second Language in rural low incidence elementary schools.

Y₂ = study independent variable, program model, condition #2.

Implementation of a dual program model of Sheltered English and English as a Second Language in rural low incidence secondary schools.

Y₃ = study independent variable, program model condition, #3. Program model not clearly defined or implemented in rural low incidence elementary schools.

Y₄ = study independent variable, program model, condition #4. Program model not clearly defined or implemented in rural low incidence secondary schools.

O₁ = study posttest dependent measure. Survey of teachers for: 1. Elementary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language

Learner students. 2. Secondary teachers in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students. 3. Elementary teachers in rural low incidence schools with no program model clearly defined or implemented reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students. 4. Secondary teachers in rural low incidence schools with no program model clearly defined or implemented reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students.

Implementation of the Independent Variables

The independent variables for this study were the program models that school districts chose to implement to serve the academic needs of English Language Learner students. The first independent variable was a dual combination model that included Sheltered English and English as a Second Language in rural low incidence elementary schools. The second independent variable was a dual combination model that included Sheltered English and English as a Second Language in rural low incidence secondary schools. The third independent variable was a program model that was not clearly defined or implemented in the rural low incidence elementary schools. The fourth independent variable was a program model that was not clearly defined or implemented in the rural low incidence secondary schools. These four models comprised the research arms of the study.

The purpose of this posttest-only comparative efficacy study was to determine elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language compared to elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher support towards English Language Learners in schools with no clearly defined model of language services.

Dependent Measures

The study's dependent variable is the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006). Teachers' individual responses to the 41 survey items were analyzed for congruence or difference between the four study groups' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students.

Research Questions and Data Analysis

Research questions numbers 1 through 4 were used to compare elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in low incidence rural schools with a dual program model of Sheltered English and English as a Second Language and elementary and secondary teachers reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in low incidence rural schools with no clearly defined model of language services.

Research Question #1 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (a) general beliefs.

Overarching Posttest-Posttest General Beliefs Research Question #1. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (a) general beliefs congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Analysis. Research Question #1 was analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (a) general beliefs. An *F* ratio was calculated and an alpha level of .05 was utilized to test

the null hypothesis. Independent t tests were used for contrast analysis if a significant F ratio was observed. Means and standard deviations are displayed in tables.

Research Question #2 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (b) practices.

Overarching Posttest-Posttest Practices Research Question #2. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (b) practices congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Analysis. Research Question #2 was analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (b)

practices. An F ratio was calculated and an alpha level of .05 was utilized to test the null hypothesis. Independent t tests were used for contrast analysis if a significant F ratio was observed. Means and standard deviations are displayed in tables.

Research Question #3 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (c) impact of inclusion.

Overarching Posttest-Posttest Impact of Inclusion Research Question #3.

Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (c) impact of inclusion congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Analysis. Research Question #3 was analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural

schools with no clearly defined model of language services reported attitudes about (c) impact of inclusion. An F ratio was calculated and an alpha level of .05 was utilized to test the null hypothesis. Independent t tests were used for contrast analysis if a significant F ratio was observed. Means and standard deviations are displayed in tables.

Research Questions #4 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (d) teacher supports.

Overarching Posttest-Posttest Teacher Supports Research Question #4. Are elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (d) teacher supports congruent or different as reported by their responses to questions on the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006)?

Analysis. Research Question #4 was analyzed using a single classification Analysis of Variance (ANOVA) to determine the main effect congruence or difference between elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing

Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (d) teacher supports. An F ratio was calculated and an alpha level of .05 was utilized to test the null hypothesis. Independent t tests were used for contrast analysis if a significant F ratio was observed. Means and standard deviations are displayed in tables.

Data Collection Procedures

All data was specifically gathered for the purpose of this study. Permission from the appropriate Area Education Agency #13 personnel was obtained before data collection and analysis was conducted. Non-coded numbers were used to display individual subjects' de-identified data.

Performance site. The research was conducted in the public school setting through normal educational practices. The study procedures did not interfere with the normal educational practices of the public school and did not involve coercion or discomfort of any kind. Data was stored on spreadsheets and computer flash drives for statistical analysis in the office of the primary researcher and the dissertation chair. No individual identifiers were attached to the data.

Institutional Review Board (IRB) for the protection of Human Subjects

Approval Category. The exemption categories for this study were provided under 45CFR.101(b) category 4. The research was conducted using routinely collected data. A letter of support from Area Education Agency #13 was provided for IRB review.

CHAPTER FOUR

Results

Purpose of the Study

The need for accurate information about teachers' attitudes towards ELL student services in low incidence districts was essential. The purpose of this posttest-only comparative efficacy study was to determine elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language compared to elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher support towards English Language Learners in schools with no clearly defined model of language services.

The study's dependent variable was the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006). Teachers' individual responses to the 41 survey items were analyzed for congruence or difference between the four study groups' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students. All study questionnaire data were retrospective, archival, and collected for understanding teachers' reported attitudes about ELL services. Permission from the appropriate school research personnel was obtained before data were collected and analyzed.

Table 1 displays demographic information of individual elementary teachers in rural schools implementing Sheltered English and English as a Second Language. Table 2 displays demographic information of individual elementary teachers in rural schools

with no clearly defined model of language services. Demographic information of individual secondary teachers in rural schools implementing Sheltered English and English as a Second Language are found in Table 3. Demographic information of individual secondary teachers in rural schools with no clearly defined model of language services are found in Table 4. Table 5 displays individual teacher mean scores for, *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006), general beliefs construct. Table 6 displays individual teacher mean scores for, *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006), practices construct. Individual teacher mean scores for, *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006), impact of inclusion construct are found in Table 7. Individual teacher mean scores for, *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006), teacher supports construct are found in Table 8.

Research Question #1

The first posttest-only hypothesis was tested using Analysis of Variance (ANOVA). Results of ANOVA for elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about general beliefs were displayed in Table 9. As seen in Table 9, the null hypothesis was not rejected for teachers' reported attitudes about general beliefs comparing elementary teachers in rural schools implementing Sheltered English and

English as a Second Language ($M = 2.47, SD = 0.18$), elementary teachers in rural schools with no clearly defined model of language services ($M = 2.43, SD = 0.23$), secondary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.49, SD = 0.22$), and secondary teachers in rural schools with no clearly defined model of language services ($M = 2.38, SD = 0.28$). The overall main effect of comparison of teachers' reported attitudes about general beliefs was not statistically significant, ($F(3, 108) = 1.29, p = .28$). Because no significant main effect was found *post hoc* contrast analyses were not conducted.

Research Question #2

The second posttest-only hypothesis was tested using Analysis of Variance (ANOVA). Results of ANOVA for elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about practices were displayed in Table 10. As seen in Table 10, the null hypothesis was rejected for teachers' reported attitudes about practices comparing elementary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.33, SD = 0.21$), elementary teachers in rural schools with no clearly defined model of language services ($M = 2.34, SD = 0.23$), secondary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.45, SD = 0.26$), and secondary teachers in rural schools with no clearly defined model of language services ($M = 2.57, SD = 0.35$). The overall main effect comparison of

teachers' reported attitudes about practices was statistically significant, ($F(3, 108) = 4.82$, $p = .003$). Because a significant main effect was found *post hoc* contrast analyses were conducted. *Post Hoc* contrast analysis comparisons for elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about practices are displayed in Table 11. As seen in Table 11 the null hypothesis was rejected for the following independent *t* test comparison, elementary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.33$, $SD = 0.21$) vs. secondary teachers in rural schools with no clearly defined model of language services ($M = 2.57$, $SD = 0.35$) where $t(54) = -3.07$, $p = .003$ (two-tailed), $d = 0.85$. Also as seen in Table 11 the null hypothesis was rejected for the following independent *t* test comparison, elementary teachers in rural schools with no clearly defined model of language services ($M = 2.34$, $SD = 0.23$) vs. secondary teachers in rural schools with no clearly defined model of language services ($M = 2.57$, $SD = 0.35$) where $t(54) = -2.87$, $p = .01$ (two-tailed), $d = 0.79$.

Research Question #3

The third posttest-only hypothesis was tested using Analysis of Variance (ANOVA). Results of ANOVA for elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural

schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about impact of inclusion were displayed in Table 12. As seen in Table 12, the null hypothesis was not rejected for teachers' reported attitudes about impact of inclusion comparing elementary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.30$, $SD = 0.22$), elementary teachers in rural schools with no clearly defined model of language services ($M = 2.30$, $SD = 0.21$), secondary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.35$, $SD = 0.18$), and secondary teachers in rural schools with no clearly defined model of language services ($M = 2.35$, $SD = 0.23$). The overall main effect of comparison of teachers' reported attitudes about impact of inclusion was not statistically significant, ($F(3, 108) = 0.42$, $p = .74$). Because no significant main effect was found *post hoc* contrast analyses were not conducted.

Research Question #4

The fourth posttest-only hypothesis was tested using Analysis of Variance (ANOVA). Results of ANOVA for elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about teacher supports were displayed in Table 13. As seen in Table 13, the null hypothesis was not rejected for teachers' reported attitudes about teacher supports comparing elementary teachers in rural schools implementing Sheltered English

and English as a Second Language ($M = 2.61, SD = 0.43$), elementary teachers in rural schools with no clearly defined model of language services ($M = 2.66, SD = 0.39$), secondary teachers in rural schools implementing Sheltered English and English as a Second Language ($M = 2.80, SD = 0.36$), and secondary teachers in rural schools with no clearly defined model of language services ($M = 2.70, SD = 0.41$). The overall main effect of comparison of teachers' reported attitudes about teacher supports was not statistically significant, ($F(3, 108) = 1.18, p = .32$). Because no significant main effect was found *post hoc* contrast analyses were not conducted.

Table 1

*Demographic Information of Individual Elementary Teachers in Rural Schools**Implementing Sheltered English and English as a Second Language*

Teacher Number	Gender	Total Years of Teaching Experience	Grade Level Taught
1.	Male	16	5
2.	Female	29	3
3.	Female	20	K
4.	Female	26	3
5.	Female	26	5
6.	Female	3	5
7.	Female	30	1
8.	Female	10	1
9.	Female	10	1
10.	Female	9	K
11.	Female	9	1
12.	Female	4	K-1
13.	Female	20	K
14.	Female	39	K-1
15.	Female	10	K-1
16.	Female	16	5
17.	Female	17	3
18.	Female	9	3
19.	Female	37	4
20.	Female	39	2
21.	Female	7	4
22.	Female	38	5
23.	Female	9	3
24.	Female	3	K-1
25.	Female	16	1
26.	Female	14	2
27.	Female	4	5
28.	Female	30	5

Note. All teachers were Caucasian.

Table 2

Demographic Information of Individual Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services

Teacher Number	Gender	Total Years of Teaching Experience	Grade Level Taught
1.	Female	25	K
2.	Female	24	2
3.	Female	9	2
4.	Male	9	3
5.	Female	31	K
6.	Female	31	2
7.	Female	4	1
8.	Female	33	4
9.	Female	27	5
10.	Female	34	5
11.	Female	4	2
12.	Female	24	4
13.	Female	25	K
14.	Female	11	K-3
15.	Female	15	1
16.	Female	15	K
17.	Female	10	3
18.	Female	26	4
19.	Male	16	4
20.	Female	21	5
21.	Female	9	K-4
22.	Female	36	3
23.	Female	12	2-3
24.	Female	33	K
25.	Female	15	K
26.	Female	22	3
27.	Female	12	K-5
28.	Female	23	4

Note. All teachers were Caucasian.

Table 3

*Demographic Information of Individual Secondary Teachers in Rural Schools**Implementing Sheltered English and English as a Second Language*

Teacher Number	Gender	Total Years of Teaching Experience	Grade Level Taught
1.	Female	10	7
2.	Male	27	7
3.	Male	4	6-8
4.	Male	34	8
5.	Female	7	9-12
6.	Female	16	10-12
7.	Male	37	8
8.	Female	9	6
9.	Male	10	6
10.	Female	30	8
11.	Male	34	9-12
12.	Male	29	9-12
13.	Male	34	10-12
14.	Female	30	9-12
15.	Male	15	11-12
16.	Female	4	7
17.	Female	30	6-12
18.	Female	5	6
19.	Female	21	9-12
20.	Female	10	9-12
21.	Male	4	9
22.	Male	5	10
23.	Male	19	9-12
24.	Female	30	9-12
25.	Female	34	7
26.	Female	38	6-12
27.	Male	5	9-12
28.	Female	22	9-12

Note. All teachers were Caucasian.

Table 4

Demographic Information of Individual Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services

Teacher Number	Gender	Total Years of Teaching Experience	Grade Level Taught
1.	Female	13	7-8
2.	Female	9	5-6
3.	Male	9	9-12
4.	Male	19	9-12
5.	Female	16	7-12
6.	Female	16	9-12
7.	Female	10	6
8.	Male	15	6-12
9.	Female	27	9-12
10.	Male	10	9-12
11.	Female	14	7-12
12.	Male	30	9-12
13.	Female	20	9-12
14.	Female	4	11-12
15.	Female	21	5-8
16.	Female	31	7-8
17.	Female	32	9-12
18.	Male	4	9-12
19.	Male	10	7-12
20.	Female	21	9-12
21.	Male	16	7-12
22.	Male	40	7-9
23.	Male	36	11-12
24.	Female	22	9-12
25.	Male	33	9-12
26.	Male	35	7-12
27.	Female	29	6-12
28.	Female	22	9-12

Note. All teachers were Caucasian.

Table 5

Individual Teacher Mean Scores for, Survey of Teachers in Rural, Low Incidence ELL

School Districts (Reeves, 2006), General Beliefs Construct

(a)	Teachers in			
	Elementary Schools With Dual Program	Elementary Schools With no Defined Program	Secondary Schools With Dual Program	Secondary Schools With no Defined Program
1.	2.54	2.90	2.36	2.45
2.	2.36	2.18	2.63	2.00
3.	2.68	2.31	2.63	2.90
4.	2.09	3.00	2.63	2.50
5.	2.45	2.27	2.63	2.27
6.	2.50	2.36	2.63	2.00
7.	2.54	2.63	2.27	2.54
8.	2.40	2.36	2.54	2.18
9.	2.72	2.50	2.36	1.90
10.	2.63	2.45	2.45	2.45
11.	2.45	2.36	2.36	2.27
12.	2.72	2.27	2.18	2.36
13.	2.36	2.36	2.63	2.63
14.	2.45	2.36	2.18	1.95
15.	2.81	2.36	2.27	2.18
16.	2.45	2.36	2.77	2.81
17.	2.31	2.45	2.45	2.27
18.	2.45	2.45	2.54	2.63
19.	2.27	2.00	2.36	2.54
20.	2.27	2.36	2.54	2.45
21.	2.63	2.59	2.63	2.63
22.	2.00	2.27	2.72	1.81
23.	2.45	2.22	2.00	2.45
24.	2.63	2.50	3.00	2.63
25.	2.72	2.50	2.36	2.27
26.	2.59	2.45	2.36	2.81
27.	2.36	3.00	2.90	2.45
28.	2.45	2.18	2.45	2.36

^aNumbers correspond with Tables 1 through 4.

Table 6

Individual Teacher Mean Scores for, Survey of Teachers in Rural, Low Incidence ELL

School Districts (Reeves, 2006), Practices Construct

(a)	Teachers in			
	Elementary Schools With Dual Program	Elementary Schools With no Defined Program	Secondary Schools With Dual Program	Secondary Schools With no Defined Program
1.	2.50	2.16	2.29	2.16
2.	2.16	2.29	2.50	2.16
3.	2.41	2.54	2.50	2.41
4.	2.33	2.41	2.33	2.50
5.	2.29	2.33	2.08	2.25
6.	2.75	2.00	2.45	2.75
7.	2.50	2.33	2.50	2.41
8.	2.37	2.33	2.66	2.25
9.	2.41	2.25	2.50	2.66
10.	2.66	2.08	2.33	2.91
11.	2.33	2.41	2.41	2.50
12.	2.00	2.33	3.25	2.75
13.	2.50	2.45	2.66	2.75
14.	2.08	2.41	2.16	2.50
15.	2.58	2.16	2.00	2.83
16.	2.12	2.00	3.00	2.08
17.	2.45	2.41	2.29	2.95
18.	2.16	2.16	2.41	2.66
19.	2.16	3.08	2.33	2.95
20.	2.16	2.20	2.66	2.25
21.	2.16	2.70	2.33	2.58
22.	2.00	2.54	2.41	2.54
23.	2.50	2.16	2.75	3.83
24.	2.16	2.12	2.41	2.33
25.	2.41	2.25	2.12	2.16
26.	2.00	2.50	2.33	2.50
27.	2.41	2.25	2.41	2.45
28.	2.58	2.58	2.41	2.75

^aNumbers correspond with Tables 1 through 4.

Table 7

Individual Teacher Mean Scores for, Survey of Teachers in Rural, Low Incidence ELL School Districts (Reeves, 2006), Impact of Inclusion Construct

(a)	Teachers in			
	Elementary Schools With Dual Program	Elementary Schools With no Defined Program	Secondary Schools With Dual Program	Secondary Schools With no Defined Program
1.	2.50	2.37	2.37	2.12
2.	2.37	2.43	2.18	2.25
3.	2.43	2.31	2.43	2.25
4.	2.12	2.62	2.50	2.25
5.	2.12	2.31	2.37	2.25
6.	2.12	2.37	2.00	1.87
7.	2.43	2.12	2.62	2.37
8.	2.31	2.56	2.37	2.37
9.	2.62	2.37	2.37	2.75
10.	2.62	2.12	2.25	2.25
11.	2.62	2.12	2.37	2.37
12.	2.25	2.50	2.25	2.12
13.	2.00	2.37	2.75	2.00
14.	2.37	2.62	2.37	2.50
15.	2.50	2.25	2.50	2.50
16.	2.00	2.12	2.18	2.31
17.	2.56	2.25	2.43	2.12
18.	2.37	2.50	2.50	2.62
19.	2.37	2.50	2.25	2.56
20.	2.25	2.25	2.37	2.00
21.	2.12	2.50	2.25	2.62
22.	1.87	2.12	2.12	2.37
23.	2.12	2.18	2.12	2.68
24.	2.75	2.12	2.25	2.68
25.	2.12	2.50	2.62	2.37
26.	2.37	2.37	2.50	2.12
27.	2.12	1.87	2.00	2.50
28.	2.12	1.75	2.43	2.62

^aNumbers correspond with Tables 1 through 4.

Table 8

Individual Teacher Mean Scores for, Survey of Teachers in Rural, Low Incidence ELL

School Districts (Reeves, 2006), Teacher Supports Construct

(a)	Teachers in			
	Elementary Schools With Dual Program	Elementary Schools With no Defined Program	Secondary Schools With Dual Program	Secondary Schools With no Defined Program
1.	2.55	2.40	2.60	2.60
2.	2.20	2.45	2.80	3.20
3.	2.35	2.75	3.20	2.50
4.	2.30	2.80	3.20	2.55
5.	2.60	2.70	2.35	2.20
6.	3.00	3.05	2.80	2.70
7.	2.55	2.40	2.40	2.70
8.	2.50	2.50	2.80	2.65
9.	2.90	2.00	2.70	2.80
10.	2.10	2.75	2.80	2.70
11.	2.30	2.80	2.50	2.40
12.	2.00	2.90	3.70	2.00
13.	3.50	2.70	3.00	2.40
14.	2.10	2.65	2.50	2.75
15.	2.00	2.55	2.00	3.30
16.	2.20	2.80	3.00	2.50
17.	2.40	2.90	2.60	3.15
18.	2.90	2.70	2.40	2.40
19.	2.40	3.30	2.70	2.45
20.	2.50	1.80	3.50	3.35
21.	3.30	3.25	3.10	2.90
22.	3.30	2.65	3.10	2.80
23.	2.80	2.60	2.50	3.80
24.	3.20	2.05	2.60	1.90
25.	3.00	2.00	2.80	2.50
26.	2.50	2.70	3.00	2.75
27.	2.40	3.50	2.90	2.55
28.	3.20	2.70	2.85	3.00

^aNumbers correspond with Tables 1 through 4.

Table 9

Results of Analysis of Variance for (A) Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, (B) Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, (C) Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, and (D) Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services Reported Attitudes About General Beliefs

Source of Variation	Sum of Squares	Mean Square	<i>df</i>	<i>F</i>
Between Groups	0.21	0.07	3	1.29 [†]
Within Groups	5.88	0.05	108	
General Beliefs ^a	Mean (<i>SD</i>)			
\bar{A}	2.47 (0.18)			
\bar{B}	2.43 (0.23)			
\bar{C}	2.49 (0.22)			
\bar{D}	2.38 (0.28)			

Note. A = Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; B = Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, C = Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; D = Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services.

^aSurvey of Teachers in Rural, Low Incidence ELL School Districts (Reeves, 2006).

[†]*ns.* No *post hoc* results calculated or displayed.

Table 10

Results of Analysis of Variance for (A) Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, (B) Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, (C) Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, and (D) Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services Reported Attitudes About Practices

Source of Variation	Sum of Squares	Mean Square	<i>df</i>	<i>F</i>
Between Groups	1.05	0.35	3	4.82***
Within Groups	7.81	0.07	108	

Practices ^a	Mean (<i>SD</i>)
\bar{A}	2.33 (0.21)
\bar{B}	2.34 (0.23)
\bar{C}	2.45 (0.26)
\bar{D}	2.57 (0.35)

Note. A = Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; B = Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, C = Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; D = Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services.

^aSurvey of Teachers in Rural, Low Incidence ELL School Districts (Reeves, 2006).

****p* = .003. *Post hoc* results calculated and displayed in Table 11.

Table 11

Post Hoc Contrast Analysis Comparisons for (A) Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, (B) Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, (C) Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, and (D) Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services Reported Attitudes About Practices

Teacher Groups	\bar{D}	t	d	p
\bar{A} vs. \bar{B}	0.01	-0.18	0.04	.86 [†]
\bar{A} vs. \bar{C}	0.12	-1.89	0.51	.06 [†]
\bar{A} vs. \bar{D}	0.24	-3.07	0.85	.003***
\bar{B} vs. \bar{C}	0.11	-1.67	0.44	.10 [†]
\bar{B} vs. \bar{D}	0.23	-2.87	0.79	.01**
\bar{C} vs. \bar{D}	0.12	-1.43	0.39	.16 [†]

Note. A = Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; B = Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, C = Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; D = Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services.

[†]*ns.* ** $p = .01$. *** $p = .003$.

Table 12

Results of Analysis of Variance for (A) Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, (B) Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, (C) Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, and (D) Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services Reported Attitudes About Impact of Inclusion

Source of Variation	Sum of Squares	Mean Square	<i>df</i>	<i>F</i>
Between Groups	0.06	0.02	3	0.42 [†]
Within Groups	4.89	0.05	108	

Impact of Inclusion ^a	Mean (<i>SD</i>)
\bar{A}	2.30 (0.22)
\bar{B}	2.30 (0.21)
\bar{C}	2.35 (0.18)
\bar{D}	2.35 (0.23)

Note. A = Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; B = Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, C = Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; D = Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services.

^aSurvey of Teachers in Rural, Low Incidence ELL School Districts (Reeves, 2006).

[†]*ns.* No *post hoc* results calculated or displayed.

Table 13

Results of Analysis of Variance for (A) Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, (B) Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, (C) Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language, and (D) Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services Reported Attitudes About Teacher Supports

Source of Variation	Sum of Squares	Mean Square	<i>df</i>	<i>F</i>
Between Groups	0.56	0.19	3	1.18 [†]
Within Groups	17.00	0.16	108	
Teacher Supports ^a	Mean (<i>SD</i>)			
\bar{A}	2.61 (0.43)			
\bar{B}	2.66 (0.39)			
\bar{C}	2.80 (0.36)			
\bar{D}	2.70 (0.41)			

Note. A = Elementary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; B = Elementary Teachers in Rural Schools With No Clearly Defined Model of Language Services, C = Secondary Teachers in Rural Schools Implementing Sheltered English and English as a Second Language; D = Secondary Teachers in Rural Schools With No Clearly Defined Model of Language Services.

^aSurvey of Teachers in Rural, Low Incidence ELL School Districts (Reeves, 2006).

[†]*ns.* No *post hoc* results calculated or displayed.

CHAPTER FIVE

Conclusions and Discussion

The need for accurate information about teachers' attitudes towards ELL student services in low incidence districts is essential. The purpose of this posttest-only comparative efficacy study was to determine elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learners in rural low incidence schools with a dual program model of Sheltered English and English as a Second Language compared to elementary and secondary teachers' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher support towards English Language Learners in schools with no clearly defined model of language services.

The study's dependent variable is the *Survey of Teachers in Rural, Low Incidence ELL School Districts* (Reeves, 2006). Teachers' individual responses to the 41 survey items was analyzed for congruence or difference between the four study groups' reported attitudes about (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students. All study questionnaire data were retrospective, archival, and collected for understanding teachers' reported attitudes about ELL services.

Conclusions

The following conclusions may be drawn from the study for each of the four research questions.

Research Question #1

Research Question #1 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (a) general beliefs. The null hypothesis was not rejected for Research Question #1. The reported mean scores for teacher groups in schools implementing Sheltered English and English as a Second Language, both elementary and secondary, and for teacher groups in schools with no clearly defined model of language services, both elementary and secondary, reported mean general beliefs scores falling within the agree (rubric score = 2) to strongly agree (rubric score = 1) range.

Teachers' congruent and not statistically different agree to strongly agree responses to general beliefs construct questions indicated resistance to providing service to language diverse students appropriate to second language acquisition for questions such as: (a) ELL students should not be included in classrooms on a full day schedule until they attain a minimum level of English proficiency, (b) ELL students should avoid using their native language while at school, (c) It is good practice to eliminate homework for ELL students, (d) ELL students should be able to acquire English within two years of enrollment in U.S. schools, (e) I would support legislation making English the official language of the United States. Teachers' congruent and not statistically different agree to strongly agree responses to general beliefs construct questions also indicated acceptance of providing service to language diverse students appropriate to second language

acquisition for questions such as: (a) It is good practice to simplify class work for ELL students, (b) Teachers should not modify core curriculum for ELL students, (c) Teachers should not give ELL students a failing grade if the student displays effort, (d) It is good practice to allow ELL students more time to complete class work, (e) It is good practice to lessen the quantity of class work for ELL students, and (f) It is good practice to have language objectives for class work for ELL students. Overall, observed statistical equipoise indicated resistance and acceptance responses to questionnaire items concerned with general beliefs about providing services to language diverse students appropriate to second language acquisition.

Research Question #2

Research question number 2 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (b) practices. The null hypothesis was rejected for Research Question #2. The reported mean scores for teacher groups in elementary schools implementing Sheltered English and English as a Second Language, teacher groups in elementary schools with no clearly defined model of language services, and teacher groups in secondary schools implementing Sheltered English and English as a Second Language reported mean practices scores fell within the agree (rubric score = 2) to strongly agree (rubric score = 1) range. However, teacher groups in secondary schools

with no clearly defined model of language services reported mean practices scores falling within the disagree (rubric score = 3) to strongly disagree (rubric score = 4) range.

Teachers' statistically different agree to strongly agree responses compared to disagree to strongly disagree responses for practices construct questions indicated secondary teachers with no clearly defined model of language services resistance to providing service to language diverse students appropriate to second language acquisition for questions such as: (a) I differentiate assessments for ELL students, (b) I supply manipulatives, visual cues, and *realia* for ELL students to use in class, (c) I allow ELL students more time to complete their class work, (d) I allow ELL students more time to complete their homework, (e) I allow an ELL student to use his/her native language in my class, (f) I provide materials for ELL students in their native languages, (g) I use a longer wait time for ELL students to answer or to respond in class, (h) I differentiate instruction for ELL students, (i) I use language objectives in my lesson plans as well as content objectives for ELL students, (j) I use English Proficiency scores from intake assessments to help plan differentiated instruction for new ELL students who come into my classroom, (k) Effort is more important to me than achievement when I grade ELL students, and (l) I give ELL students less class work to do. Overall, observed statistical differences indicated secondary teacher resistance responses to questionnaire items concerned with practices about providing services to language diverse students appropriate to second language acquisition.

Research Question #3

Research Question #3 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers

in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (c) impact of inclusion. The null hypothesis was not rejected for research question #3. The reported mean scores for teacher groups in schools implementing Sheltered English and English as a Second Language, both elementary and secondary, and for teacher groups in schools with no clearly defined model of language services, both elementary and secondary, reported mean impact of inclusion scores falling within the agree (rubric score = 2) to strongly agree (rubric score = 1) range.

Teachers' congruent and not statistically different agree to strongly agree responses to impact of inclusion construct questions indicated resistance to providing service to language diverse students appropriate to second language acquisition for questions such as: (a) The inclusion of ELL students in my class slows the progress of the entire class, (b) ELL students require more of my time than other students require, (c) The inclusion of ELL students in my class increases my workload, and (d) Classroom teachers do not have enough time to deal with all the needs of ELL students. Teachers' congruent and not statistically different agree to strongly agree responses to impact of inclusion construct questions also indicated acceptance of providing service to language diverse students appropriate to second language acquisition for questions such as: (a) The inclusion of ELL students in classrooms benefits all students, (b) The inclusion of ELL students in classrooms enhances the teacher's instructional skills, (c) The modification of core curriculum would be difficult to justify to non ELL students, and (d) The inclusion of ELL students in classrooms creates a positive educational atmosphere. Overall,

observed statistical equipoise indicated resistance and acceptance responses to questionnaire items concerned with impact of inclusion about providing services to language diverse students appropriate to second language acquisition.

Research Question #4

Research Question #4 was used to compare elementary teachers in rural schools implementing Sheltered English and English as a Second Language, elementary teachers in rural schools with no clearly defined model of language services, secondary teachers in rural schools implementing Sheltered English and English as a Second Language, and secondary teachers in rural schools with no clearly defined model of language services reported attitudes about (d) teacher supports. The null hypothesis was not rejected for Research Question #4. The reported mean scores for teacher groups in schools implementing Sheltered English and English as a Second Language, both elementary and secondary, and for teacher groups in schools with no clearly defined model of language services, both elementary and secondary, reported mean teacher supports scores falling within the disagree (rubric score = 3) to strongly disagree (rubric score = 4) range.

Teachers' congruent and not statistically different disagree to strongly disagree responses to teacher supports construct questions indicated resistance to providing service to language diverse students appropriate to second language acquisition for questions such as: (a) Teachers should not modify assignments for the ELL student in the core curriculum, (b) I am interested in receiving more training in working with ELL students, (c) I receive English Proficiency scores upon intake of new ELL students, (d) I understand the procedures to follow when I have academic concerns about ELL students, (e) I have adequate training to work with ELL students, (f) I receive adequate support

from school administration when ELL students are enrolled in my class, (g) I collaborate with the ESL teacher, (h) I understand the program model chosen by my district to meet the language needs of ELL students, (i) I receive adequate support from the ESL staff when ELL students are in my class, and (j) I receive annual updates on English Proficiency scores of ELL students in my class. Overall, observed statistical equipoise indicated resistant responses to questionnaire items concerned with teacher supports about providing services to language diverse students appropriate to second language acquisition.

Discussion

In 2000 the Urban Institute published a report that focused on immigrant students in secondary schools (Ruiz-de-Velasco et al., 2000). The report defined immigrant student as foreign born as well as those born here in the United States of, at least, one foreign born parent. While this was a report focused on the condition of education in the secondary schools, much of the report was reflective of the issues faced by all school districts at all levels across the nation. The report focused on four institutional challenges to educating this immigrant population: (a) There continues to be a limited capacity of present school staff to address the academic needs of these students. This limited capacity is two-pronged. First, there are limited numbers of teachers with specific training to teach English to the English Language Learner student. Second, there are very limited numbers of content teachers in mathematics, science, and social studies, who can communicate with English Language Learners. (b) The organizational structure of schools, especially secondary schools, is problematic for the nature of intense support that language learners needs. Currently, secondary schools are organized by departments,

the school day is divided into fixed periods, and the language development teachers are too often isolated from collaboration with their mainstream colleagues. All of these factors keep students from receiving the individualized instruction needed for language development. (c) Although accountability has been at the forefront of educational reform, schools have historically omitted these students. There have been few incentives to improve academic outcomes for immigrant students and expectations for learning are low. (d) Analyses of data have revealed that there remains a large gap in knowledge on the part of schools as to how best to simultaneously build learning of both language and subject matter.

These issues take on added importance as schools report an ever growing population of English Language Learner students and an ever increasing gap in the number of teachers who have training to teach these students. The total enrollment increase of all PreK-12 students in United States schools was 3.66% from 1994-1995 to 2004-2005. The total enrollment increase of English Language Learner students in PreK-12 students was 57.17% from 1994-1995 to 2004-2005. The National Center for Educational Statistics (2002) reported that fewer than 13% of teachers in the nation have received the type of professional development that is adequate for preparing them to be teachers of language diverse students. This gap has caused policies and practices that have affected the academic achievement of English Language Learners. English Language Learners are receiving instruction from content teachers or para-educators who have had inappropriate training or no training at all (Echevarria et al., 2006) despite the call for consistent, on-going, and appropriate professional development which has been the consensus of research (Ballantyne et al., 2008; Coady et al., 2003; Echevarria et al.,

2004; Fillmore & Snow, 2000; Gonzales & Darling-Hammond, 1997; Walker et al., 2004).

These issues have been evident in southwest Iowa and prompted the need for this study. School districts in southwest Iowa experience the limitations in present capacity of staff with appropriate training, the difficulty of providing the intense support required for English Language Learners, understanding academic expectations as a key to English Language Learner students learning, and providing the kind of differentiated instruction to simultaneously build learning of both language and subject matter.

The professional development delivered during the course of this study has served to be the beginning of a critical movement of how best to impact and to address the needs of staff in rural, low incidence ELL school districts. The ELL low incidence schools and the staff that seek to carry out the educational missions of the districts all face very unique challenges in serving both the language and academic needs of the students who come to their doors with the potential to enrich the communities and schools with diverse cultures, languages, and perspectives. The purpose of this study was to compare elementary and secondary teachers' reported attitudes in school environments with dual programs of Sheltered English and English as a Second Language and in environments with no clearly defined program model in place. The results have been an insight into current thought and considerations regarding theory and practice and will provide a framework for future professional development.

Exploration of the four categories: (a) general beliefs, (b) practices, (c) impact of inclusion, and (d) teacher supports towards English Language Learner students, has yielded results that are important for southwest Iowa in understanding the state of

education for English Language Learners. Even though statistical significant differences were not found in all categories in the survey among the four study groups, elementary teachers in schools with a dual program model of Sheltered English and English as a Second Language, secondary teachers in schools with a dual program model of Sheltered English and English as a Second Language, elementary teachers in schools with no clearly defined program model, and secondary teachers in schools with no clearly defined program model, the directional congruence of the results and resulting indicators were important.

The questions about (a) general beliefs were directionally congruent in a negative way by all four study groups when questions about ELL students involved politically tinged issues, such as length of time to learn English, using native languages, and English only legislation. These resistant attitudes are contrary to accepted second language acquisition research. While there may be some disagreement about length of time to acquire a second language, the time line of two years suggested in the survey is not supported by any research. The more accepted time line is seven years (Collier, 1994; Cummins, 1980; Hakuta, 2000). Teachers who lack the knowledge of this basic premise in second language acquisition may have misconceptions about the language abilities, motivation, and intelligence of English Language Learners (Reeves, 2006). Additionally, teachers may be limiting students' learning by not understanding the role that the primary or native language plays in academic achievement. Again, research is supportive of the native language as a source of academic proficiency that English Language Learner students call upon while acquiring a second language (Cummins, 1984; Krashen, 1982).

The results suggest that more exposure to theories about second language acquisition should be included in any professional development.

Attitudes about (a) general beliefs were directionally congruent in a positive way for all study groups when the questions applied to educationally acceptable accommodations widely accepted as appropriate in most educational settings, such as student effort has value, accommodations for quantity and time to do class work, access to core curriculum is important, and language objectives are essential for instruction of English Language Learner students. These results support the findings of Reeves (2006) and O'Brien (2007) who found teachers in general accepting of coursework accommodations. These results suggest that teachers in all four study arms, who are all mainstream teachers, are aware of acceptable accommodations for English Language Learner students and that it is educationally sound to include language objectives for language development in the content classroom and that access to core curriculum is essential.

Significant differences in reported attitudes were indicated in (b) practices between elementary teachers in schools with a dual program model and elementary teachers in schools with no clearly defined program as compared to secondary teachers in schools with no clearly defined program. All the questions were directly related to acceptable and appropriate practices for Sheltered English Instruction. The negative direction of responses from the secondary teachers in schools with no clearly defined program would suggest that professional development is essential in order to equip teachers with a basic knowledge of best practice for instruction for English Language Learner students. To assume that teachers through experience and practice could attain a

level of usable knowledge about Sheltered English Instruction would be unreasonable and add to feelings of frustration. Planning for professional development to train teachers in appropriate strategies that are essential for English Language students in content classrooms would also help other students who need different approaches to learning.

Some questions about (c) impact of inclusion were directionally congruent in a negative way by all four study groups. All four groups of teachers indicated the belief that classrooms were negatively impacted by the inclusion of English Language Learner students. The negative impact came in the opinion that more time and work for the teacher resulted with the inclusion of English Language Learners and the inclusion of English Language Learner students can affect other students in a negative way. This reported negative attitude could be the result of not enough appropriate training for teachers in order to understand and implement differentiated instruction for English Language Learner students. This reported negative attitude could also be reflective of cultural misconceptions and communication difficulties with the students themselves and with parents and families. Teachers who have limited exposure to new cultures and understanding how culture affects learning, limited training for instruction and limited planning time as they develop new skills and implement new approaches to instruction, may reflect resentment at the inclusion of English Language Learner students in the classroom (Reeves, 2004).

At the same time questions about (c) impact of inclusion were directionally congruent in a positive way by all four study groups when questions elicited responses about benefits to students and teachers alike in general terms concerning the positive educational atmosphere brought to the classroom by the inclusion of cultural and

language diverse students. The results are in conflict between the theoretical acceptance of the value of having cultural and language diverse students and the actual impact of inclusion that teachers feel when confronted with the intense needs of English Language Learner students and the requirements in understanding differentiation of instruction and assessment in order to best meet the needs of such students. It is, however, important to note that the study groups did recognize and did value diversity as a positive attribute needed in the communities of southwest Iowa.

All the questions about (d) teacher supports elicited directional congruence in a negative way by all four study groups. The questions in this category attempted to identify if teachers received collaborative support from the English as a Second Language Program and administrative support, if teachers received the English proficiency information about English Language Learners needed to plan for differentiated instruction, if teachers desired professional development, if teachers understood district policy and procedures to help English Language Learners and, if teachers understood the district expectations for the teachers' role in the ELL Plan chosen by the district. The results indicated that elementary and secondary teachers' reported attitudes suggested a perceived lack of external support in order to do the instructional job required in the classroom. Both secondary groups of teachers had a higher level of congruence in a negative way than elementary teachers suggesting that the external support needed at the secondary level needs more intense improvement. It is important to note that at the secondary level these gaps in organizational and accountability issues are aggravated by the lack of appropriate training for all staff including administration, guidance counselors, and mainstream classroom teachers (Ruiz-de-Velasco et al., 2000).

The key findings of this study are listed below:

- Elementary and secondary teachers in this study displayed a theoretical understanding of appropriate classroom accommodations for ELL students.
- Elementary and secondary teachers in this study understood the general benefits of including English language Learners in classrooms.
- Elementary and secondary teachers in the study schools would benefit from more professional development focused on knowledge about second language acquisition.
- Elementary and secondary teachers in the study schools would benefit from more professional development emphasizing appropriate strategies and approaches for Sheltered English Instruction.
- Secondary teachers in the study schools would benefit from professional development focused on the particular issues unique to secondary schools in order to meet the needs of secondary English Language Learner students.
- All levels would benefit from improved systems for implementation of procedures, collaboration, and information sharing.
- All levels would benefit from professional development focusing on cultural proficiency.

Implications for practice. Rural, low incidence ELL school districts will continue to face the challenge of meeting the needs of English Language Learner students. This challenge needs to be faced with implementation of policy and practices that can work in the unique environment found in the low incidence schools. Understanding the model presented for a Sheltered English Program (see Appendix B) and the specific elements (see Appendix C) of the program can make an impact on meeting the challenges faced by the schools in this study. All of the issues outlined in the key findings can be addressed when the Sheltered English Model is implemented by the school district as part of the mandated Lau Plan.

The key element of Professional Development would keep staff focused on the particular issues unique to low incidence ELL schools in order to meet the needs of English Language Learner students. The initial need for intensive training for Sheltered English Instruction would be a key element to begin in low incidence ELL schools. After the initial training, however, professional development would continue to address issues pertaining to English Language Learners and include new research and best practice information, continued learning about culturally appropriate instruction, and would encourage professional learning to continue formally or informally. Additionally, school districts have many initiatives and improvements that require professional development. However, this model assures that the questions about how English Language Learners are served with new initiatives and improvements would be asked.

The key element of Instruction ensures that all staff has working knowledge of second language acquisition as this is the theoretical basis for Sheltered English Instruction. Teachers would begin to incorporate and understand the Three Principles of

instruction for English Language Learners: (a) increase comprehension, (b) increase interaction, and (c) increase thinking skills (Grognet et al., 2000). Teachers would have practical knowledge about methodology and pedagogy that they could apply and implement in classrooms when English Language Learners are present.

The key element of the Language Acquisition Committee would ensure that systems for implementation of procedures were functioning, supporting collaboration among staff, administration, and parents was occurring, and that essential information about English proficiency, growth and progress in academic English proficiency was being shared and used to meet the placement needs of English Language Learners and the continuing level of services required to meet on-going individual language needs.

The key element of Iowa Core Curriculum supports appropriate classroom accommodations and differentiation of instruction and assessments for English Language Learner students. Because Iowa Core Curriculum advocates the alignment of intended curriculum (what students should know), assessment (what do students know), and enacted curriculum (what is actually taught to students), this becomes the key to helping English Language Learners access the core curriculum. Appropriate classroom accommodations keeps learning active while language is developing. Differentiated instruction keeps motivation high when new knowledge is introduced. Including the Iowa Core Curriculum as part of the whole picture for the Sheltered English Model for rural, low incidence ELL school districts will help meet the changing demographics of the school districts.

The key element of Human Resources is instrumental in developing a general attitude that diversity has value and that the district actively seeks to encourage and

welcome diversity in persons with expertise and experiences that enhance that attitude. It can ensure that newly hired personnel have the opportunity to develop professionally through specific orientation programs that include the topics of language and culture diversity. Community resources would be identified and encouraged to contribute to building a supportive environment for English Language Learner students.

Implications for policy. The study's findings have identified a need for professional development. The Iowa Professional Development Model calls for it to be on-going in nature, reflective of actual implementation, evaluated, and dynamic. Sources for professional development can include internal sources such as administration or staff or come from external sources such as consultants or other school leaders, but support for professional development directly comes from administrators. As school leaders, administrators set the tone, the attitude, the sense of equity, and the climate of a school. Since low incidence ELL schools have such unique needs in the realm of professional development, the administrators' role in supporting the appropriate professional development is vital. The study findings which showed secondary teacher resistance concerning practices about providing services to language diverse students are indicative of the need for specific professional development with secondary schools. Administrator support is needed for this to occur. The administrator cannot do this, however, without a basis of culture and language knowledge from which to work with English Language Learner students and families and without a basis of theoretical knowledge about second language acquisition and what appropriate instruction and assessment should look like from which to work with the teachers who are charged with teaching English Language Learners. The need is increasingly clear that administrators need professional

development also to become better leaders in schools with English Language Learners. A potential source for this leadership training could be endorsement programs for ELL Administration.

A policy that reflects the need for professional development for administrators should also reflect the need for the same ongoing, reflective, evaluated, and dynamic professional development for instructional staff. The need is increasingly clear that mainstream classroom teachers need targeted professional development in schools with English Language Learners. A potential source for this training would also be endorsement programs for teachers. Unlike English as a Second Language endorsement programs, however, these endorsement programs would target classroom teachers with in-depth training for Sheltered English Instruction to be used in mainstream classrooms. There are training programs now available based on research and good practice for Sheltered English Instruction, but for many low incidence schools the training costs are prohibitive. Also the training programs are not necessarily connected to the formal work of an endorsement program which is advantageous in teachers' professional portfolios. When low incidence ELL school districts are looking at potential teaching candidates, one with a Sheltered Instruction Endorsement (SIE) would be a desirable staff member in the Sheltered English Program Model (Smith, 2010).

Finally, the opportunity to educate and to fulfill a district's educational mission exists for all students. School districts with no clearly defined model for language services struggle to fulfill the educational mission for English Language Learners. School districts with program models calling for Sheltered English services could use the key findings of this study as a beginning point to start the improvement process. The

findings of this study indicated that teachers do support and value diversity for classrooms, schools, and communities. For low incidence ELL schools diversity comes in the uniqueness of English Language Learners. An educational mission is best served by facing the challenge of delivering language services and improving educational opportunities for all.

Implications for future research. There are many avenues that future research could follow as a result of this study. Further studies could include topics that could explore causative factors that could affect instruction of English Language Learner students. Those factors could include: (a) Does gender influence the attitudes of teachers towards English Language Learner students? (b) Are experienced teachers with more than ten years of experience more adept at transitioning into appropriate instructional approaches for English Language Learner students than teachers with less experience? (c) Are teachers from the dominant culture as effective as teachers from the minority culture? and (d) Does a teacher who has had the experience of learning a second language become more effective with English Language Learner students?

The findings of this study are not an end, but a beginning. It is the beginning of an opportunity to understand the current realities that exist in southwest Iowa for school districts facing the educational challenges of a changing tapestry. That tapestry weaves together the faces of students who bring different life experiences and cultural influences to schools and classrooms. It is an opportunity to display the tapestry and appreciate what can be learned from its many threads.

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Appendix A. ELL Lesson Planning

Figure 1. ELL Lesson Planning.

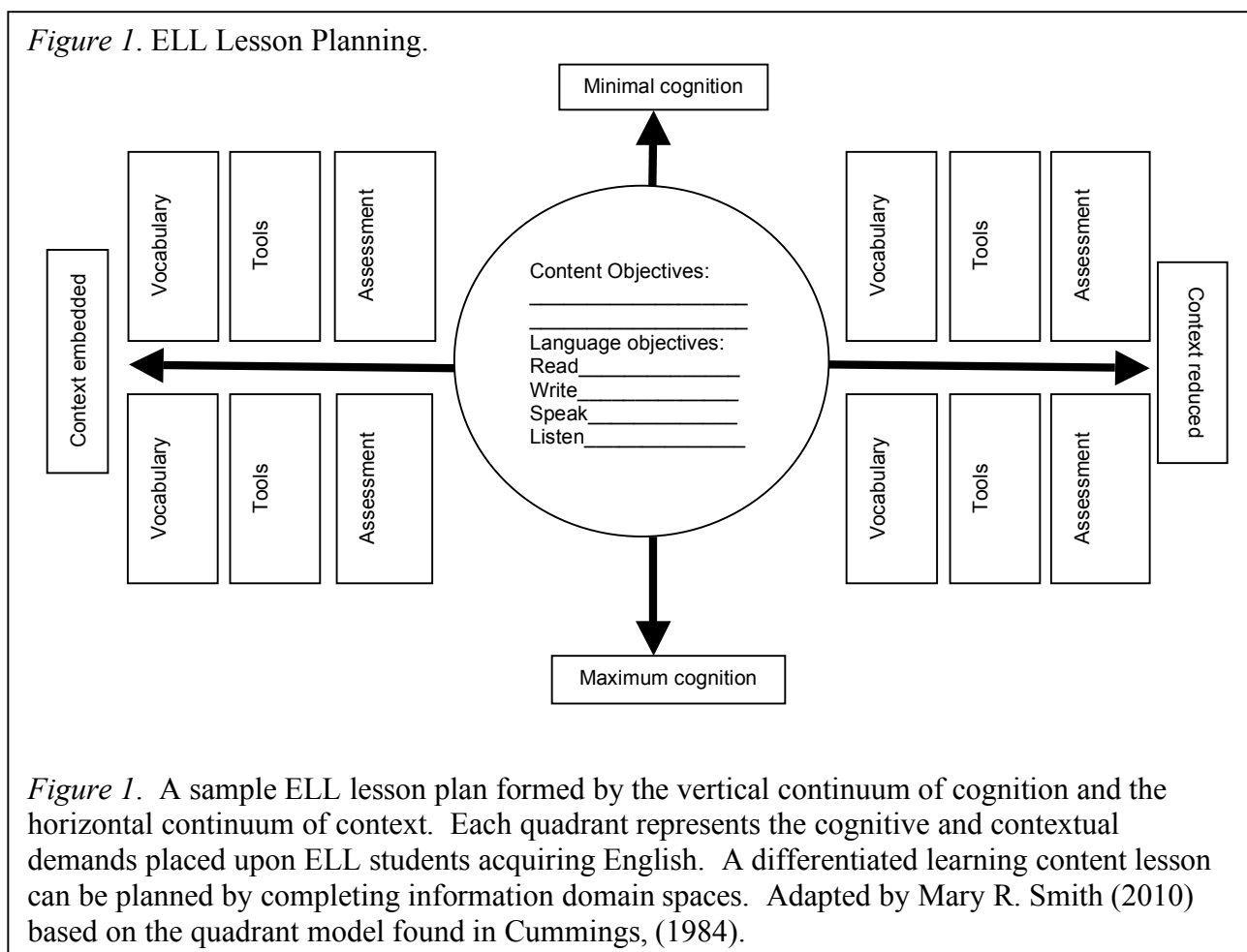


Figure 1. A sample ELL lesson plan formed by the vertical continuum of cognition and the horizontal continuum of context. Each quadrant represents the cognitive and contextual demands placed upon ELL students acquiring English. A differentiated learning content lesson can be planned by completing information domain spaces. Adapted by Mary R. Smith (2010) based on the quadrant model found in Cummings, (1984).

Appendix B. Sheltered English Program Model

Figure 2. Sheltered English Program Model



Figure 2. A visual model to represent the elements needed to be developed in order to successfully implement a program model for serving the language needs of ELL students in low incidence schools. Developed by Mary R. Smith, 2010.

Appendix C. Sheltered English Program Model Elements

Figure 3. Sheltered English Program Model Elements

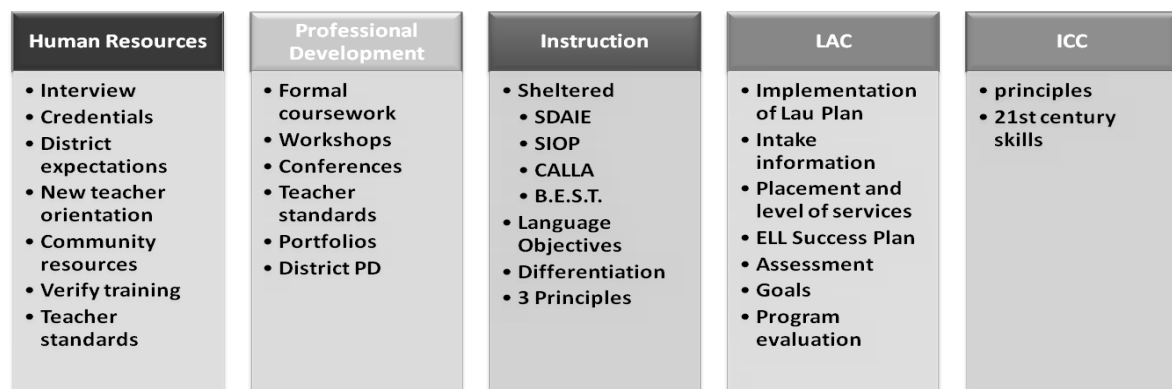


Figure 3. A visual model to represent the elements needed to be developed in order to successfully implement a program model for serving the language needs of ELL students in low incidence schools. Each element lists items for consideration to be included for implementation. Developed by Mary R. Smith, 2010.