The State of Inclusive Practices for English Learners in Georgia's Elementary Schools: A Mixed Methods Study of the ESOL Push-in Model

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DEDICATION

I dedicate this dissertation both in memory of my loved ones and in honor of my parents. I am forever grateful to my sister Everly (April 6, 1975-June 28, 2011). Her unharnessed spirit delivers me such peace and strength. I must also thank Ev for making me an auntie to Cassie and Tyler as well as introducing us to our baby boy "Lucky" (July 2004-February 2015). My husband Kris and I were blessed to be his parents. Thank you, Lucky, for making us a family. Maraming salamat po to my father Julio and mother Estrella for their unwavering support and infinite wisdom. My dad Jolly's stories remind me to "Thank God for another day" along with my mommy's guidance to "Let in the grace of God." I love you, Mom and Dad.

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"We are bound together by the task that stands before us and the road that lies ahead." Artist James Taylor included these words in his song *Shed a Little Light* to honor the memory of Dr. Martin Luther King, Jr. Oftentimes, I find that the sentiment expressed by others can prove to be more powerful than the words I am able to put onto paper. Yet I would be remiss to not take this opportunity to acknowledge the individuals who both assisted me in the task of completing my dissertation as well as cheered me on through every bump in the road.

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My sincere thanks also goes to the participants who shared their time and experiences during the interview process. Your narratives have "shed a little light" on the topic of inclusive educational practices for the English Learners we teach. Thank you for enriching the field of ESOL with your boundless encouragement, service, and leadership.

ABSTRACT

One of the school restructuring efforts in English as a Second Language education has been inclusion, like the "push-in" model (Platt et al., 2003). In the push-in model, English Learners (ELs) remain in their core academic classes instead of being "pulled out" for language instruction by the English to Speakers of Other Languages (ESOL) teacher. In addition, ELs receive content area instruction from their General Education (Gen Ed) classroom teacher for reading, language arts, mathematics, science, or social studies in the push-in setting (Alston et al., 2014).While push-in and collaborative teaching models are widely implemented, these collaborations between and among key educational stakeholders remain largely under-theorized and under-researched for the EL population in particular (Arkoudis & Creese, 2006). Following an extensive literature review, it was found that no studies have been conducted in assessing the status and implementation of inclusive educational practices in Georgia's ESOL push-in model. It, thus, signaled that the effectiveness of the push-in model has not been systematically examined. This research investigated the state of inclusive educational practices for ELs in Georgia's elementary schools based on the perceptions of ESOL teachers, Gen Ed teachers, and administrators. Survey results from 167 respondents were triangulated with interview data from eight ESOL teachers and three Title III coordinators. The major finding of the study showed that while ESOL teachers and Title III district coordinators possessed educational knowledge and had participated in formal training prior to implementing the push-in model for ELs, Gen Ed teachers and administrators, on the

contrary, had not participated in extensive formal training that adequately prepared them to address ELs' needs in mainstream settings. The significance of the study's findings was to identify the critical components related to the push-in model for ELs beyond the necessity of professional development as found in the literature. It is suggested that school districts need to spend substantial time and energy to lay a strong foundation in collaborative practices before committing to the push-in model. Otherwise, the push-in model only serves as a "feel-good" policy for policymakers and another initiative that does not contribute to the enhancement of student learning.

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CHAPTER 1

INTRODUCTION

The education of our nation's students has been strongly connected to the national standards movement (Hancock, 2001). While the impact of the Common Core State Standards Initiative (2009) remains to be seen, the impact of the No Child Left Behind Act (NCLB, 2001) continues to shape educational reforms and stringently holds schools and teachers accountable for students' academic achievement. Under NCLB, schools must meet all performance targets to satisfy the Annual Measurable Achievement Objectives (AMAO) requirement, and more specifically AMAO 3. AMAO 3 measures sub-group, such as English Learners (ELs), performance as a component of the Career and College Readiness Performance Index (CCRPI). In response to increased accountability, one comprehensive restructuring or movement in education has been inclusion, like the "push-in" model (Platt, Harper, & Mendoza, 2003). According to Alston, Johnson, and Lacher (2014), during the push-in model, ELs remain in their core academic classes where they receive instruction from their General Education (Gen Ed) teacher but also receive targeted language instruction from the English to Speakers of Other Languages (ESOL) teacher for a minimum funded segment of time during their reading, language arts, mathematics, science, or social studies content area block. According to Arkoudis and Creese (2006), this integration of the ESOL curriculum into the context of the Gen Ed classroom is based upon attempts to improve educational opportunities for ELs while simultaneously addressing their linguistic needs, as opposed

to providing ELs with language instruction in more traditional "pull-out" settings (Platt et al., 2003).

Due to the growing numbers of language minority students, responsibility for instructing ELs in both content and language falls increasingly upon the shoulders of Gen Ed teachers who may lack training and experience in addressing their unique needs (Walker, Shafer, & Iiams, 2004). According to the National Clearinghouse for English Language Acquisition (2008), only 29.5% of Gen Ed teachers have had training in working with ELs. Thus, emphasizing the importance of collaboration between Gen Ed and ESOL teachers is essential if the immediate as well as long-term needs of ELs are to be addressed (Pawan & Ortloff, 2011). When discussing the specific learning needs of ELs, three concerns must be addressed: (1) the extended time frame necessary for Second Language Acquisition, or SLA, (2) the challenge of mastering academic language, and (3) the sociocultural dimension of the schooling experience (Elfers, Lucero, Stritikus, & Knapp, 2013). First of all, acquiring the English proficiency needed to academically succeed can be a painstakingly slow process for many ELs. Research indicates that it can take from four years to seven years for most students to attain grade-level proficiency in English whether it is oral proficiency or includes academic criteria (Cummins, 1994; Hakuta, Butler, & Witt, 2000). Cummins (1999) further explains this distinction in his discussion of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in SLA. According to Cummins (1999), BICS include the social language skills needed to participate in a game at recess and to interact with peers

in the school lunchroom. This type of communication is often informal and is usually amplified by facial expressions, gestures, and body language. A second type of language proficiency, referred to as CALP, differs from social language in that it requires receptive and productive skills that are tied to academic thinking, reasoning, and writing (Carrasquillo & Rodríguez, 1996; Cummins, 1999). Second, because language occupies a predominant place in learning (Lucas, Villegas, & Freedson-Gonzalez, 2008), ELs must receive explicit, meaningful and comprehensible instruction in order to access the Gen Ed curriculum and ultimately acquire the language proficiency necessary to perform academic tasks especially as the subject matter becomes more abstract, complex, and arguably, language dependent (Cummins, 1994; Genesee, Lindholm-Leary, Saunders, & Christian, 2009). Thirdly, in addition to the more technical aspects of academic language learning, the sociocultural needs of ELs must be addressed in order for them to achieve school success (Elfers et al., 2013). Many ELs struggle with feelings of inadequacy, fear of failure, low self-esteem, and isolation; these feelings can be associated with issues related to heavy accents that may be mocked or ridiculed, grammatical errors in oral speech, limited vocabulary, and a lack of information about acceptable classroom behaviors and social norms (Rieger & McGrail, 2006). According to Krashen (1982, 2003), a safe and welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELs to learn. To protect ELs from experiencing stigmatization and anxiety (Olsen, 1997; Valdés, 1998), Gen Ed and ESOL

teachers can form a partnership in an effort to create an inclusive environment in which ELs feel comfortable taking risks to produce academic as well as social language.

Whilst research indicates that strong teaching partnerships occur when teachers know each other's curriculum, share responsibilities, plan together, share strategies, and share teaching equally (Alston et al., 2014), the relationship between ESOL and Gen Ed teachers has been represented in overly simplified terms particularly in policy documents (Arkoudis, 2003; Creese, 2002; Leung, 2004). For example, according to Georgia's Language Assistance rule (160-4-5-.02), the push-in model

> should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education. In the ESOL push-in model, the ESOL teacher and the content area teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for the delivery of academic content. (as cited in Alston et al., 2014, p. 21)

However, Creese (2005, 2006) suggests that ESOL and Gen Ed teachers are under different social and institutional pressures and thus cannot achieve all instructional aims equally. Hence, teachers and administrators must examine the rhetoric of inclusion to prevent ESOL and Gen Ed teacher partnerships from reinforcing the marginalization of ELs and positioning ESOL teachers as peripheral and secondary to content area concerns (Creese 2005, 2006; McClure & Cahnmann-Taylor, 2010).

Statement of the Problem

Many scholars and educators believe that the movement away from traditional "pull-out" settings can lead to more meaningful educational outcomes through collaborative approaches, such as push-in and co-teaching (Murawski & Dieker, 2008; Pardini, 2006; Platt et al., 2003; Zehr, 2006). While push-in and collaborative teaching models are widely implemented, these collaborations between and among key educational stakeholders remain largely under-theorized and under-researched for the EL population in particular (Arkoudis & Creese, 2006). Following an extensive literature review, it was found that no studies have been conducted in assessing the status and implementation of inclusive educational practices in Georgia's ESOL push-in model. It, thus, signaled that the effectiveness of the push-in model has not been systematically examined.

Purpose and Research Questions

The central purpose of the study was to investigate the perceptions of ESOL teachers, Gen Ed teachers, and administrators, including principals and Title III district coordinators, regarding inclusive educational practices for ELs. This study, first, sought to address these gaps in the literature by analyzing how push-in could improve the quality of inclusive educational practices for ELs, and second, to offer critical information about how to improve collaborative efforts for those stakeholders who directly or indirectly implement this model of service delivery. Furthermore, the purpose of the study was to provide a comprehensive picture of the state of inclusive practices for ELs in Georgia's

elementary schools through an examination of the perspectives of ESOL teachers, Gen Ed classroom teachers, and administrators including principals, assistant principals, and Title III district coordinators, regarding the ESOL push-in model. To more closely examine key stakeholders' perceptions of inclusive educational practices for ELs, this study involves a mixed methods approach: A combination of close-ended survey questions and semi-structured interviews was employed to assess the background and perceptions of various educational stakeholders regarding the inclusion model, known as push-in, for ELs in Georgia's elementary schools. For this study, the main research question was:

> *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

The sub-questions related to the study were:

1. (A) Are there differences in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed classroom teachers, and administrators?
   (B) Are there differences in classroom teaching practices for ELs between ESOL teachers and Gen Ed teachers?
2. Are there differences in perceptions of inclusive practices and classroom teaching practices for ELs for key stakeholders with varying demographics?
3. (A) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for ELs?

(B) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for key stakeholders who received formal training prior to implementing the push-in model for ELs?

4. What are the perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs?

Significance of the Study

According to Elfers, Lucero, Stritikus, and Knapp (2013), because learning English transcends the work of one individual teacher, collaborative team, or even school, a system-wide approach to addressing ELs' linguistic needs deserves heavy consideration. Moreover, growing numbers of ELs and corresponding pressures to include them in the Gen Ed classroom further confound teacher planning, decision making, and lesson delivery (Dove & Honigsfeld, 2010; Elfers et al., 2013). Reports from the National Center of Educational Statistics (2014) indicate that the percentage of public school students in the U.S. who were classified as ELs was higher in 2011–2012 at 9.1%, or an estimated 4.4 million students, than in the preceding decade in 2002–2003 at 8.7%, or an estimated 4.1 million students. Although the overall percentage of ELs remained about the same during the latter part of this period, the extended time frame necessary for the mastery of CALP in second language acquisition presents a challenge that requires a clear articulation and coordination of services in an effort to provide ELs with a more cohesive and inclusive education (August & Hakuta, 1997; Miramontes, Nadeau, & Commins, 1997).

Thus, ESOL teachers who work with ELs must be part of a systematic effort to address Gen Ed teachers' professional growth so that ESOL teachers and Gen Ed teachers can work together to target the long-term learning needs of ELs and ultimately improve their academic performance across all levels of a school system (Gándara, Maxwell-Jolly, and Driscoll, 2005). Professional learning opportunities can serve as an important vehicle for instructional improvement. To date, professional development in the instruction of ELs has tended to focus on the beliefs that teachers hold about ELs and their families (Elfers et al., 2013). Consequently, these beliefs and theories have considerable impact on the manner in which teachers create or limit learning opportunities for ELs (Stritikus & Garcia, 2003).

The study served to build on the existing knowledge about the beliefs of ESOL and Gen Ed teachers, administrators, and Title III district coordinators regarding ELs, and in doing so, provided information that could influence instructional practices that may ultimately impact the learning outcomes for ELs (Elfers, 2013). The additional potential benefits to the field of ESOL and the educational community that might result from this study include (a) insights into the push-in model for those who are considering how to establish or improve inclusive educational practices for ELs, (b) the development of more relevant professional development, and (c) a minor contribution to the small but growing research base on EL inclusion and teacher collaboration (Norton, 2013).

Transforming the Education of ELs

The theoretical perspectives that guided my approach to understanding the inclusion of ELs in Gen Ed classroom settings and conducting this study were based on frameworks present in critical and transformative pedagogy along with constructivist and sociocultural approaches. While constructivist and sociocultural approaches are prevalent in the field of ESOL, conducting research through a critical lens afforded me with the opportunity to remain informed by other theoretical perspectives while ensuring that the goal of my research was directed towards raising an awareness of significant issues, such as the impact of the push-in model for ELs. This impact has thus far received little attention in educational research.

According to Pennycook (1999), the first step in critical work is to develop an awareness of the issues or "conscientization" (Freire, 1970); however, recognizing social injustices is not enough. Further steps must be taken. The second step, then, is to raise awareness of the issues in order to transform mainstream culture through placing a greater emphasis on inclusivity. What sets critical research apart is that it is conducted for the difference it will make for the betterment of humankind. Critical pedagogy, like critical research, is not a set of ideas, but a way of "doing" learning and teaching. Garcia (1990) challenges teachers to consider the research literature about language minority students and critically evaluate the implications of studies in order to best serve the interests of ELs. Critical research differs greatly from descriptive approaches. It is not just another method or school for teaching ELs. Rather, ESOL teachers must situate

activities, skills, proficiencies, and standards in a social context and investigate their relations to power. Ladson-Billings (1995) contends that effective teachers build their pedagogy on practices that help students to affirm their cultural identities and develop critical skills to challenge social and institutional inequalities in school and in society. Critical teachers will, thus, commit themselves to transforming and constructing more egalitarian educational and social communities. Moreover, critical teachers will challenge their cultural assumptions, and in the process, expand and transform their own sociocultural consciousness and knowledge of a minority group's way of learning and being (Flores, Clark, Guerra, & Sánchez, 2008).

Bourdieu (1991) maintains that language learning should be viewed within the context of the wider structures of social power relations. According to Bourdieu (1991) in his discussion of habitus, ELs are not well-served when their teachers fail to address how schooling participates in the reproduction of social inequality. Habitus is a "system of durable, transposable dispositions" that is "progressively inscribed in people's minds" (Bourdieu, 1984, p. 471); these embodied dispositions provide a lens through which one views the world, thus influencing and shaping one's choices and actions (May, 2011). According to Arkoudis (2006), individuals do not merely reproduce societal structures; instead, individuals can choose to transform structures by developing new practices through human agency. For example, the policy of mainstreaming ELs can be seen as an opportunity for the development of new models of practice which incorporate both the ESOL and core curricula; in addition, ESOL and Gen Ed teachers can develop an

understanding of each other's disciplines not by compromising their own but through engaging in conversations that build collaborative partnerships (Arkoudis, 2006).

Shim (2014) expands on Bourdieu's (1984) concept of habitus in a study analyzing five ESOL teachers' beliefs about ELs' academic challenges and organizes her findings into two broad themes: (1) Reproductive habitus, and (2) Inventive habitus. In the case of reproductive habitus, teachers believed that ELs' frequent use of their home language hindered their access to the curriculum as well as limited their ability to acquire English proficiency. Despite their knowledge of extensive research on additive bilingualism (and its emphasis on the value of one's native tongue in an EL's acquisition of a new language), the ESOL teachers reproduced the dispositions and inequalities of subtractive bilingualism and English-only policies because of their inscribed linguistic habitus. Shim explains the phenomenon of the contradictions in teachers' responses through their inventive habitus. In earlier interviews, teachers attributed ELs' parents' inability to recognize the value of education as a key factor impeding ELs' learning. In contrast, teachers' responses in later interviews indicated that they believed that the misalignment between ELs' cultures and those of the school structure was a significant contributing factor to ELs' educational challenges. Shim conjectures that college experiences and education referred to by teachers in the later interviews may have transformed teacher perspectives in their later acquired or inventive habitus. While reproductive habitus limits ELs' academic experiences, an inventive habitus offers hope that educators can act as both advocates and agents of change in their efforts to afford

ELs with the opportunity to learn. Thus, conducting research through a critical lens allowed me to more deeply understand not only my dispositions or habitus but the habitus and perceptions of the participants I interviewed.

A Framework for Understanding Inclusion

Fundamentally, inclusion serves to provide ELs with the opportunity to learn. Opportunity to learn (OTL) was coined by John Carroll in the early 1960s and was initially meant to indicate whether students received sufficient time and were provided with adequate instruction to learn (Carroll, 1963; Tate, 2001). Providing all students with the OTL with understanding is fundamentally an issue of equity (Carpenter & Lehrer, 1999). According to Carpenter and Lehrer (1999), failure to do so condemns some students to second-rate education and limits their opportunities. Increasing demands for accountability have led to a renewed interest in OTL, encouraging researchers to further develop frameworks for the concept (Abedi, Courtney, Leon, Kao, & Azzam, 2006). Accommodating ELs in Gen Ed classrooms is one step toward providing them with an opportunity to learn by fully integrating ELs into the mainstream. Beyond time and quality instruction, other issues must be addressed, including levels of English proficiency, impact of classroom language, opportunities for academic growth, and the building of classroom communities (Williams, 2001). A careful consideration of these points from a theoretical framework based on social constructivist principles can lead to a solid foundation on which to build inclusive educational programs for ELs.

Social constructivism as a theoretical framework for inclusion builds upon some of the field's most enduring traditions (Mallory & New, 1994). Perhaps the single most compelling principle to be derived from social constructivist theory is the right and necessity of young children to belong and be viewed as legitimate and contributing members of a community (Kunc, 1992). Eun and Lim (2009) suggest that Lev Vygotsky (1962) clearly favored the concept of inclusion based on his social constructivist developmental theory. According to Eun and Lim (2009), the practice of pull-out ESOL instruction would decrease opportunities for every student to be the "more knowledgeable other" in inclusive classrooms and limit peer interaction essential for learning to occur within a student's zone of proximal development (ZPD). ZPD can be described as *"*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers*"* (Vygotsky, 1978, p. 86).

Similar to Vygotsky's (1978) concept of ZPD, which explains how a student comes to understand problems that are marginally beyond her present abilities, Krashen's (1985a, 1994) input hypothesis postulates that second language acquisition is determined by the amount of comprehensible input (also known as $i+1$), or one-way input in the second language, that is both understandable and at a level just beyond the EL's current linguistic competence. Thus, when ELs and non-ELs are grouped according to their language proficiency, this limits opportunities for a non-EL to be the "more capable peer"

as well as decreases varied forms of comprehensible input, such as peer interaction, necessary in acquiring a second language. According to this rationale, one might conclude that ELs should spend most of each school day in a push-in rather than a pull-out setting because the type of instruction typically encountered in pull-out ESOL programming limits the possibility of various types of social interaction that would be available in Gen Ed classrooms. Furthermore, the types of language input to which ELs are exposed in pull-out ESOL settings may serve to hinder rather than advance their second language acquisition (Eun & Lim, 2009).

By viewing the tenets of social constructivist theory through a critical lens, I could more aptly raise an awareness of the impact of inclusive educational practice for ELs to promote transformative change in rhetoric, policy, and practices in the field of ESOL. In summary, Bourdieu's (1984) concept of habitus critically framed my understanding of key stakeholders' perspectives on the construct of inclusion. Based on social constructivist theory, an ESOL inclusion model would provide ELs with the opportunity to learn (Carroll, 1963) as well as give them access to the Gen Ed curriculum through peer interaction (Vygotsky, 1962) and comprehensible input (Krashen, 1985a). In summary, a critical lens informed by social constructivist theory (Carroll, 1963; Krashen, 1985a; Vygotsky, 1962) and transformative pedagogy (Bourdieu, 1984) helped me to address the research questions of the study. Figure 1 provides a conceptual framework of how I visualized the pieces of the puzzle that make up the construct of EL inclusion.

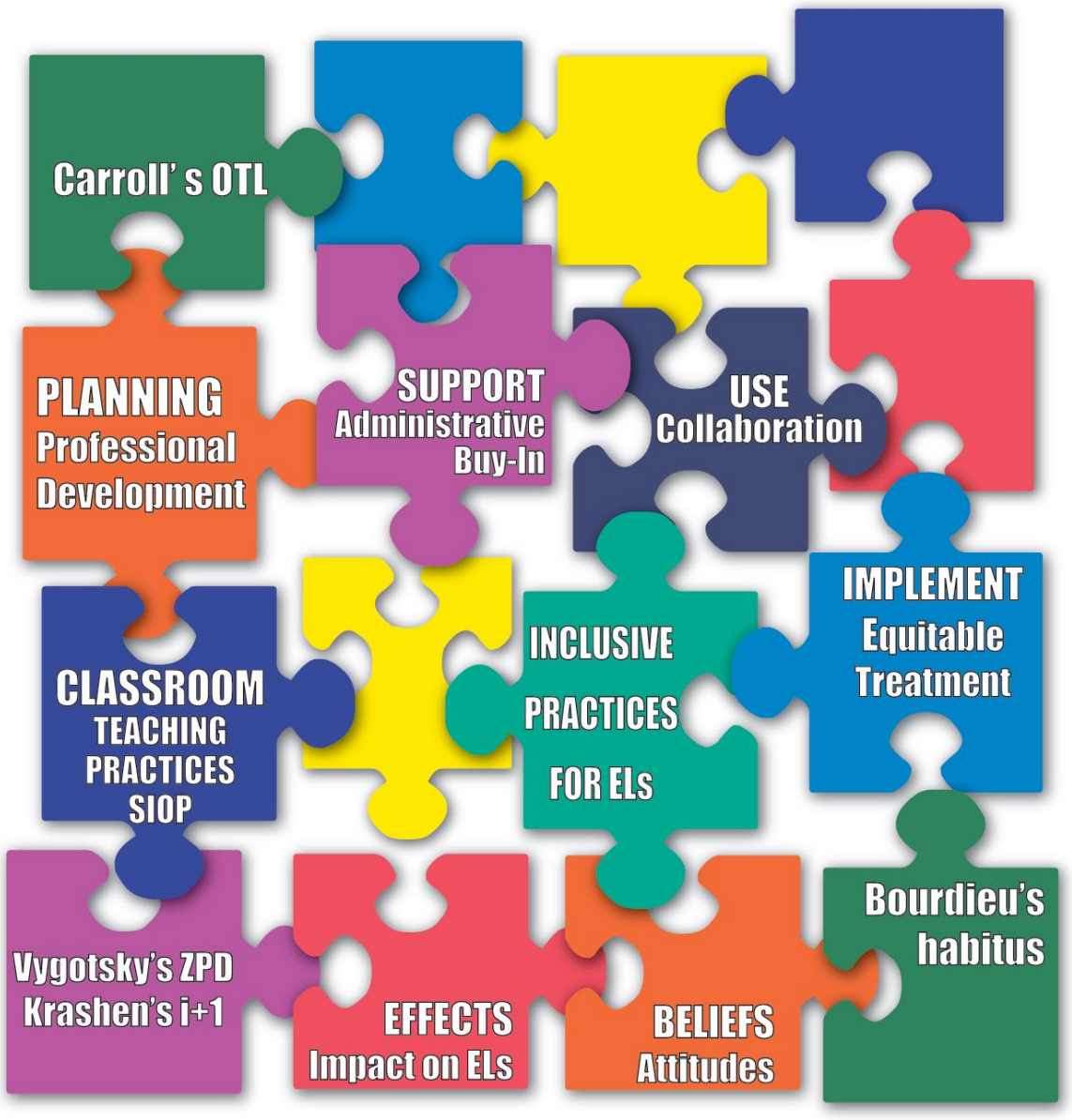


Figure 1. Conceptual Framework of EL Inclusion Construct

Limitations of the Study

The study examined the responses of ESOL teachers, Gen Ed teachers and administrators, including principals and Title III district coordinators, from elementary schools representing (an unknown number of) school districts in the state of Georgia. The study was limited to the population of survey respondents whose schools and districts implemented an ESOL push-in model of instruction. Results from the study were based on the perceptions of ESOL teachers and Title III district coordinators who chose to participate in individual interviews. In addition, several other practical constraints were limitations of the study. Due to difficulty accessing the population and the need for an adequate response rate, a true random sample of each sub-group was not possible. Another limitation of the study was that *The Inclusion Inventory for ELs* represents an adaptation of an instrument that was originally intended to assess the perceptions of stakeholders who work with students with disabilities. Further validation and testing of the instrument may allow it to uncover significant differences among stakeholders' perceptions of inclusive educational practices and classroom teaching practices for ELs. An additional limitation of this study was that stakeholders may not have been hired or present during the initial implementation of the ESOL push-in model at their respective schools and thus may not have had the opportunity to participate in training or staff development on inclusive practices for ELs. Finally, the findings of the study represent only a snapshot in time. Since the push-in model for ELs is constantly evolving, the

results from this study may not necessarily reflect the state of inclusive practices for ELs in Georgia at this time.

Definitions of Key Terms

Basic Interpersonal Communicative Skills: BICS is one of the two general categories of language proficiency proposed by Cummins (1981). ELs generally take one to three years to develop BICS. BICS refers to the language used to express oneself in social contexts.

Cognitive Academic Language Proficiency: CALP is one of two general categories of language proficiency proposed by Cummins (1981). ELs generally take five to seven years to develop CALP. CALP refers to the language needed to perform academic and content area tasks.

Collaboration: Collaboration is a style of interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Cook & Friend, 1995).

Comprehensible Input: Comprehensible input is the target language that the learner is not be able to produce but can still understand. It goes beyond the choice of words and involves the presentation of context, detailed explanations, rewording of unclear parts, heavy use of visual cues, and meaning negotiation (Krashen, 1985a).

Co-teaching: Co-teaching can be defined as two or more educators sharing instructional responsibility for students assigned to the same classroom (Villa, Thousand, & Nevin, 2008).

English Learners: ELs are students whose primary or home language is one other than English and are eligible for services based on the results of an English language proficiency assessment (Alston et al., 2014); also known as English Language Learners (ELLs) or Limited English Proficient (LEP) students.

English Language Proficiency: English language proficiency is the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English (Alston et al., 2014).

English to Speakers of Other Languages: ESOL is an educational support program provided to help ELs overcome language barriers and participate meaningfully in school (Alston et al., 2014); also known as English as a Second Language (ESL).

ESOL Teacher: An ESOL teacher is a professional educator who is certified to provide English as a Second Language (ESL) instruction; also known as an ESL teacher.

General Education (Gen Ed) Teacher: A Gen Ed teacher is an elementary level (K-6) classroom teacher who teaches reading, language arts, mathematics, science or social studies to students who participate in the core academic curriculum; also known as a mainstream teacher, content or subject area teacher, classroom or "regular" teacher.

Inclusion: Inclusion is a planned philosophy of instruction for ELs in which ESOL teachers and Gen Ed teachers work together in one of three distinct ways: (1) Co-teaching, (2) Consultation, or (3) Classroom support (Thomas & Collier, 1997).

Innovative Delivery Model: An IDM must be approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide (Alston et al., 2014).

Mainstream: Mainstream classes are core academic classes which take place in the Gen Ed setting designed for native or fluent speakers of English.

Paraprofessional: The Georgia Professional Standards Commission defines a paraprofessional as a person who relates in role and function to a professional and who does a portion of the professional's job or task(s) under the supervision of a professional; also known as a paraeducator, teaching assistant, or teacher's aide.

Push-in Model: In the push-in model, students remain in their core academic classes where they receive content area instruction from their Gen Ed teacher along with targeted language instruction from the ESOL teacher (Alston et al., 2014); also known as inclusion.

Pull-out Model: In the pull-out model, students are taken out of a Gen Ed class for the purpose of receiving small group language instruction from the ESOL teacher (Alston et al., 2014).

Regional Educational Service Agency: RESA is an agency established to provide shared services to improve the effectiveness of educational programs and services of local educational agencies and to provide direct instructional programs to selected public school students in Georgia's schools.

Sheltered Instruction Observation Protocol: The SIOP model supports teachers in planning and delivering high-quality instruction for all students. There are eight interrelated components in SIOP: (1) Lesson Preparation; (2) Building Background; (3) Comprehensible Input; (4) Strategies; (5) Interaction; (6) Practice and Application; (7) Lesson Delivery; and (8) Review and Assessment (Echevarria, Vogt, & Short, 2008).

Second Language Acquisition: In SLA, "there are two independent ways of developing ability in second languages. 'Acquisition' is a subconscious process identical in all important ways to the process children utilize in acquiring their first language, ... [and] 'learning'..., [which is] a conscious process that results in 'knowing about' [the rules of] language" (Krashen, 1985b: 1).

Student Learning Objective Assessment: The Georgia Department of Education defines SLOs as content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

Stakeholders: Participants in the study included ESOL teachers and Gen Ed teachers who work directly with ELs as well as administrators who work indirectly with ELs in Georgia's elementary schools.

Teacher of English to Speakers of Other Languages: TESOL is the acronym.

Title III: Title III is a U.S. federal grant program that assists school districts in providing language instruction for Limited English Proficient (LEP) and immigrant students.

Teacher Keys Effectiveness System: The overarching goal of TKES is to support continuous growth and development of each teacher but is more commonly viewed as an evaluation system for teachers in Georgia's schools.

Summary

Although the push-in model may be widely practiced, the status and implementation of inclusive educational practices for ELs remains unknown in Georgia's elementary schools. Understanding the phenomenon of EL inclusion provides one step towards addressing the gap in the literature on the impact of the push-in model on ELs' education. This impact has thus far received little attention in educational research. In Chapter 2, a review of the literature will focus on legislative reforms and the evolution of the inclusion movement in the ESOL field.

Organization of the Study

The study is organized into five chapters. Chapter 1 contained an introduction to the study, a statement of the problem, the purpose of the study along with the research questions guiding the study, the significance of the study, the theoretical framework as well as the study's limitations and a list of key terms common to ESOL education. Chapter 2 reviews the literature pertaining to the present study. Chapter 3 outlines the study's research methodology, which includes the design rationale, site and participant selection, data collection, and data analysis procedures. Chapter 4 reports the results from

the data analysis. Chapter 5 concludes the study with a discussion of the findings, their implications for practice, and a call for future research.

CHAPTER 2

LITERATURE REVIEW

The review of the literature is organized into the following four sections: (1) Legislation, Policy, and Reform in the Education of ELs; (2) Inclusion; (3) Inclusive Education for ELs; and (4) Case Studies of Successful Teacher Collaboration and Inclusive Education for ELs. Each of these sections will be explored in an effort to address the main research question: *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

ELs are the fastest growing group of students in the United States. Corresponding pressures to mainstream ELs mean that school districts in the U.S. are facing new challenges in their attempts to meet the needs of this culturally and linguistically diverse population (Elfers et al., 2013). According to Elfers et al. (2013), mandates favoring inclusion require Gen Ed teachers to adapt to a new role in which they are primarily responsible for the instructional needs of ELs in their classrooms. Yet most Gen Ed teachers have had little to no preparation for providing the types of assistance ELs need to successfully learn academic content while simultaneously developing proficiency in English (Lucas et al., 2008). Because most ELs spend the entire school day in Gen Ed classrooms (where English is the sole language of instruction), it is important for all teachers, Gen Ed and ESOL educators alike, to have the knowledge and skills needed to facilitate ELs' academic language development and content area achievement (de Jong, 2004).

Due to increased emphasis on accountability and testing, a major consequence of the comprehensive restructuring of education for ELs since 1990 has been a movement away from traditional pull-out classes toward inclusion or the push-in model (Platt et al., 2003). In the push-in setting, ESOL teachers focus on scaffolding language and vocabulary instruction to increase ELs' access to the core curriculum (McClure & Cahnmann-Taylor, 2010). Ideally, components of the push-in model include integrated instruction of subject area content, differentiated scheduling, co-teaching, and collaboration as well as a context for shared decision-making by teachers (York-Barr, Ghere, & Somerness, 2007). Despite the lack of research on co-teaching and collaboration in ESOL settings, the push-in model has been widely implemented in Georgia's elementary schools. For that reason, the study served to address the gap in the literature on the impact of the push-in model on ELs' education. This impact has thus far received little attention in educational research.

Search Procedures. Search procedures for conducting the literature review included the search of electronic databases, including but not limited to ERIC and ProQuest. Descriptors employed in the searches included inclusion, push-in, mainstream, collaboration, co-teaching, and ESL. Other versions of these terms were also employed. In addition, an ancestry search of each reference list was employed in order to identify relevant research that had been cited by authors of the identified research. A descendant search of cited research, using Google Scholar, identified reports that cited relevant research or related articles. In addition, a search of relevant articles and books devoted to

inclusive and collaborative practices for ELs was conducted to find research that may have been overlooked from the previous procedures. Time span specifications included studies conducted since 1990 because the field of ESOL itself is relatively new in educational research. Figure 2 represents a review of the literature selection process. Additionally, Table 1 provides a selection of 13 empirical and conceptual studies based on content relevance.

Legislation, Policy, and Reform in the Education of ELs

Legislation

Educational policies for ELs in U.S schools are anchored on the Civil Rights Act of 1964. For example, in the case of Lau v. Nichols (1974), a group of Chinese immigrants challenged the San Francisco Unified School District, maintaining that their language minority children were not receiving equal educational opportunities or linguistically appropriate accommodations under the provisions of Title VI of the Civil Rights Act; Title VI prohibits federally funded programs from discriminating on the basis of race and national origin. The U.S. Supreme Court ruled in favor of the plaintiff, Kinney Lau, and required school districts to take steps towards addressing the linguistic and curricular needs of students with limited English proficiency, effectively making ELs a protected class (Hakuta, 2011). Lau v. Nichols represents a landmark case in the education of ELs; much like Brown v. Board of Education (1954), the Court's decision stated that the "same" treatment does not constitute "equal" treatment for students limited in their English proficiency. In its ruling, the Court noted:

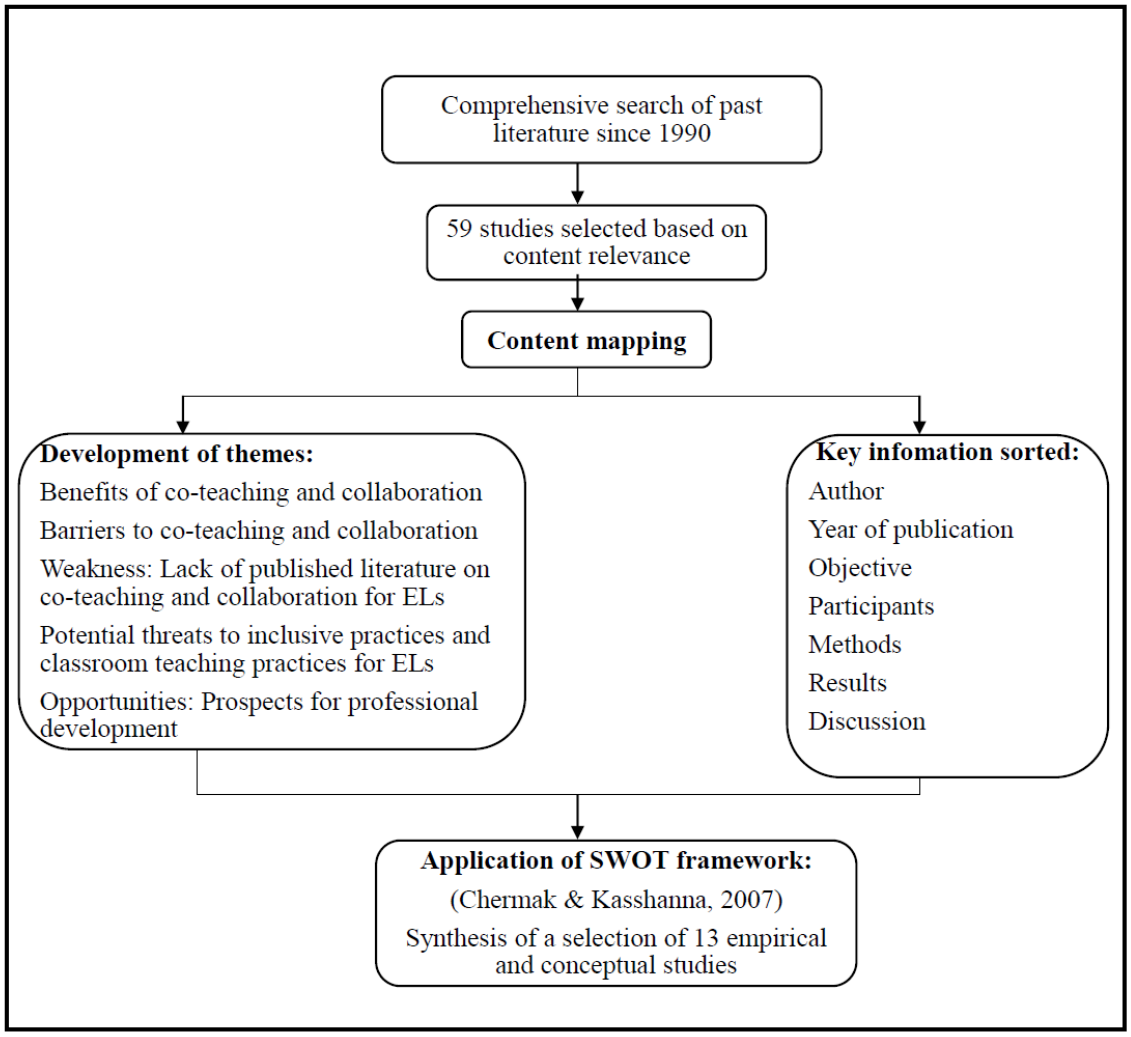


Figure 2. Literature Review Selection Process. Adapted from "A Qualitative Review of Literature on Peer Review of Teaching in Higher Education: An Application of the SWOT Framework" by S. Thomas, Q. T. Chie, M. Abraham, S. J. Raj, & L.S. Beh. *Review of Educational Research (84)*1, p. 119. Copyright 2013 by American Educational Research Association. Used with permission.

Table 1

A Selection of Literature on Collaboration and Co-teaching for ELs

No.	Themes	Author(s)	Year	Objective	Participants	Methods	Results	Discussion
1	Benefits of Co-teaching and Collaboration	Datnow	2011	To investigate the role of collaboration in schools implementing data-driven decision making.	Interviews with approximately 50 individuals, including district and school administrators and teachers	Classroom observations, focus groups, teacher development workshops, and documents were collected to triangulate data.	When it comes to data use, teachers need supportive structures and cultures in which to collaborate but also enough autonomy to be able to make decisions and take local action on the basis of their analyses of information about student learning.	The schools and districts had high levels of capacity for change.
2		Theoharis & O'Toole	2011	To investigate ways principals create asset-based, collaborative, and inclusive learning opportunities and services for ELs.	Two urban elementary schools in the Midwest	Collective case studies included site visits, multiple interviews, weekly classroom observations, a field log, and an ongoing review of documents.	The first principal led her school to adopt a dual certification approach, where the staff engaged in professional development around ELs. The second principal led his school to adopt a co-teaching approach where teams of Gen Ed and ESOL teachers planned as a team and co-taught all students. Student achievement at both school greatly improved as did the connection with ELs' families.	An equity-oriented vision for educating ELs from an inclusive philosophy drove the collaboratively planned and delivered inclusive services for ELs that both advanced and improved academic and social achievement.

Table 1. Continued.

3	Yin	2012	To describe teachers' perceptions of the inclusion model at two schools in one Midwestern district.	Indiana Elementary and Isabella Elementary	Semi-structured and structured follow-up interviews, observation data, relevant documents such as daily schedules, students' work, and email correspondence.	At both sites, (a) the guided reading approach and Rigby reading materials were used for reading instruction; (b) paraprofessionals participated in the weekly planning meeting and led spelling groups during block time; (c) students were instructed at their instructional levels and not exposed to regular grade level materials until they were ready; (d) ELs were placed in groups with native speakers; (e) school administrators blocked their reading/writing/ language arts period every day at the same time.	The participating teachers did not feel that their workload increased because of collaboration.
4	Yin & Hare	2009	To examine in which model, pull-out or push-in, that students make the most progress in reading over time.	202 ELs in grades 1 and 2 in 15 elementary schools in a Midwestern inner-city school district; 11 pullout programs (*n*=38) and 4 inclusion programs (*n*=164)	Reading scores over 2 consecutive school years (2004-2006) Causal-comparative design Descriptive analysis Analysis of covariance	The type of program did not result in a statistically significant difference. Yet the ELs in inclusion programs could read books two levels higher than the students in pull-out programs over 2 consecutive school years.	The implementation of inclusion programs appeared to be more effective than pull-out programs in the long run. In some suburban school districts or rural districts in which enrollment of ELs is low, inclusion might not be the best practice.

Table 1. Continued.

5		York-Barr, Ghere, & Sommerness	2007	To describe how collaborative teams develop and look like.	600 K-6 students, 4 full-time Gen Ed teachers, 2 full-time ESOL teachers, 1 full-time itinerant Gen Ed teacher, 1 part-time ESOL assistant, 1 full-time special educator and 3 part-time special education paraprofessionals	3 year-long case study included field notes, mid-year grade-level structured group interviews/reflection sessions and end-of-the-year semi-structured individual interviews	Instructional collaboration fostered professional support, growth and improvement. Desirable qualities of collaborative team members became readily apparent. Key to successful collaboration: (a) interest in a more inclusive approach; (b) early allocation of additional resources; (c) small group instruction and co-teaching; (d) collaborative planning; and (e) multiple and varied instructional models. Student outcomes included greater sense of community and greater academic progress.	3 tenets for effective educational programs and practices: (a) inclusiveness; (b) coherence; (c) collaboration
6	Barriers to Co-teaching and Collaboration	Creese	2006	To describe the classroom discourse in two-teacher classrooms.	One classroom with an ESOL teacher and a geography teacher in a secondary school	Year-long ethnography drawing on interview data and classroom transcripts as well as observations and interviews using semi-structured approaches.	The teachers described their work as being that of a supporting role rather than a full partnership. Support teaching is working with a few to facilitate learning. In other words, the ESOL teacher's work was described as accessing, scaffolding, and was positioned as helping with generic support.	Creese argued for the importance of facilitative work around subject teaching in which the ESOL teacher led individual and small group work provides ELs with the ESOL teacher's expertise as well as adds to classroom coherence and inclusion.

Table 1. Continued.

7		McClure & Cahnmann-Taylor	2010	To describe how co-teachers experience the qualities of the push-in model.	Two case studies: Carmen and the "ideal pair"	Conducted 19 classroom observations and observations of planning sessions between co-teachers along with interviews with both teachers at the start and end of the study. Performance-based focused groups	All participating teachers fit varying levels of the lowest two stages of Davison's model – pseudo-compliance and compliance.	Rhetoric of good intentions and the assumptions of inclusion need to be addressed so that co-teachers can push best practices forward.
8	Opportunities for Professional Development	Davison		To determine how collaborative relationships can be systematically described and evaluated as part of the establishment of an explicit mechanism for monitoring, evaluation and feedback.	12 Gen Ed teachers from Grade 1, 2, and 5 working in partnership with 5 ESOL teachers.	Brief open-ended questionnaire and semi-structured interview data. Focused observations at the end of the year of collaboration. Member checking and triangulation	Emerging framework which draws on critical discourse analysis of teacher talk to describe the stages of collaboration and levels of development in one elementary school. 4 distinct areas of teacher concern: (1) attitude; (2) effort; (3) achievements; (4) expectations of support.	5 stages of increasing effectiveness: (1)Pseudo-compliance or passive resistance, (2) Compliance, (3)Accommodation, (4) Convergence, and (5) Creative co-construction

Table 1. Continued.

9	Dove & Honigsfeld	2014	To determine the process utilized to implement the ESOL co-teaching model at a suburban elementary school and the outcomes of the implementation process.	New York suburban elementary school piloting an innovative program for grades 3-6 through an ESOL co-teaching model.	Interview transcripts, teacher surveys, narrative descriptions, and checklists of class observations.	Success was indicated by (a) an increase in the collaboration between ESOL and Gen Ed teachers and (b) a greater sense of a shared responsibility and accountability for all students. Challenges: Decrease from 2 periods to one and the institution of an additional reading initiative; lack of continuity and regularity; decrease of instruction of language skills; the need to improve differentiated instruction.	Overall school policies and practices for educating ELs reinforced the established goals for adequate academic progress for all students.
10	Scruggs, Mastropieri, & McDuffie	2007	To investigate the participants' perceptions of the co-teaching model being implemented.	Created a meta-synthesis by treating each identified research report as an individual "informant"	Free coding of all studies revealed categories for: (a) expressed benefits of co-teaching; (b) expressed needs of success in co-teaching; (c) special ed and Gen Ed teachers' roles in co-teaching; (d) how instruction was delivered in co-taught classes.	Four general conclusions: (a) administrators, teachers, and students perceived the model of co-teaching to be generally beneficial; (b) teachers expressed the following needs – sufficient planning time, compatibility of co-teachers, training, and appropriate student skill level; (c) the predominant co-teaching model reported was "one teach, one assist;" (d) Gen Ed teachers typically employed whole-class, teacher-led instruction, with little individualization.	Techniques often recommended for special education teachers, such as peer mediation, strategy instruction, mnemonics, and training of study skills, self-advocacy skills, and self-monitoring, were infrequently observed.

Table 1. Continued.

11	Threats to Inclusive Practices for ELs	Ajayi	2011	To investigate the impact of ESOL teachers' sociocultural identities on their pedagogical decisions.	57 teachers from inner-city high schools in Los Angeles	Questionnaires, interviews, and self-written perspectives on how participants' personal histories mediated their pedagogical practices.	ESOL teachers' sociocultural identities significantly shaped their pedagogical practices. ESOL teachers interpret language learning curricula through their existing background knowledge. Understanding ESOL teaching requires an understanding of teachers' racial, ethnic, cultural, and professional identities.	Hispanic ESOL teachers used their marginalized experiences to interpret school curricula and framed how racial experiences shaped their pedagogical practices. African-American teachers understood the problems ELs face, including curricula that (a) do not relate to students' social and cultural realities, (b) attempt to erase their ethnic and cultural identities, and (c) discount their home values, language, and social practices. White teachers described themselves in unracialized terms and helped their students understand the prominent role of English in the workplace.

Table 1. Continued.

12	Walker, Shafer, & Iiams	2004	To examine the extent and nature of Gen Ed teachers' attitudes towards ELs.	Survey data was collected from 422 K-12 Gen Ed teachers as well as interview data from 6 ESOL teachers.	Triangulation mixed method study included surveys and interviews.	Key factors contributed to negative teacher attitudes: (a) time and teacher "burden;" (b) lack of training; (c) influence of negative administrator attitudes; (d) malignant misnomers about effective ESOL education; (e) ideology of common sense; (f) ethnocentric bias	Low incidence schools held positive but naively optimistic attitudes about ELs. Rapid-influx schools held neutral but realistic and informed attitudes about ELs. Migrant-serving schools evidenced the most negative and ethnocentric attitudes toward ELs.
13	Yoon	2008	To examine how Gen Ed teachers described their roles with regard to ELs.	Three middle school language arts teachers Six focal students	Extensive classroom observations of teachers. Observations of students in ELA and ESOL classes. Collective case study included audio taped classes, field notes of dialogue and interactions as well as interviews.	Students' reactions in classroom activities – withdrawing or participating – were dependent on teachers' positioning. Non-ELs followed the Gen Ed teachers' model of interacting with ELs.	Culturally relevant pedagogy takes into consideration not only linguistic needs but sociocultural needs as well. Employing multicultural and globalized activities as well as accommodating cultural difference allows ELs to experience a sense of belonging and cultural inclusivity. In classes where the Gen Ed teachers focused on subject matter alone, ELs felt like "uninvited guests."

Note. Adapted from "A Qualitative Review of Literature on Peer Review of Teaching in Higher Education: An Application of the SWOT Framework" by S. Thomas, Q. T. Chie, M. Abraham, S. J. Raj, & L.S. Beh. *Review of Educational Research (84)*1, p. 121-142. Copyright 2013 by American Educational Research Association. Used with permission.

> there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful. [414 U.S. 563 (1974)]

Hence, schools must design meaningful instruction that is responsive to the specific needs of ELs, particularly their linguistic needs (Berube, 2000). The Supreme Court, however, refrained from setting detailed programming guidelines and did not exactly direct school districts on how to "take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs" (Berube, 2000, p. 19).

In the case of Castañeda v. Pickard (1981), the Fifth Circuit Court of Appeals formulated a method to determine compliance with the requirement of "appropriate action" as stated in the Equal Educational Opportunities Act of 1974. In the opinion of the Court, "appropriate action" should be guided by a three-prong test: (1) The approach is based on sound educational theory; (2) The educational approach is to be implemented

adequately; and (3) After a period of time, the instructional approach is to be evaluated for its effectiveness in remedying inequities (Hakuta, 2011). Furthermore, the ruling in Castañeda v. Pickard stated that the segregation of ELs is only permissible when "the benefits which would accrue to LEP students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, different program models, like pull-out, are considered appropriate as long as the model includes both academic content and English language development components. Furthermore, the "separation" of ELs from the Gen Ed classroom is also deemed "appropriate" when it is necessary to achieve an ESOL program's educational goals (Alston et al., 2014), that is, to meet the needs of ELs, and in particular their linguistic needs.

Policy and Reform

In 1968, Congress passed the Bilingual Education Act as Title VII of the Elementary and Secondary Education Act (ESEA, 1965). Title VII offered capacity building in the form of grants to local districts and states to develop and offer educational programs in students' native languages (Hakuta, 2011). The Bilingual Education Act, which has been repeatedly reauthorized, was replaced with the English Acquisition Act during the passage of No Child Left Behind (2001). Subsequently, the 2002 reauthorization of ESEA eliminated funding for bilingual education in favor of English-only instructional programs and renumbered this section of the law as Title III (Crawford,

2008). The overarching purpose of Title III is to ensure that ELs, including immigrant children and youth, attain English proficiency and meet the same challenging academic content and achievement standards as their non-EL peers.

Supporters of civil rights initially praised the passage of NCLB (2001) as it aimed to improve education for students at risk, specifically children of color, those living in poverty, ELs, and students with disabilities by setting annual test score targets for sub-groups of students. The disaggregation of student performance by race and class served to highlight the needs of students. The idea was that schools would then be better equipped to make data-driven and research-based decisions in their attempt to close the achievement gap, and in effect, "leave no child behind" (Peregoy & Boyle, 2005). The federal passage of NCLB (2001) impacted the education of ELs in several ways, including funding, the length of time necessary to develop English language proficiency, program activities, and accountability as outlined below:

- Funding: All schools with ELs receive funds for services for those designated as Limited English Proficient (LEP). Under the current formula, funds allotted to the states for educational service amount to less than $150 per student (Crawford, 2008).
- Length of time: Despite research that indicates that an extended time frame is necessary for ELs to develop cognitive academic language proficiency (Cummins, 1994; Hakuta, Butler, Witt, 2000), NCLB requires an accelerated learning pace for students in order to "close the

achievement gap." According to Peregoy and Boyle (2005), the language of NCLB assumes that ELs can by and large develop a sufficient level of language proficiency to meet the same academic standards in English-only classes at the same level as their non-EL peers in less than three years.

- Program activities: Under NCLB, instructional activities should be "scientifically research-based" and place a greater emphasis on increasing ELs' language proficiency and academic achievement in core subject areas (Crawford, 2008).
- Accountability: Schools with an EL sub-group must meet Annual Measurable Achievement Objectives (AMAO) to avoid a loss of funding or worse yet be reconstituted, which can result in the removal of personnel and the provision of funds for students in failing schools to attend private programs (Crawford, 2008).

For many Gen Ed teachers, NCLB (2001) adds the extra responsibility of improving ELs' language proficiency and ensuring that they perform as well as their non-EL peers; however, the additional responsibility is not necessarily accompanied by additional resources or professional development (Crawford, 2008; Peregoy & Boyle, 2005). While recent studies have found that teacher quality is a critical influence on student achievement, "highly qualified teachers" remain the most inequitably distributed school resource (Darling-Hammond, 2007). For instance, Georgia House Bill 671 requires teachers seeking certification to complete coursework that has been specifically

designed to provide teachers with an understanding of the exceptional child and the implications of teaching students with disabilities; the course focuses on the identification and best practices and techniques of teaching exceptional individuals in the Gen Ed classroom. In 2015, EL enrollment in U.S. schools reached 10 million and, by 2025, it is projected that nearly one out of every four public school students will be an EL (OELA, 2008); nevertheless, no proactive measures have been taken to require that Gen Ed teachers complete coursework in accommodating ELs in mainstream educational settings in Georgia, as has been the case of students with disabilities who represent approximately 11 percent of the nation's public school population (NCES, 2013).

Further compounding issues of accountability is the advent of the Common Core State Standards Initiative (2009). With the 2012 adoption of the Common Core Georgia Performance Standards, educational stakeholders had to navigate their way through a new framework of standards-based instruction to prepare Georgia's students for college and careers. According to Honigsfeld and Dove (2012), in order for schools to successfully comply with changing regulations and legislative mandates, teachers need to participate in collaborative partnerships which support ELs' language and literacy development as well as academic content attainment. While districts have pitched partnerships between ESOL and Gen Ed teachers as more inclusive than segregative pull-out models (McClure & Cahnmann-Taylor, 2010), schools continue to struggle with implementing collaborative and inclusive educational practices for ELs within the confines of the push-in model (Wlazlinski, 2014).

Inclusion

Reform initiatives for inclusion draw heavily upon social and political rhetoric. Arguments in the inclusion debate range from differences of opinion about the definition of the term inclusion itself to emotionally charged discussions regarding issues of social justice (Byrnes, 2009; Ferguson, 1996). For instance, proponents of full inclusion might define the term inclusion to mean that "all children, regardless of level of need, have a moral and a legal right to attend their home school, be enrolled in a general education class, and receive all necessary supports within that class" (Byrnes, 2009, p. 208). Ferguson (1996) further describes inclusion as a movement seeking to create schools that meet the needs of all students by establishing learning communities for students with and without disabilities who are educated together in age-appropriate Gen Ed classrooms in neighborhood schools. While Byrnes and Ferguson's respective meanings of inclusion do not differ significantly, Ferguson's description of inclusion as a movement more aptly represents the evolution of the inclusion debate. As such, the term inclusion is often associated with the field of special education.

Two decades after the Brown v. Board ruling, Congress passed the Education for All Handicapped Children Act in 1975 (also known as PL 94-142). Public Law 94-142 made it possible for states and local schools to receive federal funds to assist in the education of students with disabilities. This legislation granted every student with a disability a free and appropriate public education (FAPE) designed to meet her unique needs in the least restrictive environment (LRE). The Individual with Disabilities

Education Act (IDEA), originally written in 1997 to update PL 94-142 and later amended in 2004, required that students be educated to the maximum extent appropriate with peers without disabilities. While there was no mention of mainstreaming or inclusion in IDEA, school districts stipulated that students should be removed and placed in separate classes or schools when the nature or severity of their disabilities was such that they could not receive an appropriate education in a Gen Ed classroom with supplementary aids and services (Bateman & Chard, 1995; Osborne & DiMattia, 1994).

Through the launching of the Regular Education Initiative (REI) in 1986, Madeline Will, then-assistant secretary of education, challenged Gen Ed administrators to take responsibility for the education of students with mild to moderate disabilities; the goal of REI was to merge general and special education to create a more unified system of education (Will, 1986). Will's proposal created tension in both the arenas of special education and general education. To address this tension, Kauffman (1993) suggested that change in special education be predicated on the assumption of keeping place in perspective, because the educational setting has limited impact on outcomes for students with disabilities. In other words, the focus of special education should focus on instruction and services rather than where instruction takes place.

The reauthorization of IDEA (IDEIA, 2004) reiterated the "least restrictive environment" mandate asserting that the education of students with disabilities would be most effective by establishing high expectations and ensuring success in the general population. With the emphasis of IDEIA directed toward educating students with

disabilities in the Gen Ed setting, the Individualized Education Plan (IEP) requires input from the Gen Ed teacher, since she is most knowledgeable about the Gen Ed curriculum. Through collaborative planning, special education and Gen Ed teachers can ensure that students with disabilities receive modified lessons meeting their specific needs while enrolled in a Gen Ed class (Lipsky & Gartner, 1997). Lipsky and Gartner (1997) point out that collaboration between classroom teacher and special educator increases options for all children, putting an "end to labeling students and shutting them out of the regular classroom to obtain needed services" (Byrnes, 2009, p. 203).

Inclusive Education for ELs

Thomas and Collier (1997) caution that EL inclusion should not be confused with submersion, the dated practice of placing students in Gen Ed classes without ESOL support; instead, EL inclusion is a planned philosophy of instruction in which each student has the right to an authentic sense of belonging in a school and classroom community where difference is expected and valued (Theoharis & O'Toole, 2011). Some studies have shown that ELs are more academically successful in inclusive instructional settings due to several factors, including (a) ELs remaining in the classroom with their non-EL peers, thus, decreasing their marginalized status in school (Theoharis, 2007); (b) ELs increase their development of BICS, or social language, through interaction with non-EL peers in classroom dialogue (Abdallah, 2009); and (c) ELs are not missing valuable instruction (Dove & Honigsfeld, 2010). Theoretically speaking, ELs taught in the push-in setting are not taught in isolation, minimizing the stigma that is often

associated with the pull-out model. In addition, there are more opportunities to interact with native English speaking peers in inclusive classrooms (Duke & Mabbot, 2001; Thomas & Collier, 2002). According to Reeves (2006), when inclusion is practiced effectively. Avoiding removal from Gen Ed classroom instruction has become increasingly important with the growing emphasis on standards and accountability. Moreover, inclusion provides ELs with not only the opportunity to learn (Carroll, 1963) but also the opportunity to develop critical language awareness (Cummins, 1999), that is the language skills and metacognitive strategies (Chamot & O'Malley, 1994) necessary to perform academic tasks across all content areas.

Collaboration and Co-teaching

Studies investigating the impact of traditional and non-traditional ESOL programming on ELs' academic achievement have resulted in mixed findings. For example, in a longitudinal study of reading achievement of first and second grade ELs in both pull-out and inclusive settings, Yin and Hare (2009) reported that while the type of program did not result in a statistically significant difference, ELs in inclusion programs were able to read books two levels higher than students in pull-out programs over two consecutive school years. Thus according to Yin and Hare, the implementation of inclusion programs, while not necessarily causal, appeared to be more effective than pull-out programs in the long run. Fearon's (2008) year-long investigation also concluded that the application of a designated program model was not as significant as the nature and extent of collaboration that takes place between ESOL and Gen Ed teachers.

Risko and Bromley (2001) emphasize the importance of teacher collaboration because it "moves professionals and families from the deficit model to one that affirms and is responsive to students' strengths, backgrounds, beliefs and values" (p. 11). Because educational policy requires Gen Ed Teachers to take full responsibility of ELs in the mainstream classroom (Creese, 2006), there is an increasing impetus for establishing collaborative frameworks, such as co-teaching. In an analysis of a New York suburban elementary school, Dove and Honigsfeld (2014) described the school's motivation for the implementation of co-teaching through an integrated and collaborative model as two-fold: First, the model served as an additional practice to enhance an ongoing school initiative for ELs, in which a focus on achievement served as an overarching goal. Second, the model provided a practical solution to offset the lack of classroom space for a stand-alone ESOL program. For the latter, one might argue that the practice of co-teaching provides a cost-saving and efficient alternative that effectively eliminates the need for additional classroom or teaching spaces required of pull-out approaches (McClure & Cahnmann-Taylor, 2010).

According to Theoharis and O'Toole (2011), the foundational principle of co-teaching is inclusion, that is, the inclusion of ELs with their non-EL peers and the inclusion of ESOL teachers and their expertise in the planning and delivery of instruction for ELs. Co-teaching borrows from special education literature and can be defined as two or more educators sharing instructional responsibility for students assigned to the same classroom (Villa, Thousand, & Nevin, 2008). In a meta-synthesis of qualitative research

of co-teaching in inclusive classrooms, Scruggs, Mastrioperi, and McDuffie (2007) reached four general conclusions: (1) Administrators, teachers, and students perceived the model of co-teaching to be generally beneficial; (2) Teachers expressed the following needs – sufficient planning time, compatibility of co-teachers, training, and appropriate student skill level; (3) The predominant co-teaching model reported was "one teach, one assist"; and (4) Gen Ed teachers typically employed whole-class, teacher-led instruction, with little individualization.

Co-teaching in an ESOL push-in setting may mirror the approaches for learners with special needs, such as station teaching, tag-team teaching, and parallel teaching (Friend & Cook, 2006) where both teachers share responsibility for determining goals, providing instruction, and designing assessments to address ELs' needs. York-Barr, Ghere, and Sommerness (2007) describe how co-teaching contributed to one urban elementary school's instructional coherence in their three year-long case study about EL and Gen Ed collaborative teaching. York-Barr et al. found that the co-teaching model promoted (a) shared knowledge about what was taught fostering connections between whole class and small group learning, (b) shared knowledge about student engagement so that teachers could reflect together and modify instruction as necessary, and (c) higher expectations for students among all team members.

Frameworks for Collaboration. While teacher collaboration can increase teacher efficacy, true collaboration must be "spontaneous," voluntary and oriented towards continuous improvement in order to avoid "contrived collegiality" (Hargreaves, 1994).

Hargreaves' (1994) collaborative culture exemplifies the following characteristics (as cited in Datnow, 2011):

- It may be administrator supported and facilitated by help with scheduling arrangements, but ultimately it must be sustained by the teaching community.
- It does not arise from compulsion but from the perceived value among teachers and a belief that working together is productive and enjoyable.
- The establishment of tasks and purposes for working together should be teacher initiated rather than externally imposed.
- It may be characterized by scheduled meetings, but such sessions do not dominate the arrangements of working together.
- It is expected that outcomes of collaboration are uncertain and unpredictable (Hargreaves, 1994, p. 192).

In a study of teacher partnerships, Davison (2006) documented the impact of co-teaching in the ESOL push-in setting and identified five stages of collaboration. In addition, she pinpointed four areas of concern that might hinder a teacher's progression through the stages in her framework: (1) attitude, (2) effort, (3) achievements, and (4) expectations of support. One of Davison's (2006) most interesting findings was how negative attitudes toward collaboration expressed by Gen Ed teachers overshadowed issues related to administrative support and the availability of resources. According to Gately and Gately (2001), it is likely that much of the dissatisfaction that is noted in the

literature regarding co-teaching is expressed by teachers who continue to interact at the beginning level or in a stage of pseudo-compliance or passive resistance (Davison, 2006) in which teachers engage in guarded and careful communication. In the first stage of Davison's (2006) framework, that is pseudo-compliance or passive resistance, teachers would prefer to continue with traditional pull-out ESOL services. When exercising pseudo-compliance or passive resistance, teachers do not embrace the philosophies or practices of teacher collaboration. In the second stage, compliance, teachers perceived the program as externally imposed. Despite their limited understanding of the full impact and implications of collaborative practices, teachers in the compliance stage showed good intentions and positive dispositions. In the third stage, accommodation, teachers showed interest in experimenting with practical implementations of collaborative teaching but also expect continued external support. In the fourth stage, convergence, teachers were ready to learn from each other and shared each other's beliefs and practices. In the fifth and final stage, creative co-construction, co-teaching became the preferred way of ESOL service delivery. In this final stage, teachers developed authentic and genuine partnerships with fluid personal and professional interactions (Davison, 2006).

Benefits of Co-teaching and Collaboration. Fattig and Taylor (2008) emphasize the establishment of common expectations as a critical initial step in forming a co-teaching partnership; they suggest that collaborating teachers meet to discuss their beliefs, covering a wide range of topics from classroom policies and procedures to achieving academic goals. According to Sakash and Rodriguez-Brown (1995), this shared

commitment between Gen Ed and ESOL teachers can result in systemic school reform leading to higher achievement and greater multicultural understanding in U.S. schools. In collaborative settings focused on meeting the needs of ELs, "a collective vision is developed, philosophical beliefs and values are shared, and a common purpose is articulated" (Honigsfeld & Dove, 2010, p. 57).

Principals can promote a "collective vision" as school leaders represent the most decisive factor impacting school effectiveness for ELs (Levine & Lezotte, 2001). Administrators with positive attitudes regarding linguistic and cultural diversity can transmit their positive attitudes to teachers (Wrigley, 2000). In particular, administrative leaders are critical in the establishment of a school culture in which teachers are encouraged to work collaboratively to meet the needs of all students. Principals must engage their entire school staff in taking responsibility for the education of ELs, model collegial relationships with teachers and students, and participate in the learning community of the school (Clair & Adger, 1999). Additionally, principals can institute the conditions that are necessary for collaboration to have a positive impact on student learning (Scruggs et al., 2007; Walther-Thomas, 1997). Likewise, co-teachers can encourage administrative support by conveying successes in the sharing of achievement data and proposing alternatives for refining program delivery (Friend, 2008).

Common planning time makes true collaboration achievable. According to Brown and Stairs (2012), "there is no valid substitution for common planning time. A school conveys what it values when time to collaborate is built into the school day" (p. 32).

Designing and selecting instructional approaches and making assessment decisions can occur only if teachers have the time to plan together regularly (O'Loughlin, 2012). Common planning time provides co-teachers with an opportunity to discuss grouping, standards, and learning activities as well as share resources (de Jong, 2006). The establishment of common planning time has the potential to not only strengthen the co-teaching partnership but also reduce negative perceptions in which Gen Ed teachers feel that their space in being infringed upon and ESOL teachers feel that they have become intruders (Brown & Stairs, 2012).

The parity of a collaborative teaching partnership is best reflected in the discourse between participating co-teachers – not *your* students or *my* students but *our* students (O'Loughlin, 2012). Genuine collaboration will not be achieved if the Gen Ed teacher believes that the ESOL teacher possesses the sole responsibility for teaching ELs; instead, a shared responsibility for teaching all students must be embraced in a collaborative classroom setting (Bell & Walker, 2012). Parity requires co-teachers to treat each other as equal partners. Accordingly, when teachers engage in successful partnerships their sense of teacher efficacy and knowledge base are enhanced (Brownell, Yeager, Rennells, & Riley, 1997).

Professional development to assist educators teaching ELs in inclusive settings must be comprehensive, appropriate, and long-term but also focus on confronting and changing negative attitudes that only serve to impede collaborative efforts (Walker et al., 2004). After a review of twenty years of research on effective teacher learning and

professional development, Darling-Hammond and Richardson (2009) noted that the most successful framework for teachers is professional learning communities. When professional learning communities are developed to promote the academic achievement of ELs, their impact may well benefit ELs along with the entire school population. According to Schneider, Huss-Lederman, and Sherlock (2012), while not all interventions for ELs lend themselves to school-wide adoption, these professional teams understand that "it takes a village" to support the needs of ELs and foster their success in schools. In addition, professional learning communities can be used to transform the discourse by addressing the broader systemic inequities that face ELs (Brooks, Adams & Morita-Mullaney, 2010).

Barriers of Co-teaching and Collaboration. Barriers that prevent effective teacher collaboration are commonly the same elements that make co-teaching effective, including (as cited in Bell & Walker, 2012): (a) a lack of effort and an attitude that collaboration is not worthwhile, (b) personality clashes between teachers, (c) different philosophies of teaching, (d) power struggles among teachers, and (e) negative attitudes toward having to teach ELs in the Gen Ed classroom. In many cases, the ESOL educator may feel marginalized, both physically and socially. According to Harper, de Jong, and Platt (2008), the No Child Left Behind Act (2001) has diminished the expertise of ESOL teachers into a set of simple strategies for Gen Ed teachers to add to their existing knowledge base, further limiting ESOL teachers from fulfilling their roles as "highly qualified teachers" and essentially denigrating their position to that of a supportive role

only serving to assist ELs in their acquisition of English. Negative and misinformed attitudes present another challenge to effective teacher collaboration. Misinformation about ESOL as a discipline may result in administrative decisions that hinder good working relationships between ESOL and Gen Ed teachers (Samuelson, Pawan, & Hung, 2012). Since Gen Ed teachers are often trained only in the curricula of their content area, it is likely that the Gen Ed teacher has little understanding of the process of second language acquisition and ESOL teaching methods, resulting in confusion regarding the role of the ESOL teacher (Brooks et al., 2010).

Foundational knowledge of the theories of second language acquisition and academic language development will better prepare educators to provide practical strategies to better meet the needs of ELs in the Gen Ed setting. This professional development can be accomplished by including ESOL teachers in the planning of inclusive practices for ELs, thus avoiding the pitfalls that are associated with teacher isolation. Teacher isolation has a detrimental effect on the change process within schools and on the sustainability of implemented innovations such as EL inclusion (Barth, 1990; Fullan, 1997; Keefe & Howard, 1997; Necochea & Cline, 1995; Sergiovanni, 1996); therefore, it is essential for ESOL teachers to participate in ongoing staff development. In addition, ESOL teachers need to develop alternative support networks either through attending conferences or through collaboration with fellow colleagues. Furthermore, systemic incorporation of staff development provides ESOL and Gen Ed teachers the

time and opportunity to reflect and interact with colleagues concerning issues pertinent to inclusive instructional programming for ELs (Necochea & Cline, 2000).

Contextual conditions, such as scheduling, can also contribute to the success or detriment of teacher collaboration; for instance, elementary ESOL teachers may have to provide instruction for ELs across multiple grade-levels, making it more difficult to coordinate common planning time (Bell & Walker, 2012). Without ESOL teacher input, Gen Ed teachers and administrators alike may make decisions without fully understanding how a wide range of logistical considerations can impact the education of ELs. Instructional programs and strategies that facilitate comprehensible input are difficult to implement without the corresponding materials, manipulatives, visuals, and realia necessary in teaching content concepts to ELs (Cummins, 1981; Krashen, 1981). Teacher resources and access to instructional materials are essential in the implementation of sound educational practices necessary for effectively teaching ELs (Berman et al., 1992; Necochea & Cline, 1993; Tikunoff et al., 1991). In Kouritzin's (2004) year-long comparative case study of four secondary schools, ESOL teachers made consistent references to their administrators' abilities to purchase the resources they needed; thus, the school principal plays a crucial role in allocating resources to ensure that ELs receive equitable services while, at the same time, strengthening the implementation of an inclusive ESOL program.

Beliefs about Inclusive Practices for ELs

Relatively little research exists on the nature of Gen Ed teachers' attitudes toward ELs, nor is much known about the predictors of these attitudes. Youngs and Youngs (2001) reported on a survey of 143 junior high/middle school Gen Ed teachers in the Great Plains region of the United States. Most of Youngs and Youngs' respondents reported a neutral to slightly positive attitude toward the prospect of teaching more EL students in the future. Their results support a multi-predictor model of teachers' EL-related attitudes. The predictors included completion of foreign language or multicultural education courses, ESOL training, experience abroad, work with diverse ELs, and gender. Similarly, Byrnes, Kiger, and Manning's (1997) findings on teachers' attitudes about language diversity showed that region of the country, experience working with language minority children, a completed graduate degree, and formal training were related to positive language attitudes. Similarly, ESOL teachers' sociocultural identities significantly shape their pedagogical practices. Understanding ESOL teaching requires an understanding of ESOL teachers' attitudes as well as their racial, ethnic, cultural, and professional identities (Ajayi, 2011).

In contrast, key factors that contribute to negative teacher attitudes toward ELs in Gen Ed settings as well as pose potential threats to inclusive practices for ELs include (a) time and teacher "burden," (b) lack of training, (c) the influence of negative administrator attitudes, (d) misunderstandings about effective EL education, (e) ideology of common sense, and (f) ethnocentric bias (Walker et al., 2004). For example, in Yoon's

(2008) study of teachers' roles and pedagogies on the positioning of ELs in the Gen Ed classroom, Yoon discovered that ELs would withdraw or participate in instructional activities as a result of the Gen Ed teacher's cultural responsiveness. Furthermore, non-ELs would follow the Gen Ed teacher's model of interacting with ELs; for example, if the Gen Ed teacher accommodated ELs with cultural sensitivity, then the non-ELs would follow her lead. However, if the Gen Ed teacher did not create a sense of belonging or cultural inclusivity, then non-ELs would make the ELs feel like "uninvited guests" especially in classes where the Gen Ed teacher focused on subject matter alone.

Case Studies of Successful Teacher Collaboration and Inclusive Education for ELs

Despite the challenges that collaboration may present, there are a few examples of successful collaboration that promote EL inclusion. Theoharis (2007) presents two cases studies of elementary schools and the inclusive services each school provided for ELs. One school, "Bay Creek," restructured resources so that all ELs were fully included in Gen Ed classrooms. This restructuring was accomplished by a reduction of class size, intense professional development, and dually certified teachers. The restructuring of the second school, "Green Tree," focused on a co-teaching model where ESOL and Gen Ed teachers collaboratively planned and team-taught to provide integrated and inclusive EL services. In both schools, achievement rose significantly – from 0-20% of ELs achieving at grade level to over 90%.

Bay Creek and Green Tree Elementary Schools are urban schools located in the same school district in the Midwest. Bay Creek's school-wide restructuring involved

pooling teacher allocations so that there would no longer be pull-out segments by teachers of ESOL, Title I, targeted assistance for students of color, or talented and gifted. In order to comply with state regulations and to raise staff capacity to better meet the needs of ELs in the Gen Ed classroom, Bay Creek did extensive professional development in ESOL methodology. At Green Tree, the expectation was that Gen Ed teachers and ESOL teachers would co-plan and co-deliver instruction for all students in the room. This restructuring did not just represent a change in space, where in previous cases the ESOL teacher taught ELs at the "back table"; instead, both teachers worked together, shared responsibility and worked with heterogeneous groups of students. This transition involved extensive time and planning as well as flexibility to navigate the new roles and responsibilities required in a collaborative, inclusive, and integrated setting. Both Bay Creek and Green Tree saw major school reform through the reconfiguring of resources at their respective schools to provide inclusive services for all students and in particular for ELs. This restructuring involved teachers at both schools taking on different roles and responsibilities and participating in professional learning. Additionally, ELs and their families at both sites were more engaged and had greater communication with the schools. Accountability for ELs contributed to significant improvements in these students' academic achievement.

Yin (2012) examined how the instructional delivery models in inclusion programs were specifically implemented for first and second grade ELs at two Midwestern inner-city elementary schools, "Isabella" and "Indiana." Differences and similarities were

found in both inclusion models. The Isabella model used full inclusion, whereas the Indiana model incorporated pull-out during a two-hour literacy block. The pull-out segment was considered part of the inclusion model because all students were working on the same subject at differentiated levels. At Isabella, two teachers from two grade levels collaborated while at Indiana, two teachers from the same grade level collaborated with the reading resource teacher during their reading block. At Isabella, teachers divided the teaching responsibilities by subject area; each teacher taught only one subject to all students during the block. However, the teachers differentiated the levels and scaffolded their instruction.

Employing the qualitative method, Yin (2012) observed the participating teachers and their classrooms and interviewed them in both structured and semi-structured ways. Themes and trends were developed, which included: (a) collaboration between classroom teachers and resource teachers, (b) scheduling, (c) reading instruction and instruction time, (d) the workload of classroom teachers and resource teachers, (e) the use of paraprofessionals, (f) the assessment of students' ongoing progress, and (g) the strengths and challenges of the implemented models. Reportedly, as a result of the collaboration between teachers, every student's needs were met, and there was no gap in students' reading instruction between collaborating teachers. Furthermore, the findings indicated that participating teachers regarded the inclusion models in a positive manner despite the fact that the two models were distinctively different. For instance, participants reported that they did not feel that their workload increased because of collaboration. At one

school, a Gen Ed teacher even felt her workload had decreased because less time was required for lesson planning and preparation through the division of teaching responsibilities.

Pardini (2006) and Zehr (2006) showcase Saint Paul Public Schools in Minnesota in their respective articles about Gen Ed and ESOL teachers who employed a team approach while teaching ELs language through content. According to Zehr, pull-out teaching was frowned upon; instead, collaboration was the preferred method for teaching ELs. According to both Pardini and Zehr, the school district's collaborative approach helped to close the language gap for the EL population. Between 2003 and 2005, the gap in reading achievement between the district's EL and non-EL students fell from 13 to 6 percentage points, as measured by the percent of students showing proficiency on the Minnesota Comprehensive Assessment. The district's ELs also did well when compared with their peers statewide, outscoring them in reading and math as measured by the Test of Emerging Academic English.

Summary

The objective of the inclusion movement is to provide a supportive learning environment that promotes academic and social success for all students (Ferguson, 1996). In the case of ELs, teaching partnerships (Davison, 2006) can further promote collaborative school cultures in which ESOL and Gen Ed teachers work side-by-side to meet the unique needs of ELs (Elfers et al., 2013; Theoharis & O'Toole, 2011). Ideally, an inclusion model for ELs possesses all the features identified by The National Center

on Educational Restructuring and Inclusion (NCERI, 1994); these practices (see Figure 3) offer a solid foundation for EL inclusion through the frameworks of collaboration and co-teaching. In a collaborative model, ESOL and Gen Ed teachers work together to address the cultural, linguistic, socio-emotional, and academic needs of ELs, thereby providing students with an all-inclusive education (Abdallah, 2009; Cummins, 1999; Dove & Honigsfeld, 2010; Duke & Mabbot, 2001; Reeves, 2006; Theoharis, 2007; Theoharis & O'Toole, 2011; Thomas & Collier, 1997, 2002).

In Chapter 3, mixed methods research was employed to gather quantitative and qualitative data to assess the status and implementation of inclusive educational practices for ELs as perceived by ESOL teachers, Gen Ed teachers, and administrators. The results of these mixed methods are explained in Chapter 4. In Chapter 5, a discussion of what those findings mean for key stakeholders can be found.

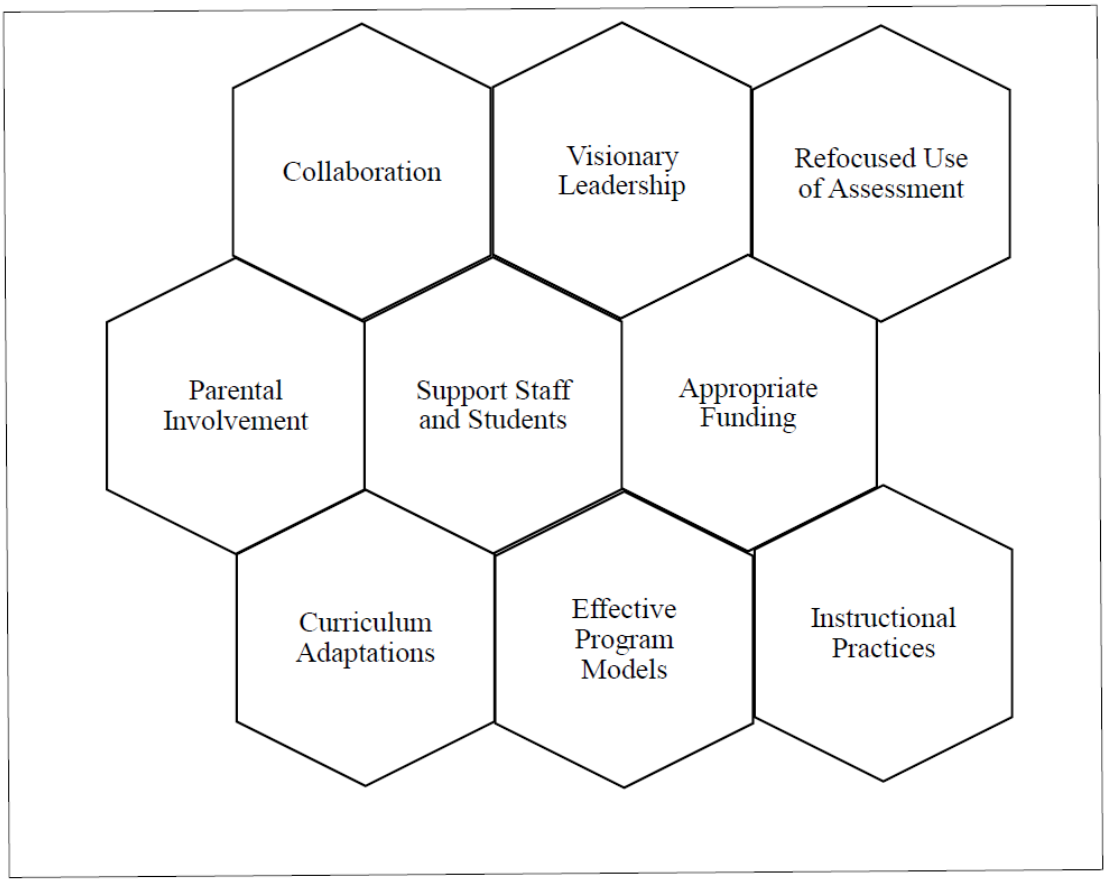


Figure 3. Components for an All-Inclusive Education for ELs

CHAPTER 3

METHODOLOGY

The purpose of this concurrent triangulation mixed methods study (Creswell, Plano Clark, Gutmann & Hanson, 2003) was to better understand the state of inclusive practices for ELs in Georgia's elementary schools by simultaneously converging both quantitative and qualitative data "to obtain different but complementary data on the same topic" (Morse, 1991, p. 122). This chapter begins with an overview of the research design. An explanation of the research methods and rationale for their use is also provided. Next, the role of the researcher is explained followed by a description of the procedures used for both data collection and analysis. The chapter concludes with an explanation of methods used for verification. The University of Tennessee's Institutional Review Board evaluated and accepted all of the methods used in this study.

Research Design

The study employed a concurrent triangulation mixed methods research design (Creswell et al., 2003), or more specifically, a partially mixed concurrent equal status design (Leech & Onwuegbuzie, 2009). According to Leech and Onwuegbuzie (2009) a partially mixed concurrent equal status design involves conducting a study that has two parallel phases occurring simultaneously such that the quantitative and qualitative phases have approximate equal weight: QUAN/QUAL. Furthermore, the quantitative and qualitative portions of the study are not mixed until both data types have been collected and analyzed (see Figure 4).

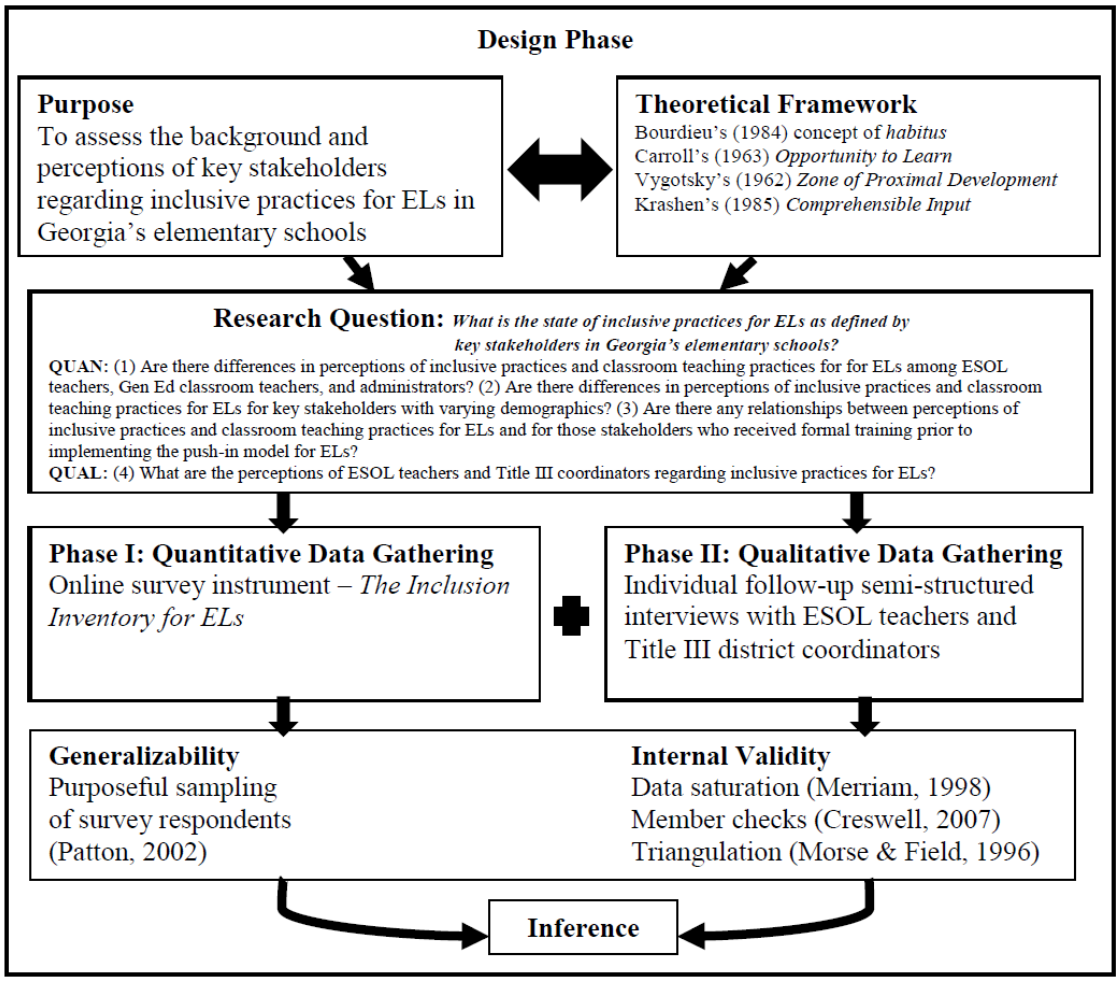


Figure 4. Research Design Flowchart

For Phase 1, an online survey was made available on Qualtrics; Qualtrics is a software program that provides web-based survey instrument services. The survey was used to collect quantitative data directly from ESOL teachers, Gen Ed classroom teachers, administrators, and Title III district coordinators in Georgia's elementary schools about their perceptions of inclusive educational practices for ELs. The quantitative data were utilized to answer the following three sub-questions:

1. (A) Are there differences in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed classroom teachers, and administrators?

   (B) Are there differences in classroom teaching practices for ELs between ESOL teachers and Gen Ed teachers?
2. Are there differences in perceptions of inclusive practices and classroom teaching practices for ELs for key stakeholders with varying demographics?
3. (A) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for ELs?

   (B) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for key stakeholders who received formal training prior to implementing the push-in model for ELs?

In addition, the quantitative data further clarified the qualitative data used to answer the fourth and final sub-question: What are the perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs? In Phase 2, semi-structured qualitative follow-up interviews were carried out with a total sample of 11 participants in

order to more closely examine the perceptions of key stakeholders about inclusive practices for ELs. While a preliminary analysis of the quantitative data was conducted prior to carrying out the interviews, the majority of the data was collected simultaneously. These sub-questions focused the study within the broader context of the overarching research question: *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

Rationale for the Design

According to Creswell and Plano Clark (2007), mixed methods research is a research methodology with philosophical assumptions as well as methods of inquiry. As a methodology, mixed methods research involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of both quantitative and qualitative approaches in many phases throughout the research process. Mixed methods research focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007).

The rationale for mixing both kinds of data within this study was grounded in the fact that neither quantitative nor qualitative methods were sufficient, by themselves, to examine the state of inclusive practices for ELs in Georgia's elementary schools. When used in combination, quantitative and qualitative methods complement each other and allow for a more robust analysis, taking advantage of the strengths of each (Miles &

Huberman, 1994; Tashakkori & Teddlie, 1998). Thus, the selection of the concurrent triangulation mixed methods research design (Creswell et al., 2003) was based on the questions to be explored. The main research question was:

> *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

The sub-questions related to this study were:

1. (A) Are there differences in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed classroom teachers, and administrators?

   (B) Are there differences in classroom teaching practices for ELs between ESOL teachers and Gen Ed teachers?
2. Are there differences in perceptions of inclusive practices and classroom teaching practices for ELs for key stakeholders with varying demographics?
3. (A) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for ELs?

   (B) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for key stakeholders who received formal training prior to implementing the push-in model for ELs?
4. What are the perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs?

The first three sub-questions were quantitative and measured the nature and extent of stakeholders' perceptions of inclusive educational practices for ELs. These

quantitative questions also served to examine the existence of differences and relationships regarding inclusive practices for ELs as well as to cross-analyze data across the groups of key stakeholders to establish generalizability of the findings to ESOL teachers, Gen Ed teachers, and administrators in elementary schools throughout the state of Georgia. The quantitative portion of this mixed-methods study was conducted using *The Inclusion Inventory for ELs*, which was based on *The Inclusion Inventory* developed by Becker, Roberts, and Dumas (2000). The fourth sub-question was qualitative and explored ESOL teachers' and Title III coordinators' perceptions of inclusive practices for ELs. The qualitative portion included individual follow-up interviews with ESOL teachers and district coordinators concerning their perceived strengths and weaknesses of the push-in model. Both the quantitative and qualitative components of the study were given equal status.

My rationale for choosing a QUAN/QUAL mixed methods approach for the study was to help overcome potential weaknesses to the study that each method can present, such as the qualitative weakness of generalizability and the quantitative weakness of lack of context and meaning (Creswell, 2008) that interactions with individual participants can provide. The mixed methods design in the study was aimed at increasing generalizability with the use of quantitative survey data and providing meaning and context with the use of qualitative semi-structured interviews. In sum, the first three sub-questions were positioned in the quantitative paradigm in order to provide information about the perceptions of inclusive practices for ELs. The last question, on the other hand, was

positioned in the qualitative paradigm. Qualitative data were needed to more deeply understand the factors influencing stakeholders' perceptions regarding the ESOL push-in model of service delivery.

Role of the Researcher

According to Glesne (2006), the role of the researcher is two-fold: First is the researcher's role as a researcher. The second researcher role is the researcher as learner. In this section, I will account for the bias imposed by my role as both a researcher and as a learner. As a researcher, I am a curious student who comes to learn from and with research participants as I am neither an expert nor an authority in the ESOL field or on the topic of inclusive practices for ELs.

When I first began teaching ESOL in Georgia in 2002, ESOL instruction in elementary schools was predominantly provided through a pull-out model in which ELs were taken from their Gen Ed classes to my "classroom," which in some years was a closet or workroom. During the EL's 45-50 minute segment, I would deliver content-based lessons integrating listening, speaking, reading and writing skills. Over a four year time period, I served upwards of 45 ELs during a six segment school day. When I returned to Georgia in 2012, I encountered my first experience with the push-in model. In the push-in setting, I was expected to share classroom space with the Gen Ed teacher as well as responsibilities for planning instruction, teaching, and assessing ELs. In my current position as an elementary ESOL teacher, I serve 75 students during a seven segment school day and teach alongside seven different classroom teachers. Although I

work primarily with first and second grade ELs, the content area (e.g., reading, writing, or math) that I push-in to varies throughout the day. Thus, the goal of my research was to provide a "true" picture of what ESOL push-in is like in Georgia's elementary schools. For me, this means understanding "how" we got here, understanding "how" things are going, understanding "how" things may be in the future and most importantly understanding "what" needs to be in place for ELs to receive an all-inclusive education.

I made several design decisions which aimed to minimize the effects of researcher bias. The design featured triangulating sources of data: First, taping and transcribing interviews protected against researcher errors and misinterpretations. Second, member checks afforded another opportunity for minimizing errors in recording and reporting interview data as well as ensuring that an accurate picture of the participant's experience had been captured and explained. Third, during the qualitative analysis of interviews, a code map was also utilized to reduce data, understand the phenomenon, develop constructs, and develop theories (Anfara, Brown, & Mangione, 2002; Saldana, 2013).

Site and Participants

The goal of the sample selection was to obtain a representative sample of ESOL teachers, Gen Ed teachers, and administrators in Georgia's elementary schools. Georgia is among eleven states whose EL population has grown more than 200% over the time span of a decade. EL enrollment in 1997-1998 was 14,339. By 2007-2008, Georgia's EL enrollment rose to 72,613, accounting for an exponential growth rate of 406.4%. In 2012-2013, numbers increased to 87,160 with ELs making up 5.3% of the total number of

students in Georgia's public schools (GADOE State Record). Per Georgia State Education rule 160-4-5-.02, there are six approved delivery models for providing language assistance services to ELs. ESOL programs in the state include structured English immersion, sheltered English instruction, specially designed academic instruction in English (SDAIE), content-based ESOL, and pull-out ESOL; these programs use English as the sole language of instruction for ELs. Dual language and heritage language programs serve as the only instructional programs in the state that use English and another language such as Spanish, Vietnamese, Korean, Chinese, or French as the mediums through which subject area content is taught (OELA, 2013). For the present study, the program of interest was the implementation of the push-in model. In the push-in model (within reading, language arts, mathematics, science or social studies), students remain in their core academic class where they receive content instruction from their Gen Ed teacher along with targeted language instruction from the ESOL teacher (Alston et al., 2014).

Selection of the research sample was purposeful. Purposeful sampling (Patton, 2002) seeks information-rich cases which can be studied in depth. This type of sampling is sometimes referred to as purposive sampling (Merriam, 1998) or judgment sampling (Gay, Mills, & Airasian, 2009). Because there are over 195 school systems in the state of Georgia, 189 of which serve ELs, the decision was made to narrow the target population to the participants attending Kennesaw State University's (KSU) Annual ESOL Conference on the elementary school focused days for the following three reasons:

(1) The conference focused on key stakeholders that work in the elementary setting; (2) The conference has been well-attended in the past; and (3) Conference attendees represented districts across the state. The Bagwell College of Education at Kennesaw State University and the Georgia Department of Education Title III department host this annual three day conference each February. During KSU's 13th Annual ESOL Conference in 2014, there were 1,267 attendees from 110 school districts in Georgia. Registration for the 2015 conference on the two elementary school focused days included 389 attendees on February 4 and 375 attendees on February 5.

To gain entry to the conference and access to attendees, I emailed KSU's Conference Planning Committee and communicated my interest in assessing the background and perceptions of key stakeholders regarding the push-in model for ELs. The Director and Assistant Director/Conference Chair agreed that the conference would be an appropriate study site and suggested the purchase of a sponsorship to receive the exhibitor and vendor benefits which would also afford me the opportunity to recruit participants (Appendix A).

Participants in the study included key stakeholders that worked directly or indirectly with ELs in Georgia's elementary schools that implement the push-in model. Participants included:

- ESOL Teachers: An ESOL teacher is a professional educator who is certified to provide English as a Second Language (ESL).

- General Education Teachers: A Gen Ed teacher is an elementary level (K-6) classroom teacher who teaches reading, language arts, math, science, or social studies to students who participate in the core academic curriculum.
- Administrators: Administrators are principals, assistant principals, and those individuals who oversee the Title III program which assists school districts in providing language instruction for Limited English Proficient (LEP) and immigrant students.

The number of respondents who participated in the online survey administration as part of Phase 1 of the study was $N = 253$. Of the 253 respondents who completed the survey, a total of 167 ($n = 167$) indicated that the push-in model was one of the ESOL programs that was implemented at their respective schools, yielding an overall response rate of 66.01%. In addition, eight ESOL teachers and three district coordinators were interviewed as part of Phase 2 of the study until saturation (Merriam, 1998) and informational redundancy (Patton, 2002; Sandelowski, 1995) were reached.

Quantitative Sampling

All key stakeholders attending the KSU ESOL conference were asked to participate in Phase 1 of the study. Recruitment materials included a conference insert provided to all KSU conference attendees (Appendix B). The insert provided three ways to access the online survey for Phase 1 of the study: (1) a website (Appendix C), (2) a direct link to the survey, and (3) a QR code. A statement at the beginning of each survey asked participants to provide their informed consent (Appendix D). In addition, I

contacted members of Georgia's Teachers of ESOL (GATESOL) Association of which I am a member to complete the survey. Both conferences sponsored by GATESOL and KSU provide professional development opportunities about the field of ESOL that are made available to educators throughout Georgia. I also contacted attendees who have presented on the topic of collaboration at past GATESOL and KSU conferences; this information was available in past conference proceedings.

Qualitative Sampling

According to Sandelowski (1995), determining adequate sample size in qualitative research is ultimately a matter of judgment and experience; for that reason, researchers need to evaluate the quality of the information collected in light of the uses to which it will be put. In general, sample sizes in qualitative research should not be too small that it is difficult to achieve saturation (Merriam, 1998). At the same time, the sample should not be too large that it is difficult to undertake a deep, case-oriented analysis (Sandelowski, 1995). To know if informational redundancy (Sandelowski, 1995) or saturation (Patton, 2002) is reached is founded on the assumption that data collection and analysis are going hand-in-hand. In other words, data is collected and analyzed, at least in a preliminary fashion, and this analysis informs subsequent data collection decisions (Morse, 1991).

Upon completion of the survey, respondents were invited to volunteer to participate in a follow-up interview. The number of respondents who expressed an interest in participating in an individual interview as part of Phase 2 of the study was

$N = 50$. Of the total sample, four respondents were excluded for one or more of the following reasons: (a) I had a personal or working relationship with the respondent; (b) The respondent did not provide her school/work email address; or (c) The respondent's school system was part of the Statewide Title III Consortium in which districts with fewer than 72 ELs were reported. 90 of Georgia's 189 school districts are part of this Consortium. Interested respondents represented 26 school systems from around the state and 12 regions of Georgia. Each school district is part of 16 Regional Educational Service Agencies (RESA) strategically located throughout the state of Georgia. I contacted at minimum one ESOL teacher from each of the 26 school districts represented; eight ESOL teachers agreed to participate in a follow-up interview. None of the three Gen Ed teachers who initially expressed an interest proceeded through with an interview. Three of the five Title III district coordinators I contacted participated in the interview process. In total, I interviewed eight ESOL teachers and three Title III district coordinators ($n = 11$) who represented 10 school systems in Georgia and five educational regions. Table 2 represents the demographic information for interview participants, which includes the region (not county) of Georgia in which they work, their primary responsibility, the total number of years they have worked in education, their ethnic background, and their ability to communicate in a language other than English (with ELs and their families).

Table 2
Demographic Information for Interview Participants

Participant	**Region**	**Primary Responsibility**	**Years in Education**	**Ethnicity**	**Bilingual or Multilingual**
Ms. Walker	Oconee	ESOL Teacher	2	Caucasian	Yes
Mr. Russell	West	ESOL Teacher	14	Caucasian	No
Mr. James	Northwest	ESOL Teacher	18	Caucasian	No
Ms. Thomas	North	ESOL Teacher	16	Caucasian	No
Ms. Dant	Metro	ESOL Teacher	10	Caucasian	Yes
Ms. Stone	Metro	ESOL Teacher	12	African-American	No
Ms. Peters	Metro	ESOL Teacher	15	Caucasian	No
Ms. Arthur	Metro	ESOL Teacher	24	Caucasian	Yes
Ms. Windsor	North	Administrator	22	Caucasian	No
Ms. Stewart	Metro	Administrator	19	Caucasian	Yes
Ms. Matthews	Metro	Administrator	33	Caucasian	Yes

Note. Pseudonyms were used to replace any identifying information such as participants' names.

Phase I: Quantitative Data

The Inclusion Inventory

The primary quantitative instrument for this dissertation was an adaptation of the Inclusion Inventory developed by Becker, Roberts, and Dumas (2000). Becker et al. developed *The Inclusion Inventory: A Tool for Measuring the Implementation and Use of Inclusive Practices* in conjunction with the Texas University Affiliated Program for Developmental Disabilities and Inclusion Works. The primary author of the instrument, Dr. Heather Becker, was contacted and permission was granted to use the instrument (Appendix E). The original 90-item inventory was designed to measure educators' perceptions of inclusive practices in their schools and their schools' efforts to enhance inclusive educational practices for students with disabilities. Becker et al.'s initial administration of the Inclusion Inventory generated responses from a combination of 2,763 Gen Ed and special education teachers, administrators, paraprofessionals, and other support personnel across 72 schools, yielding internal Cronbach Alpha coefficients of .72 or greater for each of the seven sub-scales. Becker et al. reported that respondents with experience in inclusive educational practices and those from schools where teams implemented inclusive education tended to have higher ratings on the Inclusion Inventory.

The Inclusion Inventory for ELs

The modified version of the instrument includes 114 items. The organization of *The Inclusion Inventory for ELs* (Appendix F) is outlined below:

I. The *Background Information* section (18 items) assessed the stakeholder's primary role, teaching experience, teaching arrangements, and previous experience with inclusive practices for ELs.

II. *Planning for Inclusive Practices for ELs* (20 items) asked stakeholders to rate the adequacy of staff development on inclusive practices for ELs they have received.

III. *Support for Inclusive Practices for ELs* (8 items) explored the level of perceived support for inclusive practices for ELs as well as opportunities for planning and the adequacy of resources at stakeholders' respective schools.

IV. *Use of Inclusive Practices for ELs* (10 items) explored what stakeholders have done to adopt inclusive practices for ELs.

V. *Implementation of Inclusive Practices for ELs* (14 items) assessed how often ELs are involved in various instructional activities.

VI. *Beliefs about Inclusive Practices for ELs* (12 items) explored stakeholders' agreement with various statements about inclusive practices for ELs. For example, stakeholders were asked if Gen Ed students benefit socially from inclusive practices designed to accommodate ELs in the push-in setting.

VII. *Effects of Inclusive Practices for ELs* (6 items) asked stakeholders if they believed ELs in push-in settings do Worse, the Same, or Better in various

areas, such as academic achievement, than they would in traditional ESOL pull-out settings.

VIII. *Classroom Teaching Practices for ELs* (26 items) assessed how frequently ESOL and Gen Ed teachers used various teaching strategies recommended by the Sheltered Instruction Observation Protocol.

Sections for Background Information, Planning for Inclusive Practices for ELs, Support for Inclusive Practices for ELs, and Classroom Teaching Practices for ELs were expanded based on the Sheltered Instruction Observation Protocol (SIOP). Research demonstrates that teachers trained in sheltered instruction through SIOP provide relatively more effective and successful instruction for ELs in Gen Ed settings (Echevarria, Vogt, & Short, 2008). Research conducted by SIOP creators Echeverarria, Vogt, and Short (2008) has shown that students in classes with SIOP-trained teachers outperformed students with teachers who were not similarly trained. Scientifically research-based instructional activities, like SIOP, provide a foundation upon which to educate ELs in the Gen Ed setting and contribute an essential element to implementing an effective ESOL program through which ELs not only are included but also gain access to the Gen Ed curriculum. The model for SIOP represents the results of more than a decade of research. SIOP provides teachers with an observation tool that can also serve as an instrument for planning, implementing, and reflecting on lesson delivery as well as a framework for professional development. The SIOP model provides teachers with a structure for instruction in terms of integrating both language skills and specific content

standards. Technical vocabulary, an essential component for building background knowledge for ELs, is identified and linked to prior learning. Content concepts are clearly presented, with consideration of the language proficiency levels of students. Frequent interaction between and among the ESOL teacher, ELs, and their peers is meaningful and focused on content. SIOP emphasizes student engagement through hands-on and cooperative learning activities that utilize content and language knowledge. Ongoing assessment and specific feedback are given to students, enabling teachers to adjust instruction and ensure achievement of language and content objectives The SIOP model consists of the following major categories: (a) Preparation, (b) Instruction, and (c) Review/Assessment. The Instruction category is further divided into six features: (1) Building Background; (2) Comprehensible Input; (3) Strategies; (4) Interaction; (5) Practice/Application; and (6) Lesson Delivery. Preparation, the six features of Instruction, and Review/Assessment make up the eight components of the SIOP model (Echevarria et al., 2008).

Grounded in Krashen's (1994) input hypothesis, SIOP calls for teachers to provide comprehensible input, $i+1$, which is slightly above the learner's current proficiency level in the English language. Comprehensible input provides the scaffolding and guided participation (Fisher & Frey, 2008; Rogoff, 1992) necessary for ELs to acquire language with a focus on academic content rather than the specific structures of the target language (Krashen, 1994; Minaya-Rowe, 2003). Teachers can make language input comprehensible through a variety of scaffolding techniques, such as linguistic

simplification, and the use of realia, visuals, pictures, and graphic organizers (Echevarria et al., 2008). For instance, graphic organizers are powerful tools to use with ELs because they display information with pictures, labels, or short phrases, thereby reducing the language load (Carrier, 2005). While SIOP provides one framework for making content comprehensible for ELs, sheltered instruction, in and of itself, includes features that allow ELs to access the Gen Ed curriculum in the effort to mainstream ELs in push-in settings through five main components (as cited in Hansen-Thomas, 2008) (1) the use of cooperative learning activities with appropriately designed heterogeneous grouping of students, (2) a focus on academic language as well as key content vocabulary, (3) a judicious use of ELs' first language as a tool to provide comprehensibility, (4) the use of hands-on activities using authentic materials, demonstrations, and modeling, and (5) explicit teaching and implementation of learning strategies.

Field Testing of the Inclusion Inventory for ELs. Prior to launching the online survey, I contacted eight ESOL teachers, four Gen Ed teachers, and three school administrators with whom I have a personal or working relationship to participate in a preview of the Inclusion Inventory for ELs. In an email (Appendix G), I explained that their expert opinion would strengthen the validity of the instrument. Two ESOL teachers and all three administrators ($n = 5$) participated in the field test. I asked these field experts to provide feedback using the following the protocol (spelled as CLEAR):

- Content: Are the questions related to the purpose of the study, which is to assess the background and perceptions of key stakeholders regarding the inclusion or "push-in" model for ELs in Georgia's elementary schools?
- Length: Is the survey approximately 10-15 minutes in length?
- Errors: Are there grammar and/or spelling errors?
- Ambiguity: Are the survey items unambiguous? Do any of the items need to be clarified or reworded?
- Readability: Could you read the survey with ease? Was it user friendly?

The comments I received from field experts were largely based on technical issues, such as not being able to print the informed consent or move beyond the initial page of the survey instrument. Once the technical issues were resolved, the respondents expressed no concerns on the content, grammar, spelling, or readability of the items. One expert explained that she had to indicate "Don't Know" on some of the survey items. The length of the survey administration preview ranged from 6-19 minutes.

Quantitative Data Collection Procedures

Quantitative data collection began on February 4, 2015. ESOL teachers, Gen Ed classroom teachers, and administrators attending the KSU ESOL conference were asked to participate in the online survey. Recruitment materials included a conference insert provided to all KSU conference attendees. The insert provided three ways to access the online survey for Phase 1 of the study: (1) a website, (2) a direct link to the survey, and (3) a QR code. A statement at the beginning of each survey asked participants to provide

their informed consent. To further increase response return rates, the use of an incentive was offered to encourage stakeholders to complete the survey. At the completion of the online survey, participants were redirected to a survey landing page where they could receive a free RedBox™ movie rental code.

A month prior to the close of the survey window, the KSU ESOL Conference Assistant Director sent out an email (Appendix H) reminding participants to complete the survey; she also posted the survey link on the conference's web page at my request. An email invitation as well as the cover page of the online survey explained the purpose of the study, described my expectations of participants and informed participants that their participation was completely voluntary. In addition, participants were assured that data would be kept confidential. The survey window remained open until March 27, 2015.

Quantitative Data Analysis

After checking for completeness and data cleaning, SPSS version 22 was used to analyze the quantitative survey data. First, Cronbach Alphas were computed as measures of internal consistency for each of the seven sub-scales. The "Don't Know" responses in the sections for Planning, Implementation, and Effects were set as missing so that descriptive statistics for each item could be computed. The survey data analysis that was carried out to address each research question is presented in Table 3. Each of the survey items falling under the sub-scales was combined into the respective sub-groups in order to analyze items that were closely related. The raw data were entered into SPSS as they appeared on the Inclusion Inventory for ELs and are outlined in Table 4.

Table 3

Quantitative Data Analysis for Research Sub-questions 1-3

Research Question	**Survey Item(s)**	**Data Analysis**	**Independent Variables**	**Dependent Variables**
1. (A) Are there differences in perceptions of inclusive practices among ESOL and Gen Ed teachers and administrators?	14, 15, 16, 17, 18, 19, 20, 21, 22	MANOVA	Group 1: ESOL Teachers Group 2: Gen Ed Teachers Group 3: Administrators	Planning Support Use Implementation Beliefs Effects
(B) Are there differences in classroom teaching practices between ESOL and Gen Ed teachers?	23, 24, 25	Independent t-test	Group 1: ESOL Teacher Group 2: Gen Ed Teachers	Classroom Teaching Practices
2. Are there differences in perceptions of inclusive practices and classroom teaching practices for key stakeholders with varying demographics?	10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 29, 30, 32	MANOVA Non-parametric Spearman	Years of experience Ethnicity Language Number of ELs Length of ESOL service	Planning Support Use Implementation Beliefs Effects Practices
3. (A) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for ELs?	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	Pearson correlation	Classroom Teaching Practices	Planning Support Use Implementation Beliefs Effects
(B) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for key stakeholders who received formal training prior to implementing the push-in model?	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	MANOVA ANOVA Independent t-test	Formal training	Planning Support Use Implementation Beliefs Effects Practices

Table 4
SPSS Entry of Sub-scales

Survey Section	**Survey Question**	**Survey Items**
Planning for Inclusive Practices	12	
	13	
	14	a-i
	15	a-i
Support for Inclusive Practices	16	a-h
Use of Inclusive Practices	17	a-j
Implementation of Inclusive Practices	18	a-g
	19	a-g
*Beliefs about Inclusive Practices**	20	a-f
	21	a-f
Effects of Inclusive Practices	22	a-f
Classroom Teaching Practices	23	a-i
	24	a-i
	25	a-h

* Prior to analysis, survey question 20a, 20d, 20e, 20f and survey question 21b, 21c, 21e, 21f were coded inversely to reflect positive responses.

The survey items were organized into seven sub-scales (not including The Background Information Section). Items on the first six sub-scales of Planning for Inclusive Practices, Support for Inclusive Practices, Use of Inclusive Practices, Implementation of Inclusive Practices, Beliefs about Inclusive Practices, and Effects of Inclusive Practices asked ESOL teachers, Gen Ed teachers, and administrators about their *perceptions* of inclusive practices for ELs. Items on the final and seventh sub-scale asked ESOL and Gen Ed teachers to rate the frequency in which they engage in teaching *behaviors* outlined in the survey section for Classroom Teaching Practices. To address each of the first three research sub-questions, the sub-scales were divided into two categories: (1) Perception sub-scales, and (2) Behaviors.

Once the averaged score was determined for each of the sub-scales, more in-depth analysis took place. The research questions were examined using independent sample t-tests when comparing two groups, in this case ESOL and Gen Ed teachers. Independent t-tests were used to determine whether there was a statistically significant difference between ESOL and Gen Ed teachers as measured by the averaged score from the Classroom Teaching Practices or Behaviors sub-scale for ELs. When comparing three groups' means, including Administrators, Multivariate Analysis of Variance (MANOVA), was used. All three groups were compared using MANOVA; in this case, perceptions toward inclusive practices were measured by averaged scores on the first six sub-scales or Perception sub-scales. Additionally, Spearman's rank correlation was used to understand whether there was an association between the sub-scales as related to the

continuous variable for the number of ELs that ESOL and Gen Ed teachers served on a daily basis as well as for the ordinal measure which addressed the amount of ESOL service ELs received in minutes per day. For research question three, Pearson's correlation was used to describe the relationship of the six Perception sub-scales as related to the Behaviors sub-scale of Classroom Teaching Practices.

Phase II: Qualitative Data

Interview Protocol

Semi-structured interviews increased the comprehensiveness of the overall data collected and allowed me to hear directly from individual participants about their perceptions of the push-in model for ELs, which addressed the fourth and final sub-question: What are the perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs? A qualitative semi-structured protocol (Appendix I) was used during interviews with purposefully selected participants who volunteered to share more about their perceptions on inclusive educational practices for ELs. According to Lofland and Lofland (1984), in keeping with the flexible nature of qualitative research design, interview guides can be modified over time to focus attention on areas of particular importance or to exclude questions the researcher has found to be unproductive for the goals of her research; thus, a preliminary analysis of the quantitative data was made prior to carrying out the interviews so that the interview protocol could be refined.

Qualitative Data Collection Procedures

Upon completion of the survey, respondents were asked: "Are you interested in sharing more about your perceptions of the ESOL 'push-in' model in a follow-up interview for Phase 2 of this study?" If the response was affirmative, respondents were directed to a separate survey which requested their contact information. Respondents were informed of the following: First, their contact information was not a commitment to participate in an interview. In addition, the contact information (which included their name, title/primary responsibility, and school/work email address) would in no way be linked to their individual survey responses as personal data would not be tracked. Second, interview participants would be selected from a group of respondents who indicated their interest in participating in a follow-up interview. Third, selected participants who completed the interview would receive a modest gift (not to exceed $15 in value). At the completion of the online survey all respondents, regardless of their interest in sharing more about their perceptions of the ESOL push-in model, were redirected to a survey landing page where they could receive a free RedBox™ movie rental code.

At the KSU ESOL Conference, I employed additional recruitment measures for qualitative data collection. Recruitment materials included a conference insert provided to all KSU conference attendees. The insert invited attendees to visit the booth (or vendor table) and website. The website provided an additional way for participants to contact me if they were interested in taking part in a follow-up interview. Furthermore, twenty-five

conference attendees who visited my conference table were selected to receive a $5 Amazon™ gift card in a random drawing to encourage participation in Phase 2 of the study.

All ESOL teacher and Title III district coordinators interview participants were asked to give informed consent. Participants signed an additional statement (Appendix J) indicating their willingness to participate and expressed their understanding that confidentiality rather than anonymity would be ensured. While none of the participants indicated a desire for the incentive, each received a $10 Starbucks™ gift card. Participants' names and the names of their schools and districts were not disclosed and pseudonyms replaced any additional identifying information. Each interview was audio-recorded and transcribed after gaining informed consent from the participant. Patton says that a tape recorder is "indispensable" (1990, p. 348) as recordings have the advantage of capturing data more faithfully than rapidly written notes might and can make it easier for the researcher to focus on the interview.

Qualitative Data Analysis

Following their interviews, participants were asked to check their transcripts for accuracy (Appendix K). Content analysis and identification of themes were based on three levels of induction as seen in the code map (Appendix L): (1) The first level was open coding which was used to deconstruct the text; (2) The second level served to reconstruct the first level codes into categories; and (3) The third level related these themes to one another (Huberman & Miles, 1984; Patton, 2002). The interviews were

designed to seek a deeper understanding of the survey data analysis. To obtain a big picture of the data inductively, I also followed Strauss and Corbin's (1998) open coding system, during which time I wrote down anything that came to mind while reading each interview transcript. Tentative codes and categories were explored and rearranged as necessary to ensure that codes were sensitive to the data, exhaustive, mutually exclusive, and conceptually congruent (Merriam, 2009). The responses to each of the questions on the follow-up interview protocol were initially coded by hand and then additionally coded using QDA Miner 4.1 software to further explore participants' viewpoints. QDA Miner 4.1 is a qualitative data analysis package that was used to analyze the text of the semi-structured questions in Phase 2. After completing member checks for the 11 transcripts, I grouped participant responses per question and created lists in 13 separate Microsoft Word documents. The responses were grouped by question and divided into the following categories: (1) Planning for Inclusive Practices; (2) Support for Inclusive Practices; (3) Use of Inclusive Practices; (4) Implementation of Inclusive Practices; (5) Beliefs about Inclusive Practices; (6) Effects of Inclusive Practices; (7) Evolution of Push-in (8) Push-in Observation, (9) Support v. Commitment; (10) Challenges; (11) Teacher Roles, (12) Teacher Conflict, and (13) DOE definition. To input the responses into the program, the Word documents were uploaded using QDA Miner 4.1's Conversion Wizard. To conduct content analysis of participant responses, I used WordStat 7.0.9 (one of the tools on QDA Miner 4.1) to report the frequencies and cross-tabulation of the codes I initially created by hand. The WordStat tool allowed me to use

the codes as keywords and highlight the context of the code with the language of the participant before and after the code/keywords. When the responses to each question were coded and further categorized, I was able to identify emergent themes by coded similarities suggested in the ESOL teachers' and Title III district coordinators' perceptions of inclusive practices for ELs. Finally, I reviewed the input from all interview participants as a whole to glean any additional overarching insights.

Data Saturation

Strauss and Corbin (1998) suggest that saturation is a "matter of degree" (p.136) in which the researcher makes the subjective determination that new data will not provide any new information or insights (Creswell, 2008). In order to ensure that saturation had been achieved, subsequent rounds of interviews were conducted until saturation (Patton, 2002) and informational redundancy (Sandelowski, 1995) were reached.

Member Checks

Once themes were developed and established, interview participants were offered the opportunity to respond to the analyses of their transcripts in order to account for their perceptions of the credibility of the results. According to Creswell (2007), member checks may involve sharing all of the findings with the participants, and allowing them to critically analyze the findings and comment on them. Whether the member checking occurs simultaneously during the interview or near the end of the project, it serves to decrease the incidence of incorrect data and the incorrect interpretation of data, with the overall goal of providing findings that are authentic and original (Creswell, 2007;

Moustakas, 1994). The greatest benefit of conducting member checks is that it allows the researcher the opportunity to verify the accuracy and completeness of the findings which then helps to improve the trustworthiness of the study (Cohen & Crabtree, 2006).

Triangulation

According to Miles and Huberman (1994) and De Vos (2011), data management is an integral part of data analysis. Managing such a database is viewed as a challenge, due to the need to comprehend the data and locate a description to illustrate a concept (Morse & Field, 1996). In this study, I decided to handle data management by displaying the triangulation process results in a matrix (see Table 5); the matrix provided a summary of what the results were and identified common themes in the survey and interview data in order to generate the triangulated results.

Summary

This mixed methods study addressed the state of inclusive practices for ELs in Georgia's elementary schools. A triangulation mixed methods design was used through which different but complementary data were collected on the same topic. In the study, a survey instrument was used to describe the perceptions of ESOL teachers, Gen Ed classroom teachers, and administrators regarding inclusive practices for ELs. Concurrent with this quantitative data collection, qualitative interviews explored the perceptions of ESOL teachers and Title III coordinators regarding the push-in model for ELs. The results of these methods are explained in the following chapter. A discussion of what these results mean for educational stakeholders can be found in Chapter 5.

Table 5
Triangulation Matrix

Major Findings	Data Sources	
	Survey Data	**Interviews**
Theme 1: Defining Reality		
1. While ESOL teachers and Title III district coordinators possessed educational knowledge and had participated in formal training prior to implementing the push-in model for ELs, Gen Ed teachers and administrators had not participated in extensive formal training that adequately prepared them to address ELs' needs in mainstream settings.		
2. High levels of frequency and use of research-based instructional strategies were reported by both ESOL and Gen Ed teachers; however, there was not a significant relationship between classroom teaching practices and their potential effects on EL achievement.		
Theme 2: Buy-in		
1. ESOL teachers perceived high levels of trust from their administrators. Although administrative trust allowed ESOL teachers to exercise autonomy, ESOL teachers still desired additional administrative support in establishing a clear delineation of ESOL and Gen Ed teachers' roles and responsibilities in the push-in model.		
2. ESOL teachers perceived a low level of teacher commitment and buy-in on the part of Gen Ed teachers as a result of mandates for push-in and corresponding pressures of accountability measures, like TKES and SLOs.		
Theme 3: Culture of Inclusivity and Collaboration		
1. ESOL teachers established collaborative partnerships with some of their Gen Ed teachers but found it difficult to sustain high levels of collaboration with all of their push-in teachers due to a lack of common planning time as well as having to serve ELs in multiple grade levels, content areas, or schools.		
2. For the most part, stakeholders perceived that ELs' sociocultural, linguistic, and academic needs were being met in push-in settings, with the exception of newcomers with limited proficiency or in a few cases of reported "racist" remarks and "tracking."		
Theme 4: ESOL Program Effectiveness		
1. There were no significant differences among stakeholder groups regarding inclusive practices as related to the demographics of years of teaching experience in elementary schools, ethnicity, foreign language proficiency, or for the number of ELs teachers served on a daily basis.		
2. There was a significant relationship in the perceptions of inclusive practices for Planning, Support, Use, and Beliefs as well as Classroom Teaching Practices as the amount of ESOL service minutes increased. In other words, perceptions of inclusive practices and teaching behaviors increased when ESOL and Gen Ed teachers had a longer period of time to deliver instruction to ELs.		

CHAPTER 4

RESULTS

Using concurrent triangulation mixed methods, the study investigated the state of inclusive practices for ELs in Georgia's elementary schools. Quantitative data were collected using *The Inclusion Inventory for ELs* that assessed the background and perceptions of 119 ESOL teachers, 32 Gen Ed teachers and 16 administrators regarding the push-in model for ELs. In addition, qualitative data from interviews with eight ESOL teachers and three Title III district coordinators were also collected. A QUAN/QUAL equal status design was used to address the central research question:

> *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

This chapter first reports the quantitative analysis from the survey data collected in Phase 1 and is followed by qualitative findings generated from the follow-up interviews conducted during Phase 2.

Phase I: Quantitative Results

The results of the quantitative data will be reported in three sections: First, the reliability of the sub-scales derived from the Inclusion Inventory for ELs will be reported. Second, descriptive information that is necessary in completing inferential statistics for the survey instrument will be reported. Third, quantitative results for the first three sub-questions will be reported:

1. (A) Are there differences in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed classroom teachers, and administrators?

   (B) Are there differences in classroom teaching practices for ELs between ESOL teachers and Gen Ed teachers?
2. Are there differences in perceptions of inclusive practices and classroom teaching practices for ELs for key stakeholders with varying demographics?
3. (A) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for ELs?

   (B) Are there any relationships between perceptions of inclusive practices and classroom teaching practices for key stakeholders who received formal training prior to implementing the push-in model for ELs?

Reliability of the Survey Sub-scales

When using Likert-type scales, it is imperative to calculate and report Cronbach's Alpha coefficient for internal consistency reliability for sub-scales of a psychometric instrument (Gliem & Gliem, 2003). According to Gliem and Gliem (2003), data analysis must use summated sub-scales and not individual items; otherwise, the reliability of the items is at best probably low and at worst unknown. Cronbach's Alpha does not provide reliability estimates for single items; therefore, the reliability of The Inclusion Inventory for ELs was determined by examining the internal consistency derived from the seven sub-scales on the Inclusion Inventory for ELs (not including The Background

Information Section): (1) Planning for Inclusive Practices, (2) Support for Inclusive Practices, (3) Use of Inclusive Practices, (4) Implementation of Inclusive Practices, (5) Beliefs about Inclusive Practices, (6) Effects of Inclusive Practices, and (7) Classroom Teaching Practices. The resulting Cronbach Alpha coefficients on the adaptive survey ranged from .66 to .96 (see Table 6). Overall, the Inclusion Inventory for ELs was found to be highly reliable with the exception of the sub-scale for Beliefs about Inclusive Practices which yielded a Cronbach Alpha value of less than 0.70. Subsequently, the survey items on the Beliefs about Inclusive Practices sub-scale were studied individually. The deletion of a single item would not increase the Alpha value of the sub-scale so caution was exercised in the interpretation of the results from the sub-scale for Beliefs about Inclusive Practices.

In addition, standard deviations for the sub-scales in the instrument were included (see Table 6). Average item scores with higher scores reflect a more positive view of inclusive educational practices for ELs. The "Don't Know" responses within the sub-scales of Planning for Inclusive Practices, Implementation of Inclusive Practices, and Effects of Inclusive Practices were set as missing before data analysis was conducted using SPSS version 22; this caused the varying numbers (*n*) of respondents on the sub-scales. Also, only ESOL and Gen Ed teachers were asked to respond to the items on the Classroom Teaching Practices sub-scale.

Table 6
Cronbach Alpha Reliability Coefficients for Inclusion Inventory for ELs

Survey Section	**Number of Items**	**N**	**Mean**	**Standard Deviation**	**Alpha value**
Planning for Inclusive Practices	18 3 point scale	129	1.75	.51	.96
Support for Inclusive Practices	8 4 point scale	167	2.81	.50	.86
Use of Inclusive Practices	10 3 point scale	167	2.36	.54	.86
Implementation of Inclusive Practices	14 4 point scale	110	3.10	.40	.79
Beliefs about Inclusive Practices	12 4 point scale	167	2.53	.32	.66
Effects of Inclusive Practices	6 3 point scale	143	2.45	.57	.92
Classroom Teaching Practices	26 4 point scale	151	3.20	.45	.95

Descriptive Statistics of the Survey

The background and demographic information for each respondent was collected on the instrument, including: primary responsibility, the number of ELs that ESOL and Gen Ed teachers served on a daily basis, the amount of ESOL service ELs received in minutes each day, whether or not the respondent received formal training prior to implementing the push-in model, the number of years the respondent taught or worked in the elementary setting, the respondent's race or ethnicity, and whether or not the respondent could communicate in a language other than English (Appendix M).

The background and demographic information were reported in the order they appeared on the Inclusion Inventory for ELs. First, the primary responsibility of respondents was reported; the survey items responses were initially divided into the following groups: ESOL teacher (71.3% *n* = 119), Gen Ed teacher (19.2% *n* = 32), School Administrator (1.2% *n* = 2), and ESOL/Title III District Coordinator (8.4% *n* = 14). Since the third group (Administrator) included only two respondents and the fourth group (Title III Coordinator) included 14 respondents, the two groups were collapsed into one category: Administrators (Appendix M).

In addition, ESOL and Gen Ed teachers served fewer than 15 (21.9% *n* = 33) to as many as 75-99 (2.0% *n* = 3) ELs on a daily basis. Typically, ELs received 45-50 minutes of ESOL instruction (74.2% *n* = 112) each day. Less than one fourth (21.1% *n* = 31) of respondents received staff development and training on push-in practices prior to the implementation of this model of service delivery. Of the total sample of respondents, 111

had more than 10 years of experience teaching at the elementary level. Seventy-six percent of the respondents filling out the survey were Caucasian. Also, a little more than one third (35.3% n = 59) of the respondents could communicate in a language other than English (Appendix M).

Quantitative Results of Research Questions

The research questions were examined using independent sample t-tests, in this case to compare the means of two groups: (1) ESOL teachers, and (2) Gen Ed teachers. When comparing three group means, including administrators, Multivariate Analysis of Variance (MANOVA) was used. Spearman's rank correlation was used to understand whether there was an association among the sub-scales involving the ordinal measures of interest, which were the number of ELs that teachers served on a daily basis as well as the amount of ESOL service that ELs received in minutes each day.

The survey items were organized into seven sub-scales (excluding Background Information). Items on the first six sub-scales addressed perceptions of inclusive practices for ELs. On these sub-scales, ESOL Teachers, Gen Ed teachers, and administrators were asked to respond to survey items regarding their perceptions of inclusive practices for ELs as they related to Planning for Inclusive Practices, Support for Inclusive Practices, Use of Inclusive Practices, Implementation of Inclusive Practices, Beliefs about Inclusive Practices, and Effects of Inclusive Practices. Items on the seventh and final sub-scale asked ESOL and Gen Ed teachers to rate the frequency in which they engaged in teaching behaviors outlined in the survey section for Classroom Teaching Practices. Thus, the sub-

scales were divided into two categories: (1) Perception, and (2) Behaviors. Pearson's correlation was used to describe the relationship between the categories of Perception and Behaviors.

Research Question 1A: Are there differences in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed classroom teachers, and administrators?

There was no significant difference in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed teachers, and administrators. The purpose of this question was to gain self-reports on respondents' perceptions of inclusive practices for ELs among key stakeholders. Table 7 represents the means and standard deviations. To compare the differences among the three groups, MANOVA was used to compare group means. Results of the MANOVA were Wilks' $\Lambda = .908$, $F(12, 278) = 1.146$, $p = .323$ and revealed no significant difference at the specified .05 level. Due to the difficulty accessing the population and the need for an adequate response rate, a true random sample of each group was not possible; response rates were as follows: ESOL teachers ($n = 103$), Gen Ed teachers ($n = 30$), and Administrators ($n = 14$). As a result, the inclusion of the Administrator group may have reduced the power of significance. Further analysis could include individual ANOVAs to determine if there is a relationship between ESOL teachers and Gen Ed teachers on the respective sub-scales. Furthermore, the response rate could be improved in future research in order to generate a larger *N* size for group comparison which may uncover a significant difference among the three groups.

Table 7
Descriptives for Perception Sub-scales

Survey Section	**Primary Responsibility**	**N**	**Mean**	**Standard Deviation**
Planning for Inclusive Practices	ESOL Teacher	103	1.72	.51
	Gen Ed Teacher	30	1.77	.58
	Administrator	14	1.90	.47
Support for Inclusive Practices	ESOL Teacher	103	2.82	.47
	Gen Ed Teacher	30	2.73	.49
	Administrator	14	2.75	.64
Use of Inclusive Practices	ESOL Teacher	103	2.37	.51
	Gen Ed Teacher	30	2.22	.57
	Administrator	14	2.52	.62
Implementation of Inclusive Practices	ESOL Teacher	103	3.08	.36
	Gen Ed Teacher	30	3.13	.50
	Administrator	14	2.95	.37
Beliefs about Inclusive Practices	ESOL Teacher	103	2.51	.33
	Gen Ed Teacher	30	2.56	.29
	Administrator	14	2.61	.30
Effects of Inclusive Practices	ESOL Teacher	103	2.40	.56
	Gen Ed Teacher	30	2.49	.66
	Administrator	14	2.60	.56

Research Question 1B: Are there differences in classroom teaching practices for ELs between ESOL teachers and Gen Ed teachers?

There was no difference in classroom teaching practices for ELs between ESOL teachers and Gen Ed teachers. The purpose of this question was to gain self-reports on the frequency in which ESOL and Gen Ed teachers used research-based teaching strategies in the delivery of instruction to ELs. To compare the differences between the two groups, an independent samples t-test was carried out to compare group means. Table 8 represents the means and standard deviations. Results of the t-test were $t(149) = .083$, $p = .934$, 95% CI [-.17, .19] which indicated that there was no significant difference at the specified .05 level. Thus, ESOL and Gen Ed teachers accommodate ELs in the classroom with similar frequency using classroom teaching practices designed to meet students' needs. Moreover, the self-report of teacher respondents indicated the level of frequency that various instructional strategies were used rather than the quality in which they were delivered to ELs.

Table 8
Descriptives for Behaviors Sub-scale

Survey Section	**Primary Responsibility**	**N**	**Mean**	**Standard Deviation**
Classroom Teaching Practices	ESOL Teacher	119	3.20	.45
	Gen Ed Teacher	32	3.19	.46

Research Question 2: Are there differences in perceptions of inclusive practices and classroom teaching practices for ELs for key stakeholders with varying demographics?

MANOVA for Years of Experience. There was no significant difference in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed teachers, and administrators who had 9 years or less teaching experience and 10 years or more of teaching experience in elementary schools. The purpose of this question was to gain self-reports on respondents' perceptions of inclusive practices for ELs among key stakeholders with varying levels of teaching experience. Table 9 represents the means and standard deviations. To compare the differences among the three groups, MANOVA was used to compare group means. Results of the MANOVA were Wilks' $\Lambda = .946$, $F(6, 140) = 1.324$, $p = .250$ and revealed no significant difference at the specified .05 level. The survey item regarding years of teaching experience in the elementary setting was initially divided into these possible responses: 1 year or less ($n = 10$), 2 years ($n = 6$), 3 years ($n = 8$), 4 years ($n = 7$), 5 years ($n = 4$), 6 years ($n = 1$), 7 years ($n = 7$), 8 years ($n = 8$), 9 years ($n = 5$), and 10 years or more ($n = 111$). These responses were collapsed into two categories: 9 years or less ($n = 56$) and 10 years or more ($n = 111$). The survey item could be improved in future research by allowing respondents to enter in their years of teaching experience in an open response format which may reveal a significant difference among the three groups.

Table 9
Perception Sub-scales Descriptives for Years of Teaching Experience in Elementary Schools

Survey Section	**Primary Responsibility**	**N**	**Mean**	**Standard Deviation**
Planning for Inclusive Practices	9 years or less	48	1.71	.54
	10 years or more	99	1.77	.51
Support for Inclusive Practices	9 years or less	48	2.68	.48
	10 years or more	99	2.85	.49
Use of Inclusive Practices	9 years or less	48	2.28	.59
	10 years or more	99	2.39	.50
Implementation of Inclusive Practices	9 years or less	48	2.99	.38
	10 years or more	99	3.12	.40
Beliefs about Inclusive Practices	9 years or less	48	2.48	.34
	10 years or more	99	2.56	.30
Effects of Inclusive Practices	9 years or less	48	2.37	.62
	10 years or more	99	2.47	.56

MANOVA for Ethnic Background. There was no significant difference in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed teachers. and administrators who indicated that their race was Caucasian or whose ethnic background was Non-White. The purpose of this question was to gain self-reports on respondents' perceptions of inclusive practices for ELs among key stakeholders with diverse ethnic backgrounds. Appendix N represents the means and standard deviations. To compare the differences among the three groups, MANOVA was used to compare group means. Results of the MANOVA were Wilks' $\Lambda = .929$, $F(6, 140) = 1.794$, $p = .104$ and revealed no significant difference at the specified .05 level. The responses that ESOL teachers, Gen Ed teachers, and administrators reported regarding their ethnic background and race were initially divided into the following choices: American Indian or Alaska Native (n = 8), Asian, Native Hawaiian or Other Pacific Islander (n = 4), Black or African American (n = 20), White (n = 127), and Other (n = 5). The responses were collapsed into two categories: White (n = 112) and Non-White (n = 35). This overrepresentation of the White sub-group indicated that White teachers are more frequently the teacher of record for ELs rather than teachers whose ethnicity is a background other than Caucasian. Although the number of students of color, like ELs, is growing dramatically, this overrepresentation of Caucasian educators mirrors current statistics in U.S. schools which are staffed primarily by White teachers (Villegas & Lucas, 2002).

MANOVA for Foreign Language Proficiency. There was no significant difference in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed

teachers, and administrators who indicated that they could communicate in a language other than English. The purpose of this question was to gain self-reports on respondents' perceptions of inclusive practices for ELs among key stakeholders with foreign language proficiency. Appendix O represents the means and standard deviations. To compare the differences among the three groups, MANOVA was used to compare group means. Results of the MANOVA were Wilks' $\Lambda = .953$, $F(6, 140) = 1.156$, $p = .333$ and revealed no significant difference among the three groups at the specified .05 level. Of the stakeholders who indicated proficiency in communicating in a foreign language, Spanish was the language that was most frequently reported and likewise represents the language most commonly reported on home language surveys by parents of ELs in Georgia's schools (OELA, 2013).

Non-Parametric Correlations for Perception Sub-scales. There was no significant relationship on any of the six Perception sub-scales using the continuous variable for the number of ELs teachers served. In contrast, there was a statistically significant relationship on the Perception sub-scales (Appendix P) of Planning for Inclusive Practices, Support for Inclusive Practices, Use of Inclusive Practices, and Beliefs about Inclusive Practices using the ordinal measure for the amount of time ELs were provided with ESOL service on a daily basis. The purpose of this question was to gain self-reports on respondents' perceptions of inclusive practices who served varying numbers of ELs. Also, an association was examined to see if there was a relationship with the amount of time ELs received ESOL service daily. Because the number of ELs

and the length of the ESOL service segment were ordinal measures and were not normally distributed, nonparametric procedures were applied to further answer Research Question 2. The Spearman's rank order correlation coefficient (i.e., Spearman's rho), was performed to test the relationship for two ordinal measures: (1) the number of ELs whom ESOL and Gen Ed teachers served on a daily basis, and (2) the amount of ESOL service ELs received in minutes per day.

Although the Spearman's rho revealed no significant relationship on any of the six Perception sub-scales using the continuous variable for the number of ELs served, the Spearman's rho revealed a statistically significant relationship on the Perception sub-scales (Appendix P) of Planning for Inclusive Practices ($r = .284$, $p = .001$), Support for Inclusive Practices ($r = .291$, $p < .001$), Use of Inclusive Practices ($r = .187$, $p = .022$), and Beliefs about Inclusive Practices ($r = .217$, $p = .007$). In other words, as the length of ESOL service minutes increased, the perceptions of ESOL and Gen Ed teachers trended positively toward employing inclusive practices for ELs in the areas of Planning, Support, Use, and Beliefs.

In further examining the ordinal measures, suggestions for slight alterations to the survey items were considered. For example, the survey item regarding the number of ELs whom ESOL and Gen Ed teachers served on a daily basis was divided into these possible responses: Fewer than 15 ($n = 33$), 15-20 ($n = 12$), 21-29 ($n = 25$), 30-44 ($n = 33$), 45-59 ($n = 25$), 60-74 ($n = 20$), and 75-99 ($n = 3$). The survey item could be improved in future research by allowing respondents to enter in the number of ELs in an open response

format which may uncover a significant difference among the three groups. In addition, the survey item regarding the amount of time ELs received ESOL service in minutes per day could be improved in future research. For instance, the responses for the survey item were divided into these possible choices: Less than 45 minutes (n = 22), 45-50 minutes (n = 112), and More than 50 minutes (n = 17). By rephrasing the question to indicate the minutes of "face-to-face" instruction that ELs receive during the push-in segment rather than the minutes of "bell-to bell" instruction that ELs receive during their ESOL segment could reveal a significant difference among the three stakeholder groups on additional sub-scales.

Independent t-test for Years of Experience. There was no significant difference in classroom teaching practices for ESOL teachers and Gen Ed teachers who had taught in the elementary setting for 9 years or more or had 10 or more years of elementary teaching experience. The purpose of this question was to gain self-reports on respondents' teaching behaviors between groups with varied levels of teaching experience in elementary schools. Table 10 represents the means and standard deviations. To compare the differences between the two groups, an independent samples t-test was carried out to compare group means. Results of the t-test were $t(149) = -1.165$, $p = .246$, 95% CI [-.25, .06]. There was no significant difference at the specified .05 level. Similarly, there was no significant difference when comparing all stakeholder groups with varying levels of teaching experience on the Perception sub-scales just as there was

no significant difference when comparing teachers with varying levels of teaching experience on the Behaviors sub-scale of Classroom Teaching Practices.

Table 10
Behaviors Sub-scale Descriptives for Years of Teaching Experience in Elementary Schools

Survey Section	Primary Responsibility	N	Mean	Standard Deviation
Classroom Teaching Practices	9 years or less	46	3.13	.45
	10 years or more	105	3.23	.45

Independent t-test for Ethnic Background. There was no significant difference in classroom teaching practices for ESOL teachers and Gen Ed teachers who indicated that their race was White or whose ethnicity was other than Caucasian. The purpose of this question was to gain self-reports on respondents' teaching behaviors between groups with diverse ethnic backgrounds. Table 11 represents the means and standard deviations. To compare the differences between the two groups, an independent samples t-test was carried out to compare group means. Results of the t-test were $t(149) = -1.851$, $p = .066$, 95% CI [-.33, .01]. There was no significant difference at the specified .05 level. Although there was no significant difference between White and Non-White sub-groups, a case could be made that there was more frequent use of classroom teaching practices for ELs by those teachers whose ethnicity was non-White. However, the response rate was too small for the Non-White group ($n = 36$) as compared to the White group ($n =$

115) and can be considered a suggestion for future research to investigate the frequency of classroom teaching practices for ELs as delivered by teachers with diverse ethnic backgrounds.

Table 11
Behaviors Sub-scale Descriptives for White and Non-White Groups

Survey Section	**Ethnic Background**	**N**	**Mean**	**Standard Deviation**
Classroom Teaching Practices	White	115	3.16	.46
	Non-White	36	3.32	.42

Table 12
Behaviors Sub-scale Descriptives for Language Other than English

Survey Section	**Language Other Than English**	**N**	**Mean**	**Standard Deviation**
Classroom Teaching Practices	Yes	55	3.17	.44
	No	96	3.21	.46

Independent t-test for Foreign Language Proficiency. There was no significant difference in classroom teaching practices for ESOL teachers and Gen Ed teachers who indicated that they could communicate in a language other than English. The purpose of this question was to gain self-reports on respondents' teaching behaviors between groups with foreign language proficiency. Table 12 above represents the means and standard deviations. To compare the differences between the two groups, an independent samples t-test was carried out to compare group means. Results of the t-test were $t(149) = -.518$,

p = .605, 95% CI [-.19, .11]. There was no significant difference at the specified .05 level. Similarly, there was no significant difference when comparing all stakeholder groups with foreign language proficiency on the Perception sub-scales just as there was no significant difference when comparing teachers with foreign language proficiency on the Behaviors sub-scale of Classroom Teaching Practices.

Non-parametric Correlations for Behaviors Sub-scale. There was no significant relationship with classroom teaching practices using the continuous variable for the number of ELs teachers served. In contrast, there was a statistically significant relationship with classroom teaching practices using the ordinal measure for the amount of time ELs received ESOL service in minutes on a daily basis (see Table 13). The purpose of this question was to gain self-reports on respondents' teaching behaviors as related to the number of ELs teachers served on a daily basis. Also, an association was examined to see if there was a relationship with the amount of time ELs received ESOL service in minutes daily. Because the number of ELs and the amount of ESOL service minutes were ordinal measures and were not normally distributed, nonparametric procedures were applied to further answer Research Question 2. The Spearman's rank order correlation coefficient (i.e., Spearman's rho), was performed to test the relationship for two ordinal measures: (1) the number of ELs whom ESOL and Gen Ed teachers served on a daily basis, and (2) the amount of time ELs received ESOL service in minutes per day.

Although the Spearman's rho revealed no significant relationship with classroom teaching practices using the continuous variable for the number of ELs served, the Spearman's rho revealed a statistically significant relationship for Classroom Teaching Practices (r = .184, p = .024) using the variable for the amount of time ELs received ESOL service (see Table 13). In other words, as the amount of ESOL service minutes increased, ESOL and Gen Teachers were more likely to deliver instructional strategies to meet the needs of ELs.

Table 13
Non-parametric Correlations for Number of ELs and Length of ESOL Service as related to Behaviors Sub-scale

		Classroom Teaching Practices
	Correlation Coefficient	1
	Sig. (2-tailed)	
	N	151
Number of ELs	Correlation Coefficient	-.041
	Sig. (2-tailed)	.619
	N	151
Length of ESOL Service Segment	Correlation Coefficient	.184*
	Sig. (2-tailed)	.024
	N	151

* Correlation is significant at the 0.05 level (2-tailed).

Research Question 3A: Are there any relationships between perceptions of inclusive practices and classroom teaching practices for ELs?

Four of the Perception sub-scales had statistically significant relationships with the Behaviors sub-scale of Classroom Teaching Practices, including Planning for Inclusive Practices, Support for Inclusive Practices, Use of Inclusive Practices, and Implementation of Inclusive Practices (see Table 14). Neither Beliefs about Inclusive Practices nor Effects of Inclusive Practices had any relationship to Classroom Teaching Practices. The purpose of this research question was to look more closely at the relationship between the six Perception sub-scales and the Behaviors sub-scale of Classroom Teaching Practices. Correlational analyses were used to examine the relationship between the sub-scales on the Inclusion Inventory for ELs. The Pearson correlation coefficient was used to identify linear relationships among the variables, if any such relationships existed (Gay, Mills, & Airasian, 2009). Four sub-scales had relationships with Classroom Teaching Practices (see Table 14). These included Planning for Inclusive Practices ($r = .327$, $p < .001$), Support for Inclusive Practices ($r = .254$, $p = .002$), Use of Inclusive Practices ($r = .274$, $p = .001$), and Implementation of Inclusive Practices ($r = .345$, $p < .001$). Neither Beliefs about Inclusive Practices ($r = .138$, $p = .090$) nor Effects of Inclusive Practices ($r = .139$, $p = .093$) had any relationship to Classroom Teaching Practices. In other words, as perceptions of inclusive practices for ELs increased in the areas of Planning, Support, Use, and Implementation, ESOL and Gen Ed teachers more frequently used classroom teaching practices that included ELs in the delivery of their instruction.

Table 14
Correlations between Perceptions of Inclusive Practices and Classroom Teaching Practices for ELs

		Classroom Teaching Practices
	Pearson Correlation	1
	Sig. (2-tailed)	
	N	151
Planning for Inclusive Practices	Pearson Correlation	.327**
	Sig. (2-tailed)	<.001
	N	135
Support of Inclusive Practices	Pearson Correlation	.254**
	Sig. (2-tailed)	.002
	N	151
Use of Inclusive Practices	Pearson Correlation	.274**
	Sig. (2-tailed)	.001
	N	151
Implementation of Inclusive Practices	Pearson Correlation	.345**
	Sig. (2-tailed)	<.001
	N	151
Beliefs about Inclusive Practices	Pearson Correlation	.138
	Sig. (2-tailed)	.090
	N	151
Effects for Inclusive Practices	Pearson Correlation	.139
	Sig. (2-tailed)	.093
	N	147

** Correlation is significant at the 0.01 level (2-tailed).

MANOVA for Formal Training. There was a statistically significant difference in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed teachers, and administrators who indicated that they had participated in formal training on the push-in model prior to its implementation. The purpose of this question was to gain self-reports on respondents' perceptions of inclusive practices for ELs among key stakeholders who had received formal training on the push-in model prior to implementation. Table 14 represents the means and standard deviations. To compare the differences among the three groups, MANOVA was used to compare group means. Results of the MANOVA were Wilks' $\Lambda = .804$, $F(6, 88) = 3.576$, $p = .003$ and revealed a significant difference on at least one of the sub-scales. Individual ANOVAs were run to determine which of the sub-scales was significant. Results of the ANOVA indicated significance on the sub-scales for Planning for Inclusive Practices ($p < .001$), Support for Inclusive Practices ($p = .009$), and Use of Inclusive Practices ($p = .009$). Those respondents who received professional development prior to the implementation of the push-in model for ELs were more likely to establish inclusive practices in their schools and districts in the areas of Planning, Support, and Use.

Independent t-test for Formal Training. There was a statistically significant difference in classroom teaching practices for ESOL teachers and Gen Ed teachers who received formal training on push-in prior to its implementation. The purpose of this question was to gain self-reports on the teaching behaviors of respondents who had received formal training on push-in prior to implementation. Table 15 represents the

means and standard deviations. To compare the differences between the two groups, an independent samples t-test was carried out to compare group means. Results of the t-test were $t(89) = 2.604$, $p = .011$, 95% CI [.07, .48] and revealed a statistically significant difference at the specified .05 level. In other words, if teacher respondents participated in staff development prior to implementing the push-in model, they were more likely to design lesson plans specific to ELs' needs, to experience administrative support while establishing an inclusive environment for ELs, and to use strategies to improve the inclusionary efforts within and beyond their school sites.

Table 15
Results of t-test and Descriptive Statistics for Formal Training Prior to Push-in

	Yes $n = 26$		No $n = 65$				
	M	SD	M	SD	Sig.	t	df
Classroom Teaching Practices	3.38	.43	3.10	.46	.011*	2.604	89

* $p < .05$

Summary of the Quantitative Data

Regarding stakeholders' roles, there were no differences in perceptions of inclusive practices for ELs among ESOL teachers, Gen Ed teachers, or administrators. Likewise, there was no difference in classroom teaching practices for ELs as delivered by ESOL and Gen Ed teachers. Regarding demographic factors such as years of teaching

experience in elementary schools, ethnic background, or foreign language proficiency, there were no differences in perceptions of inclusive practices among stakeholder groups. Similarly, there was no relationship between perceptions of inclusive practices nor classroom teaching practices as related to the number of ELs whom ESOL and Gen Ed teachers served on a daily basis. On the contrary, Spearman's rho revealed a statistically significant relationship on the Perception sub-scales of Planning, Support, Use, and Beliefs as well as the Behaviors sub-scale of Classroom Teaching Practices as related to the amount of ESOL service minutes that ELs received on a daily basis. Similarly, Pearson's correlation revealed that when perceptions of inclusive practices for ELs increased in the areas of Planning, Support, Use, and Implementation, the frequency of research-based instructional strategies for ELs increased in educational settings. Additionally, there was a strong relationship between those key stakeholders who participated in staff development and training on push-in as related to the scales of Planning, Support, and Use. Correspondingly, ESOL and Gen Ed teachers more frequently used classroom teaching practices that included ELs in the delivery of their instruction if they received formal training on push-in practices prior to implementing this model of service delivery

Phase II: Qualitative Results

Phase 2 of the study, in which 11 survey respondents participated in individual follow-up interviews, served to further complement the survey data collected during Phase 1 of the study. The interview data pertained to Research Question 4: What are the

perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs? The themes that emerged from the data provided additional depth to the findings for each of the research sub-questions as well as addressed the main question of this dissertation: *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

Qualitative Results of the Research Question

A total sample of 11 survey respondents participated in individual follow-up interviews. Eight interviews were conducted over the phone while three others were conducted in person. Table 16 (ESOL teachers) and Table 17 (Administrators) represent a brief description of the context in which each interview participant works. Content analysis of 11 transcriptions revealed themes based on eight ESOL teachers' and three Title III coordinators' perceptions of inclusive practices for ELs. A preliminary analysis of the quantitative data preceded the interviews and therefore informed the development of codes for the qualitative data (Creswell et al., 2003). The categories resulting from the content analysis were listed numerically in a code map (Appendix L). Additionally, member checks were an essential step to ensuring the trustworthiness, dignity, and voice of the participants (Carlson, 2010). All interview participants were asked to check the words, phrases, quotes, or excerpts from their transcripts that were selected in response to the questions on the semi-structured protocol (Appendix I). During the process of member checks (Appendix K), participants were asked to verify their background information as well as to confirm that nothing of importance was overlooked.

Table 16
ESOL Teacher Interview Participants

Name	Teaching designation	Years in ESOL	Content Area	Other Models in Practice	Itinerant
Ms. Walker	3rd-11th	2	ELA* Math Sci/SS**	Pull-out	3 schools
Mr. Russell	1st, 2nd, 4th, 9th-12th	1	ELA/Reading	Pull-out IDM	3 schools
Mr. James	1st-7th	13	ELA Science	Pull-out	3 schools
Ms. Thomas	K-1st	1	ELA Math Sci/SS	NA	NA
Ms. Dant	K-1st	2	ELA/Writing	NA	NA
Ms. Stone	K-5th	4	ELA Math Sci/SS	NA	2 schools
Ms. Peters	1st-5th	1	ELA/Writing	Pull-out	NA
Ms. Arthur	1st & 4th	21	ELA Math Sci/SS	NA	NA

*English Language Arts has been abbreviated as ELA.
**Science and Social Studies have been abbreviated as Sci/SS.

Table 17
Administrator Interview Participants

Name	**Designation**	**Years in ESOL**	**ESOL Certification**	**District Training on Push-in**	**Other Models for Elementary ELs**
Ms. Windsor	Title III District Coordinator	3	Yes	SIOP training Book studies	Pull-out
Ms. Stewart	Title III District Coordinator	19	Yes	Co-teaching training with experts	Pull-out Scheduled class periods
Ms. Matthews	Title III District Coordinator	26	No	Book studies	Pull-out IDM Consultative

Research Question 4: What are the perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs?

Four themes emerged from the data analysis that addressed ESOL teachers' and Title III coordinators' perceptions of inclusive practices for ELs. The themes of (1) Defining Reality, (2) Buy-in, (3) Culture of Inclusivity and Collaboration, and (4) ESOL Program Effectiveness emerged from the three iterations of interview data analysis represented in a code map (Appendix L). In this next section of the chapter, each of the themes will be explored through the narratives of the eight ESOL teachers and three Title III district coordinators (n = 11) who participated in the semi-structured follow-up interview process.

Defining Reality

Education, Training, and Professional Development. The majority of ESOL teacher participants learned about the push-in model when they either earned their add-on endorsement or certification through a Master's program. These various TESOL programs provided information about the different models of service delivery used in Georgia's schools as well as training on the Sheltered Instruction Observation Protocol (SIOP). Beyond the traditional classroom setting, formal training ranged from being as "negligible, minimal, brief" (Ms. Dant), for instance "a slide about co-teaching model" (Ms. Dant) to a workshop where ESOL teachers were provided with "several different take-away resources" (Ms. Stone) in addition to information that allowed them to see what the push-in model "looks like and interact with other ESOL teachers who may have

taught push-in previously" (Ms. Stone). ESOL teacher Ms. Stone liked that "information was presented in a way that it made real-life sense" so that "a lot of what we saw and did, we were able to walk away and use once we got back to our buildings."

Both Title III district coordinators Ms. Stewart and Ms. Windsor provided extensive training for both ESOL and Gen Ed teachers at their respective school systems. For example, Ms. Stewart has participated in, organized, and delivered training that included bringing experts on collaboration and co-teaching to help train teachers and better develop their understanding of the collaborative teaching model. Ms. Stewart stated:

> I've brought out Dove and Honigsfeld. I brought them out specifically to address co-teaching…Every single one of my ESOL teachers, and we have 56, were required to bring a regular ed colleague with whom they worked…What typically came out to be the greatest value was a time for the regular ed and the ESOL teacher to actually sit down and have a dialogue and for them to hear the same information. For a lot of ESOL teachers the information presented wasn't necessarily new, some of it was. But to actually have that time to have a dialogue and to actually talk about specific students that they knew and the content area, that turned out to be the best thing. As a result, I have some fantastic collaborative teams and it all started from that training in September. I have some great models of

> co-teaching happening now, that I think really was sparked by that training.

Ms. Windsor required her district's Gen Ed teachers to go through three days of SIOP training with their EL partners in the fall and in the spring so that they were both learning the same strategies, methods, and practices and "they're learning how to do it together." In addition, Ms. Windsor's district hosted a coaching session at which time a consultant went into the schools to observe the teachers working together using the Sheltered Instruction Observation Protocol.

More commonly, ESOL teachers like Ms. Arthur had a "good bit of county level training that is generally very good," but per Ms. Arthur and ESOL teacher Ms. Walker, Gen Ed teachers have not received extensive formal training. Ms. Arthur elaborated that only a few of her classroom teachers "have really been interested enough to come along with us [to county level training, the KSU ESOL Conference, or the Georgia TESOL conference] although there's been opportunities for them to come. It's really hard to get them to come." Ms. Arthur has even made "overtures" to her administrators to conduct faculty-wide training at her school, but she and her ESOL colleagues "just haven't been put on the agenda." Ms. Walker agreed that having Gen Ed teachers participate in formal training would be "the key:"

> If you only trained the ESOL teacher, you've only trained half the team. I feel like the partner teacher really needs more training that I do on how the [push-in] model is supposed to work. There's just a lot of misconceptions

> about what my role is in the classroom, what I'm supposed to be doing with my students. So I think the one major thing is that I would encourage content area teachers who are going to be involved with push-in teaching to receive formal training because ours have not.

According to Title III district coordinator Ms. Matthews, "nobody does training on the push-in…we do train our administrators and our teachers on how we should implement push-in, but we don't typically do that as a stand-alone staff development." Instead, Ms. Matthews preferred doing book studies and reading the literature on collaboration and co-teaching as part of her training sessions. In the case of ESOL teacher Ms. Peters, reading the state resource guide and meeting other ESOL teachers who implemented push-in practices served as avenues to gain more knowledge about the model. Ms. Peters as well as ESOL teachers Mr. James and Ms. Thomas received co-teaching training that was related to special education inclusion rather than specifically designed for ESOL.

Given the opportunity, Ms. Matthews would design professional development that includes three components for her district leaders to disseminate at their schools to develop a greater understanding of best push-in practices for ELs, which include: (1) "An absolute expectation that the [ESOL and Gen Ed] teachers are co-equals and should both be delivering the instruction; (2) "The mechanisms and time for adequate planning and clear communicated goals", and (3) "Sharing the space and creating the space for the [ESOL] teacher who is pushing-in." Likewise, ESOL teacher Ms. Dant desired

professional development that includes similar components in her discussion of vision, planning, logistics, and materials:

> I would want to talk to the principal first to find out the vision of why this model and what she expected to be accomplished through that model. I would definitely want to train classroom teachers and the ESOL teacher and it would be good if they attended the same training. Because two issues I am especially aware of right now are planning and logistical issues. With planning, with two of my six teachers, I actually get to plan. [It is] not that there is planning time, but they plan with me. We find time to plan together. With the other four, I just look and see what they have listed as their lesson plans and I put something to go along with what they have put down, but they do not ask me for input so I am not involved in their planning. I would address planning. But the other part I would address is the logistics of where can I interact with the students. I end up sitting on the floor because the teacher has the table and the para-pro has the table, and there is no place in the room for me. So I am trying to find a place to interact with the students. And what about materials? Some of them do not even know what resources they have in their room. Or can I use the resources they have, or if I track down resources, where do we store them? How are they accessible? So one part is preparing for instruction but the other part is what materials do we need, and how are

> we going to coordinate to be able to put our hands on them when we need them?

Inside or Outside the Lines. Half of the ESOL teachers I interviewed had no desire to change or add to the State's definition of the push-in model; they seemed highly aware that compliance to state guidelines meant that implementation of the push-in model was different than co-teaching. According to Mr. Russell, "Push-in means I'm there to provide assistance to my students." Whereas in "co-teaching, we do collaborative planning. I teach part of a lesson. I teach in the classroom." Ms. Walker did not "have any problem" with Gen Ed teachers being responsible for teaching the content of the subject area and for her [the ESOL teacher] being responsible for targeted language instruction. For Ms. Thomas, this meant that it was her [the ESOL teacher's] job to help the Gen Ed teacher with the content while making sure that ELs understood the academic language. Along with supporting her students in the push-in setting, Ms. Stone also felt that it was important that Gen Ed teachers were aware of and knew how to provide modifications and accommodations based on ELs' needs.

Yet while Mr. James understood his role of doing "just the language" and agreed with the definition of push-in, he explained that "it's just a definition." Furthermore, Mr. James advised that ESOL teachers exercise "common sense and if you have expertise…by all means participate…jump in," especially during "teachable moments." Although Ms. Arthur and Ms. Peters did not explicitly state their agreement nor disagreement with the State's definition of push-in, the explanation of their teaching

contexts suggests that the delivery of instruction with their counterpart Gen Ed teachers resembled team-teaching. Ms. Arthur provided an example of what push-in might look like to an observer:

> In most classrooms we do whole group, and the [Gen Ed] teacher and I [ESOL teacher] will co-teach. She'll talk for two minutes, and then I talk. It's very spontaneous. We just sort of ping pong back and forth. We introduce the topic and support each other in making sure they [ELs] understand and have them respond and ask what they understood when we're introducing something new.

Of the ESOL teachers I interviewed, Ms. Arthur's school context was unique in that it was rare to have a child in a classroom who was not an EL especially in the primary grades. In one of her classes, there were over 25 ELs and a single non-EL. Coordinator Ms. Matthews reported similar numbers in her school system and commented "Sometimes we say push-in but what does push-in mean when 18 out of every 22 kindergartners are already ELs in some schools?"

Ms. Peters' caseload of 23 ELs varied greatly from Ms. Arthur's. Having far fewer ELs to serve not only allowed Ms. Peters the flexibility to provide one fourth grade student with individualized reading instruction in a pull-out setting but also allowed her to push-in with the same child during her writing block. Ms. Peters described what push-in might look like if an observer were to walk in during the English Language Arts class for her and her Gen Ed partner teacher:

> It looks like we're both the teacher. So the General Ed teacher usually starts off the lesson, and then I'll [the ESOL teacher] make some comments…The kids know they can come to me for help as well because I am in there for Language Arts writing. She's pretty much on one side of the room; I'm on the other when they do individual writing. We try to bounce ideas off each other. Probably somebody would walk in and not be able to tell who really is the lead teacher in the classroom.

ESOL teacher Ms. Dant's teaching context not only echoed the voices of Ms. Arthur and Ms. Peters but my own voice as well:

> The push-in model is inclusive so if it is co-teaching as I have with [Gen Ed teachers] Ms. A and Ms. C, then that's a win-win. But if it's a classroom teacher that is going on and on with her show in the front of the room and I am waiting for 20 minutes, then half of my time is gone, and I didn't get to interact with a single student…Because they're [ELs] learning the language through the content, I have to be responsible for the content, too. I have to be aware of what the content is in order to use English for them to have access to the content. It can't be that the classroom teacher is responsible for content but not language. Both have to be responsible for both.

Ms. Dant followed with remarks that a county visitor had shared with her about an observation of her push-in class with Gen Ed teacher Ms. C.:

> I did not know who was the ESOL teacher and which one was the classroom teacher. The principal told me [the county observer] that you [Ms. Dant] were ESOL, but when the teacher [Ms. C] was speaking, you were watching to make sure the children were engaged and when you were speaking, the teacher was doing vice versa. So it wasn't that one person was sitting on the periphery and one was handling it, both were occupied.

Coordinator Ms. Stewart's experience includes her current position as an administrator and her experience as a former ESOL teacher as well. When Ms. Stewart first delivered instruction in a push-in setting, she went into an Algebra class and a Physical Science class, content areas in which she was not highly qualified. In this circumstance, Ms. Stewart said that for her it was "incredibly difficult to focus and to clearly divide what is language and what is content." Ms. Stewart outlined her expectations of an ideal co-teaching or push-in model as an observer or evaluator:

> The State says that we should be able to upon observation clearly identify who the ESOL teacher is and who the regular ed teacher is…I disagree with that because I think with effective teaching, both teachers should be teaching language and both should understand the content which they're teaching…Quite often in the ideal environment what I see is a true partnership where they're completing each other's sentences…They are also reading the students and changing things as needed…What I see and I

> call effective collaborative teaching of the push-in model is where the ESOL teacher and the content teacher are both collaboratively teaching and you see mixed groups…We should use data to determine differentiation and the grouping and flexible grouping with a purpose. I don't think an ideal group is going to be all ESOL students together. That's wrong and when I see it, especially in the elementary and guided reading – guided reading is differentiated by design…I think the definition, how it's defined with the state needs to be altered to really clearly demonstrate more of a research on collaborative teaching.

Ms. Windsor reported similar groupings in her classrooms at the elementary level in her position as a Title III coordinator. According to Ms. Windsor, the levels in the classrooms were "very fluid" and based on ELs' guided reading levels. The ESOL and Gen Ed teacher each delivered instruction to their own small groups and children rotated between the groups. In the push-in setting, students also worked independently and according to Ms. Windsor "it takes a lot of collaboration and design" on the part of both teachers to ensure that students' needs were met. Ms. Windsor reiterated that change was needed to the current definition of push-in:

> Right now it is set up where you are supposed to teach your specific EL students. I think that is a hindrance in the collaborative model. I think a classroom in reality is much more fluid than you always have your own students because our teachers both have strengths and weaknesses in the

> collaborative model…saying only an EL teacher can teach an EL…really limits the potential of the teaching model.

Classroom Teaching Practices. Overwhelmingly, ESOL teachers had knowledge of and practiced the research-based instructional strategies suggested by SIOP. However, the context in which these strategies were delivered to ELs varied widely. According to coordinator Ms. Stewart, "What we typically see in our push-in model is that the teachers never collaborated, there was never any conversation. The ESOL teacher walks in and that's when she finds out what's happening in the classroom. She's little more than a glorified parapro." ESOL teacher Ms. Walker surmised that her Gen Ed teachers saw her as "more of a tutor there to help those students learn the material…so I don't always have the freedom to do what I need to do as far as direct language instruction." Much of Ms. Walker's time was spent administering tests rather than instructing language. Consequently, Ms. Walker allocated large portions of her time providing accommodations to ELs because "every school only get a minimum amount of time from me so my time is prioritized with testing." When Ms. Walker was able to interact with her ELs during a non-testing time, the Gen Ed teacher taught a lesson she prepared while Ms. Walker sat next to her small group of two or three students "off in a corner or in the back somewhere." While the Gen Ed teacher was teaching, Ms. Walker supplemented what the teacher was saying with visuals, simplified notes, highlighted key points, and charades to provide comprehensible input to her ELs that took place *in vivo* or "happening in the moment." ESOL teachers Mr. Russell and Mr. James likened their

experiences to Ms. Walker's. In Mr. Russell's push-in segment, his students sat together as a group in the class. He sat beside them to provide help and instruction as needed while the Gen Ed teacher "goes through the lesson." Mr. James went "in with the regular teacher and basically keeps them [ELs] from failing." They, too, supplemented the Gen Ed teacher's instruction through activating prior knowledge or building background knowledge as well as through modeling and the use of graphic organizers to ensure that ELs understood the language and vocabulary of the lesson.

ESOL teacher Ms. Stone literally and figuratively brought a toolkit of strategies with her when she pushed-in: "I usually have a cart or a little wagon full of materials…I use a lot of manipulatives. I also float around the room because they're [ELs] not always grouped in one area, section within the classroom, which is good because they get to benefit from their other peers." Ms. Stone employed flexible grouping so that she could teach a small group but could also provide one-on-one instruction tailored to an individual EL's needs. Ms. Stone provided a traffic metaphor to explain the "hustle and bustle" of the push-in setting: "The classroom teacher continues with whatever the lesson is for the day and the other students are doing whatever task has been assigned to them whether it's centers or individual work. Everybody keeps moving in their lane but it's all happening simultaneously."

In this excerpt, Ms. Dant further described the county visitor's observation of Ms. C's push-in class which encompassed many of the classroom teaching practices mentioned in other ESOL teachers' interviews:

She [Ms. C] rang a bell signaling it was time for the children to come to the rug. I was at the rug and as they were arriving we started singing this song about today is "blah, blah, blah" and then we sang it in Spanish. Then, I had kind of a hook, connection, [so that I could] activate background knowledge, get their interest in what we were about to work on. I would ask her a question and we were interacting across the rug, both participating. I was showing the children pictures to get what do they know about the names of baby animals related to their knowing the main idea and supporting details for informational text. The informational text was about baby animals so we were leading in with baby animals they know and then I was showing the pictures with some involvement from the teacher…Then, one group of students went to work with me at a table and the others were working in small groups, and the teacher was interacting with them. We were scaffolding instruction and we had differentiated the graphic organizers. Then, the teacher called them back to the rug to share. Then, another group came to interact with me. It dealt with children's attention span. It wasn't that they were expected to sit for a half-hour. We had differentiated what was expected so I gave more scaffolding because there were two newcomers in my group who had arrived at the beginning of the year speaking no English. It was something that was engaging to the children so it made the idea of main idea and

> supporting details accessible to them because we weren't starting with academic content that they had no connection with. It took into consideration interaction between the two teachers, attention span of the children, activating background knowledge, introducing academic vocabulary, and beginning to try a new graphic organizer with main idea and supporting details. It had variety and was layered and there were embedded aspects to it.

Summary of Defining Reality. The reality of push-in varies both in theory and practice as I have described with the experiences of ESOL teachers like Ms. Walker, Mr. Russell, Ms. Thomas, and Ms. Stone, who colored "inside the lines" in order to implement the model in a way they viewed as being correct, effective, and compliant with state guidelines. ESOL teachers like Ms. James, Ms. Arthur, Ms. Peters, and Ms. Dant colored "outside the lines;" whether their crayon remained on the coloring page or extended beyond the page's border was determined by several variables including "Buy-in" and "Collaboration" which will be discussed in the forthcoming sections. Regardless of their education and training on or definition of push-in, all ESOL teachers mentioned the practice of SIOP instructional strategies in their interviews. Title III coordinators Ms. Windsor, Ms. Stewart, and Ms. Matthews emphasized the importance of professional development and suggested altering the state's definition of push-in so that it is more heavily based on research about collaborative teaching models and sound educational principles.

Buy-in

Administrative Support. According to coordinators Ms. Stewart and Ms. Matthews, schools determine the model of ESOL service delivery such as push-in. For example, Ms. Stewart had one principal who mandated push-in for the 2014-2015 school year because she felt that it was best for the students in her school, then required that all of her ESOL teachers do push-in. In explaining her rationale, the principal told Ms. Stewart:

> They're ESOL students 24/7, and I think my regular ed teachers can benefit from what the ESOL teachers bring to the class. It's the only time they're going to see that. They don't see the strategies that the teachers are implementing when they're pulling out [ELs]. So if I have them push-in maybe I can help improve the instruction of my regular ed teachers. At the same time, my ESOL teachers can understand the rigor required.

Coordinator Ms. Windsor also felt that the superintendent, principals, and assistant principals in her district "know that it is so critical to have them [ELs] still in the classroom getting contact alongside and having the language acquisition support while in the classroom instead of pulling them out."

For the most part, ESOL teachers felt regarded as field experts by their respective principals which allowed many of the teachers to exercise autonomy in their interpretation and implementation of push-in. For example, ESOL teacher Ms. Dant said that "I feel I can accomplish a lot because I feel I am using my time as wisely as I can for

the good of the children and the administration trusts me." What Ms. Walker further articulated was the level of trust and awareness she perceived from her supervisor; she described that her supervisor "always has my back" by providing the "freedom to design" as well as "supports whatever I choose to do," but at the same time she "was not necessarily helping either."

At the two schools in which Ms. Stone taught, the ESOL department was fairly new. Her schools recently acquired ELs and "so the heaviest task has been to bring everyone up to speed on the how, what, when, where, why of ESOL in general." Whereas in Ms. Arthur's building, one of her assistant principals was a formal ESOL teacher. Ms. Arthur felt that she could depend on this assistant principal particularly because she understood and supported the role of the ESOL teacher and intervened in times of conflict to say to a Gen Ed teacher "Look, this is her job, and you have to let her do it." Ms. Thomas and Ms. Peters both had principals who were "100% behind" push-in. For example, if teachers at Ms. Peters' school wanted to observe her push-in segment, her principal would provide the opportunity to "go in and watch somebody teach. He'll find somebody to cover your class, even if it's him."

Overall, push-in seemed widely accepted by district and school leaders with whom ESOL teachers and Title III coordinators worked; however, coordinator Ms. Stewart explained that administrative understanding of ESOL was

> usually an area that challenges everything that we do because there is no requirement for any principal or assistant principal to have [ESOL

> training]. None of our Ed leadership programs provide ESOL training so that's one of our biggest challenges. I don't think much will change until we require some ESOL [training] for all teachers and all administrators.

According to coordinator Ms. Matthews, that "leaps to another issue which is how do you make sure your evaluators know what differentiation looks like in a classroom where there are ELs."

Teacher Commitment. ESOL teachers Mr. James and Ms. Dant perceived push-in as a model they were being "forced to do" and was "imposed" upon them. They viewed it as a mandate in which they had "no say." Neither had a clear understanding of the rationale as to the reasons why their schools chose this model of ESOL service delivery. Ms. Dant did conjecture that it was what her principal had done in her former school district, and the principal's perception that what the school had been doing previously was not effective. Mr. James thought

> It has a lot to do with bigger districts that have more ESOL students so I think it has to do with managing numbers, too…if you do a lot of inclusion, you probably don't have to have as many teachers who are ESOL certified; it's just common sense. Now if you did a lot of pull-out, you would have more segments and you would need more teachers. So it probably saves the district money.

ESOL teacher Ms. Stone offered another speculation – lack of space; "There are no additional classrooms. Every classroom and small office space in the building is being

utilized if not by one class, several classes at both schools, so space is an issue." Moreover, the decision to implement the push-in model was already in place when Ms. Stone was assigned to her schools. Furthermore, Ms. Dant believed the mandate for push made it difficult to address teacher commitment because "there was no-buy in, there was no attempt to have buy in." ESOL teacher Mr. Russell likewise agreed:

> If I don't have buy-in from the [Gen Ed] teacher in doing the push-in model, then I'm just somebody who just sits there and says basically "Do what the teacher tells you. Hey, you need to pay attention" or provide what little translation that I can…It would have helped this year if the teacher had bought in. To know the lesson plan that's coming up, what's the content you are trying to teach, what's the objective here. If I'm going to work with them [ELs] as a small group to pull-out and then push back in, I need to know where we're going. So it's a huge commitment.

ESOL teacher Ms. Walker added that both the ESOL and Gen Ed teachers have to understand what they are doing before the school year begins and communicate expectations of "what's going to happen, how it's going to work, and then stick to that. Because you can say 'I'll send you my lesson plan every Friday,' but then it doesn't happen. Then, you have a breakdown." Ms. Arthur believed that push-in can happen without administrative support as long as teacher commitment is in place because

> They [Administrators] don't really know in some cases. We've had administrators who've come who really didn't have experience with our

> kind of population, our kind of school building, and it can just keep on rolling if you've got teacher buy-in and teacher collaboration with each other and teachers who have experience.

Summary of Buy-in. Ms. Arthurs summed up this section of "Buy-in" rather succinctly. Generally, ESOL teachers felt supported by their administrators and were able to exercise their duties as ESOL teachers in an autonomous manner as a result of perceived high levels of trust. Yet teachers like Mr. James and Ms. Dant seemed particularly frustrated by mandates of push-in which further confounded issues of teacher commitment, ultimately affecting ESOL and Gen Ed teachers' attitudes and implementation of inclusive practices for ELs.

Culture of Inclusivity and Collaboration

Culture of Inclusivity. According to coordinator Ms. Stewart, in the push-in model the ESOL teacher needs to establish a culture of trust so that the Gen Ed colleague can truly understand the roles and responsibilities of the ESOL teacher and what value the ESOL teacher can bring to instruction. Ms. Stewart further qualified that a high level of collaboration was usually based on the personalities of the teachers involved. For the most part, ESOL teacher Ms. Arthur conveyed that ESOL and Gen Ed teachers at her school cooperated with each other at a high level and stated "Our [Gen Ed] teachers couldn't do it without us and we [ESOL teachers] couldn't do it without their cooperation. There's a lot of cooperation or we couldn't teach these children."

Yet these high levels of cooperation were not expressed by most ESOL teachers. In some cases, high levels of collaboration often depended upon the personality of the Gen Ed teacher. As ESOL teacher Ms. Dant put it, "Each classroom is an island...[the level of collaboration] varies from room to room." Coordinator Ms. Stewart added:

> It would depend on the classroom in the school. The culture of every school is very different. I could tell you specifically instances that have occurred this year where I have English learners who've been bullied. I've seen some places where people make it very difficult for them to enroll in school. The culture of buildings and even cultures within classrooms, between classroom to classroom, are very different. It's a very human business.

Oftentimes, the culture of the classroom was dictated by the Gen Ed teacher's acceptance or resentment of ELs in the classroom. In one of her classes, Ms. Dant observed the Gen Ed teacher "tracking" and segregating children by seating ELs based on their linguistic and academic ability. ESOL teacher Mr. Russell said of one of his Gen Ed teachers, "I think she didn't want them [ELs] in the classroom because…the pressure she was feeling. She said 'You understand this looks bad against my SLO [Student Leaning Objective assessment]." Likewise, ESOL teachers Ms. Peters and Ms. Walker reluctantly repeated some of the "racist" remarks made by their Gen Ed teachers about the Hispanic population at their schools, "What are they even doing here? Why can't they go back to Mexico?"

At ESOL teacher Ms. Stone's two schools, a conscious effort was being made to increase culture awareness, sensitivity, and responsiveness though their "work on cultural proficiency." Ms. Stone believed that "by increasing culture proficiency with the adults and English-speaking students in the building, we will increase the success in the work we do with and for our ESOL students." She further clarified that "it's new so a lot of teachers who interact [with ELs] don't know what to do with them." Title III coordinators Ms. Windsor and Ms. Matthews described higher levels of inclusivity of ELs in Gen Ed classrooms. Ms. Windsor felt that her district "had done a great job integrating our [ESOL] curriculum and really making our students feel they are important no matter what race or ethnicity they are." Ms. Matthews explained that because push-in was so widely accepted and implemented in her district, she believed that it contributed to the "same treatment" of ELs to the point where the needs of ELs with lower levels of linguistic proficiency were overlooked. When asked "Are ELs being treated in the same manner as Gen Ed students?" Ms. Matthews responded "Very much so, almost too much so. [Our system] has high expectations for ELs…we always push very hard on academics…the teachers have similar expectations of the ELs. They want them to perform just as well as every other student."

While there were a few instances of blatant discrimination against ELs, both ESOL teachers and Title III coordinators expressed a desire to be "humanizing to the child" (Mr. James) and conveyed that their schools, administrators, and Gen Ed teachers would "eventually meet the needs" (Ms. Stone) of ELs – sociocultural, linguistic and

academic – by "putting things in place to make that happen" (Ms. Stone). Yet the task of meeting EL needs proved difficult for school and district leaders to get the conditions given the resources they were provided with. For example, Ms. Dant mentioned that she had repeatedly asked for sentence frames to be purchased but either she or the Gen Ed teacher would have to buy them with their own personal money even though "there is money but it's being spent on stuff that teachers would not say are the priorities" like highlighters, tape, and folders. The most valuable resource that each interview participant emphasized was time, and more specifically, common planning time.

Nature and Extent of Collaboration. The nature and extent of teacher collaboration between ESOL teachers and their Gen Ed teachers was often based on whether or not common planning time was built into their schools' master schedules. An additional constraint is best explained by itinerant ESOL teacher Ms. Walker:

> Communicating with all the various grade levels because nine grades and four main subject areas per grade…that's 36 teachers I'm supposed to be communicating with on a regular basis and getting things from. Yeah, that doesn't happen. I have some teachers who are awesome…They send me things in advance. I don't have to beg them and ask them.

According to Mr. James, another itinerant ESOL teacher, even if he was at one school all day and had team planning, the notion of common planning time would still be "Disneyworld fantasy." Other itinerant ESOL teachers Mr. Russell and Ms. Stone usually met with teachers on an "as needed basis" because their scheduled planning times did not

necessarily match the planning of the teams that were meeting. Ms. Walker further described the ESOL push-in model as the "weak link" when compared to the Special Education inclusion model:

> They're [Special Education teachers] full inclusion; they're at the maximum. They include everybody except the most severe. The SPED teacher collaboration model that they're using I think is awesome. They plan together; they do everything together. They have one SPED push-in teacher per classroom…I would say that's going well, just not the ESOL side of it.

While Ms. Arthur worked full-time at one school and reported high levels of cooperation between ESOL and Gen Ed teachers, the ESOL teachers at her school still did not have any dedicated one-on-one time with their Gen Ed teachers. Ms. Arthur further clarified that although the ESOL teacher planned with specific grade levels, it did not provide the individual classroom planning time that she desired.

Coordinator Ms. Windsor has made an effort to address the lack of common planning time by providing a collaborative time, or Mod, once a month. In Ms. Windsor's school district, Mod provided a two and half-hour chunk of time for ESOL teachers to meet with their grade level teachers. According to Ms. Windsor, "the bigger the school the easier it is…they have common planning time…At those [smaller schools] where the ESOL teacher has two or three grades that makes it harder to do common planning time." ESOL teachers Ms. Walker, Ms. Thomas, and Ms. Dant all made mention of a planning

day that occurred every six weeks, every nine weeks, or each semester that sounded akin to Mod. On these planning days, the school district provided substitutes. During this time, the ESOL teachers would collaborate with their Gen Ed push-in teachers so that plans could be developed for the following six weeks, quarter, or semester which according to Ms. Walker was "not ideal."

ESOL teacher Mr. James used email as a way to communicate as well as collaborate. Email provided the most common means for ESOL teachers to exchange ideas and lesson plans with their Gen Ed teachers. ESOL teacher Ms. Stone has created electronic documents to aid her Gen Ed teachers in obtaining supplemental materials as well as to more closely monitor ELs' progress:

> I do a lot of things electronically so I've created several documents where if there's a need for additional resources that they [Gen Ed teachers] can't find or don't have access to…then if they fill out the request then I'm able to do a little bit more researching to gather things for them. We also do monitoring of the students and their students' needs each nine weeks. This helps me get a snapshot of where they are, things they still need. Whether it's an issue…say we have a program but we didn't have earphones to use…on my forms those things are indicated so that I can help secure them to make that process easier within their classroom, especially in the blocks that I am not there with them.

Aside from face-to-face meetings or email communication, ESOL teachers did "a lot of running back and forth and talking in the morning" (Ms. Arthur).

According to coordinators Ms. Stewart and Ms. Matthews, when faced with the "classic conundrum" of "trying to get that common planning time," a lot of times, ESOL and Gen Ed teachers would "intentionally schedule time before school, after school, in the evenings, via email. Those [teachers] who really want and who are very passionate about it [collaboration] will do it and find a way." For example, ESOL teacher Ms. Peters said about her push-in Gen Ed teacher, "We've done a really good job. We plan every Thursday. It's usually during her [the Gen Ed teacher's] lunch time, but she eats. She moves things around so we can have that time together." ESOL teacher Ms. Dant had a similar relationship with two of her six Gen Ed teachers in which they "find time to plan together;" however, with her other four teachers, the Gen Ed teachers did not ask her for input so she was not involved in their planning. Ms. Dant went on to say "My planning is between 12:30 and 12:50…it's hard to find time to plan with them [kindergarten teachers]." In addition, coordinator Ms. Matthews described the nature and extent of collaboration in her district, "I would say it runs the gamut…we have somewhere around one third doing it very well, a third somewhere in the middle, and a third doing it in a way that really needs to improve." Thus, it becomes increasingly important that "our ESOL teachers are empowered to advocate for themselves."

Summary of Culture of Inclusivity and Collaboration. As with "Defining Reality" and "Buy-in," the culture of inclusivity and nature and extent of collaboration

run the "gamut" in the schools and districts represented by the interview participants. With the few exceptions of "tracking" and "racist" remarks, ELs were included in the educational setting regardless of their linguistic or academic ability. However, Gen Ed teachers' personalities as well as pressures of SLOs presented challenges to the implementation of the push-in model. Further confounding collaborative efforts was the ESOL teachers' lack of dedicated common planning time with their Gen Ed teachers due to issues of scheduling as well as serving ELs in multiple schools, grades, and content areas.

ESOL Program Effectiveness

Not one size fits all. According to ESOL teacher Mr. Russell, he believed that from a pedagogical standpoint, it was better for ELs to have the ESOL teacher push-in to provide assistance to ELs within the classroom because it exposed ELs to the content and the instruction that non-ELs received from the Gen Ed teacher. Furthermore, he believed pulling ELs out of the Gen Ed classroom isolated them. At the same time, Mr. Russell as did all the other interview participants (with the exception of Ms. Arthur due to her school's overwhelming number of ELs) understood that as coordinator Ms. Matthews put it:

> The very first time a kid walks in with no English, push-in is not a great option for him or her…it could possibly work on a very young first grader or kindergartener who's got plenty of time and the distance in terms of vocabulary and linguistic complexity between the content that's being

> taught and the child's proficiency is not as great…The funding that is provided for ELs from grades four through eight is for two segments per day. That might be sufficient for an EL who is close to proficiency in grade four but that is certainly not sufficient for a brand new arrival in any grade. You need to provide more service.

In the case of Ms. Arthur, the demographics in her building changed dramatically over the past nine years. When Ms. Arthur first started at her school, the ESOL teachers were doing some pull-out and some push-in but she described this combination as an "imperfect model" because:

> We still had more than half of our students, I'd say, were ESOL. But they would be scattered around in several different classrooms. We didn't have enough of a concentration to really be able to push-in in every case. Sometimes we'd have a little remnant from another class and we would take them with us and push-in to a classroom that had a larger number. Then, we overloaded the classroom. We had problems with the classroom teacher's class we pushed into and the classroom teacher we took them out of because they would be missing instruction that was not necessarily the same instruction that they were getting from us. We had issues with grading. It was really a mess. But we gradually…as our population increased in numbers and our ESOL population increased as a percentage

> with our total population in our building, we're now completely a push-in model with a few rare exceptions with newcomers.

"It's not the model…It's the teacher." ESOL teacher Ms. Dant saw strengths and weaknesses of both the pull-out and push-in models. According to Ms. Dant, the pull-out model was viewed as undesirable because of the stigma that was associated with marginalizing ELs; on the other hand, the push-in model allowed ELs the opportunity to see, hear, and do what the Gen Ed teacher was presenting. Ms. Dant has also had experience with other alternative models. Her school previously implemented an innovative delivery model in which all the teachers in the school were expected to have the ESOL endorsement. Moreover, all classes were expected to be co-taught utilizing ESOL strategies throughout the instructional day. Yet even with her wide range of experience with various models, Ms. Dant would not necessarily rule out pull-out, push-in, or an innovative delivery model in which everyone team-teaches. Instead, Ms. Dant said "It depends on the teacher. I keep seeing that with so many things. Which model is best? It depends on the teacher. It's not the model. It's the teacher." According to coordinator Ms. Stewart, there are different types of teachers:

> You have a certain group of ESOL teachers who that's all they want to do is push-in because their names are not directly tied to the roster; they don't actually have to do grades. Some of them like that glorified para-pro role because it's easy. You don't have to plan. You don't have to do any grading. You're just going to walk in and help support the teacher. Other

> content area teachers see that and think "Oh well, that's really easy and I want to do that, too." But that's not effective. We're working on changing that paradigm. Then on the flip side, I've got other teachers who love the push-in model. They have found that regular ed teacher with whom they have developed a very great working partnership. In those classrooms we see amazing things happen.

Summary of ESOL Program Effectiveness. Overall, the interview participants based ESOL programming effectiveness, whether it was pull-out or push-in, on the basis of ELs' linguistic needs. In terms of pull-out, interview participants overwhelmingly favored this service model of delivery for newcomers with very limited English proficiency. In terms of push-in, interview participants overwhelmingly favored this service model of delivery for students with intermediate or advanced levels of English proficiency. The level of support and the amount of time that ELs received direct language instruction varied with the model. For example, the pull-out model provided ESOL teachers with an area free from distractions and where they could deepen student understanding with hands-on activities to build vocabulary and strengthen language skills. In the push-in setting, ESOL teachers provided scaffolding to ELs so that they could access content area instruction that the Gen Ed teacher provided. Overall, the interview participants based ESOL programming effectiveness, whether it was pull-out or push-in, on the basis of ELs' linguistic needs.

Summary of the Qualitative Data

Through the analysis of narratives from eight ESOL teachers and three Title III coordinators, four themes emerged from the qualitative interview data: (1) Defining Reality, (2) Buy-in, (3) Culture of Inclusivity and Collaboration, and (4) ESOL Program Effectiveness. The perceptions of the teacher interview participants varied in their descriptions of the push-in model, both in their definitions of state guidance and in their delivery of instruction to ELs in the push-in setting. All three coordinators felt that by altering state guidance on push-in, it would "redefine reality" by establishing a model that fostered greater collaborative teaching and inclusive practices. For the most part, teachers viewed the implementation of push-in as a mandate that was supported by administrators but was not heavily supported with teacher buy-in or commitment. While the nature and extent of collaboration varied among ESOL teachers and their Gen Ed counterparts, all participants were committed to creating and sustaining a culture of inclusivity for ELs. Overall, the interview participants based ESOL programming effectiveness, whether it was pull-out or push-in, on the basis of ELs' linguistic needs.

Summary of Phase I and Phase II Data Analysis

The data analysis was carried out using a critical lens and sought to triangulate the quantitative and qualitative data to generate a comprehensive picture of the strengths, weaknesses, opportunities, and threats that push-in posed for stakeholders who directly or indirectly implemented the push-in model. Themes that were important to understanding

inclusive practices for ELs included strengths, weaknesses, opportunities and threats, or SWOT (Chermack & Kasshanna, 2007), posed by the push-in model for ELs, which include (S) benefits of co-teaching and collaboration, (W) barriers to co-teaching and collaboration, (O) opportunities for professional development, and
(T) potential threats to inclusive educational practices for ELs. These themes were framed to draw conclusions about the strengths, weaknesses, opportunities, and threats in the interpretation and discussion of the quantitative results from Phase 1 as well as the qualitative results of Phase 2 (see Figure 5).

Summary

The purpose of simultaneous data collection was to allow the qualitative data from Phase 2 to complement the quantitative results from Phase 1. As such, the results from Phase 1 and Phase 2 were presented in this chapter as separate phases. In the next chapter, the results from both phases are integrated into their findings and interpretations in order to define the state of inclusive practices for ELs in Georgia's elementary schools.

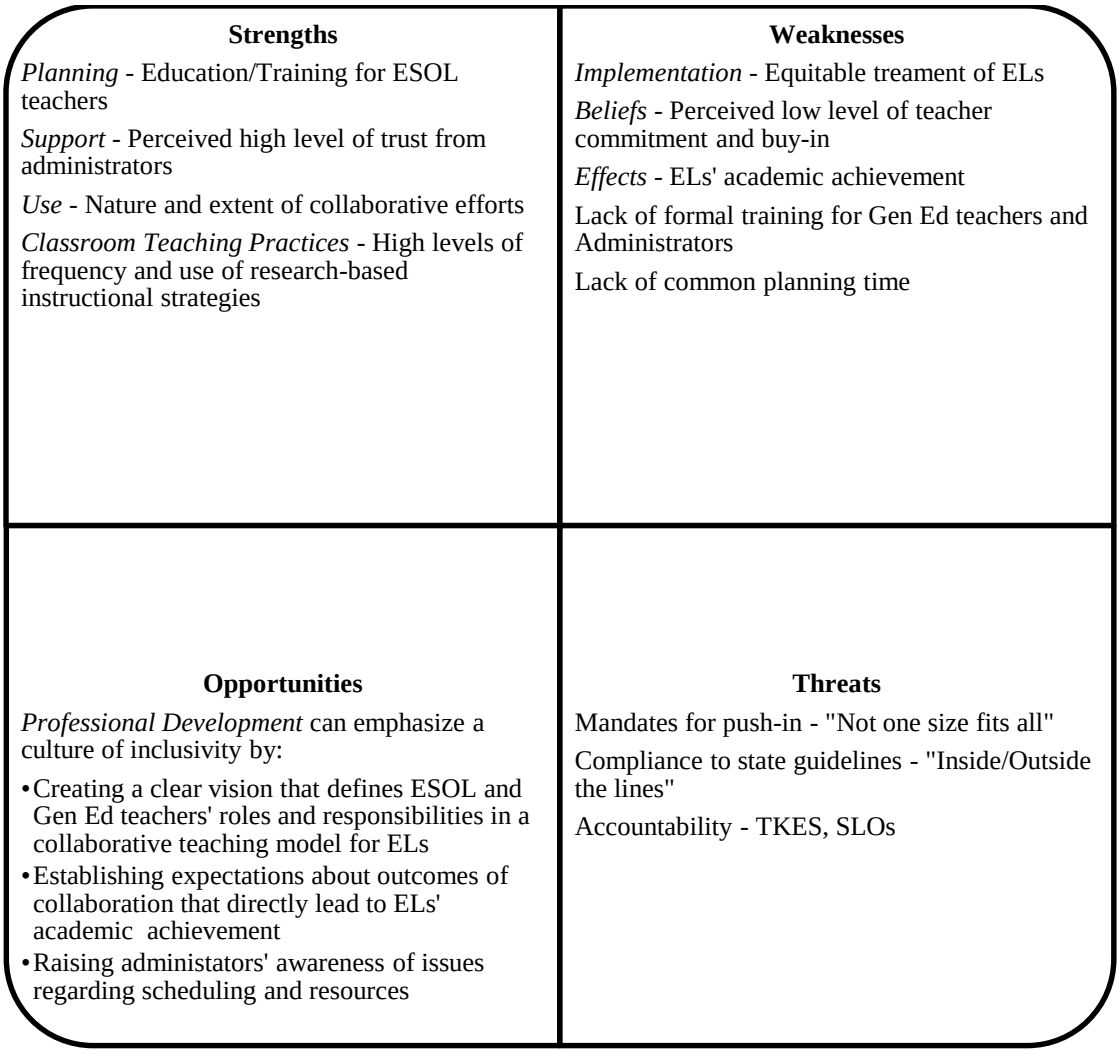


Figure 5. *SWOT Framework for Phase I and Phase II Data Analyses*

CHAPTER 5

CONCLUSIONS

This QUAN-QUAL concurrent triangulation mixed methods study investigated the state of inclusive practices for ELs in Georgia's elementary schools based on the perceptions of ESOL teachers, Gen Ed teachers, and administrators. Guided by theories of critical pedagogy and transformative learning, the study approached key stakeholders' perceptions as a way of understanding the participant's habitus (Bourdieu, 1984) or dispositions toward inclusive practices for ELs. The Phase 1 survey results and the Phase 2 interview data analyses are integrated in this chapter to answer the central research question of the study:

> *What is the state of inclusive practices for ELs as defined by key stakeholders in Georgia's elementary schools?*

This chapter presents the major conclusions from the study, based on the results of Phase 1 and Phase 2 integrated together. The conclusions are framed within the context of the existing literature base on collaboration and co-teaching, which are necessary components in creating and providing an inclusive education for ELs. Finally, implications for stakeholders, including policymakers and teacher educators, as well as directions for future research are explored.

Main Conclusions on Integrated Findings from Phase I and Phase II

Both analyses of Phase 1 quantitative data and Phase 2 qualitative data were integrated to develop the final interpretations of the data. Phase 2 interviews were

designed to seek a deeper understanding of the Phase 1 quantitative data analysis and to triangulate with the survey data. In addition, the qualitative data analysis contributed to the quantitative data by providing illustrative quotes to enhance the meaningfulness of the quantitative results.

The integration of Phase 1 and Phase 2 yielded the following main conclusions:

1. While ESOL teachers and Title III district coordinators possessed educational knowledge and had participated in formal training prior to implementing the push-in model for ELs, Gen Ed teachers and administrators had not participated in extensive formal training that adequately prepared them to address ELs' needs in mainstream settings.
2. High levels of frequency and use of research-based instructional strategies were reported by both ESOL and Gen Ed teachers; however, there was not a significant relationship between classroom teaching practices and their potential effects on ELs' achievement.
3. ESOL teachers perceived high levels of trust from their administrators. Although administrative trust allowed ESOL teachers to exercise autonomy, ESOL teachers still desired additional administrative support in establishing a clear delineation of ESOL and Gen Ed teachers' roles and responsibilities in the push-in model.
4. ESOL teachers perceived a low level of teacher commitment and buy-in on the part of Gen Ed teachers as a result of mandates for push-in and corresponding pressures of accountability measures, like TKES and SLOs.

5. ESOL teachers established collaborative partnerships with some of their Gen Ed teachers but found it difficult to sustain high levels of collaboration with all of their push-in teachers due to a lack of common planning time as well as having to serve ELs in multiple grade levels, content areas, or schools.
6. For the most part, stakeholders perceived that ELs' sociocultural, linguistic, and academic needs were being met in push-in settings, with the exception of newcomers with limited proficiency or in a few cases of reported "racist" remarks and "tracking."
7. There were no significant differences among stakeholder groups regarding inclusive practices as related to the demographics of years of teaching experience in elementary schools, ethnicity, foreign language proficiency, or the number of ELs teachers served on a daily basis.
8. There was a significant relationship in the perceptions of inclusive practices for Planning, Support, Use, and Beliefs as well as Classroom Teaching Practices, as related to the amount of ESOL service minutes increased. In other words, perceptions of inclusive practices and teaching behaviors increased when ESOL and Gen Ed teachers had a longer period of time to deliver instruction to ELs.

While ESOL teachers and Title III district coordinators possessed educational knowledge and had participated in formal training prior to implementing the push-in model for ELs, Gen Ed teachers and administrators had not participated in extensive formal training that adequately prepared them to

address ELs' needs in mainstream settings. The Phase 1 data showed that less than one fourth (21.1% *n* = 31) of survey respondents received staff development and training on push-in practices prior to implementation of this model of service delivery. One reason so few stakeholders have received formal training was as Title III coordinator Ms. Matthews put it "nobody does training on the push-in…we do train our administrators and our teachers on how we should implement push-in, but we don't typically do that as a stand-alone staff development." Despite the rapid increase of K-12 ELs in Georgia's schools who represented 5.3% of the total student population in 2013 (GADOE State Record), a growing concern is that only 29.5% of Gen Ed teachers have had training in working with ELs nationwide (OELA, 2008). If this trend continues, it is likely that Gen Ed teachers will soon have ELs in their classroom making it more critical for Gen Ed and ESOL teachers alike to possess the skills necessary in addressing ELs' unique needs through a collaborative partnership (Wlazlinski, 2014). Title III coordinator Ms. Stewart reiterated an area that presents an additional challenge – there is no requirement for teachers nor principals to have ESOL training. For instance, Georgia House Bill 671 requires teachers seeking certification to complete coursework that has been specifically designed to provide them with an understanding of the implications of teaching students with disabilities; the course focuses on the identification and best practices and techniques of teaching exceptional individuals in the Gen Ed classroom. Yet even with projections that one out of every four public school students will be an EL in 2025 (OELA, 2008), no proactive measures have been taken to require Gen Ed teachers to complete coursework

in accommodating ELs in mainstream educational settings in Georgia. Furthermore, no Educational Leadership programs in Georgia require an ESOL component, as has been the case with students with disabilities who represent approximately 11 percent of the nation's public school population (NCES, 2013).

Although ESOL teacher Ms. Arthur has made "overtures" to her administrators to provide professional development designed to benefit ELs' instruction, she and her ESOL colleagues have not been "put on the agenda" to present at faculty-wide trainings. Moreover, when Gen Ed teachers at Ms. Arthur's school have been given the opportunity to attend off-site ESOL training, Ms. Arthur experienced difficulty in recruiting classroom teachers to participate. The lack of interest and participation of Gen Ed teachers and school administrators in the current study likewise contributed to ESOL teacher Mr. James' perception that "No one really cares about ESOL unless it's a monitor Title III school year." Unfortunately, Mr. James' perception defines the reality of many Title III Monitoring visits in which the state typically requires districts to not only expand the depth and breadth of their ESOL professional development but also presents the district with a negative finding by extending a non-negotiable requirement that administrators and Gen Ed teachers attend and participate in ESOL training.

High levels of frequency and use of research-based instructional strategies were reported by both ESOL and Gen Ed teachers; however, there was not a significant relationship between classroom teaching practices and their potential effects on ELs' achievement. The push-in delivery model in Georgia's schools is based

on the underlying assumptions of collaborative teaching or co-teaching (Wlazlinski, 2014). The foundational principle of co-teaching is inclusion, that is, the inclusion of ELs with their non-EL peers and the inclusion of ESOL teachers and their expertise in the planning and delivery of instruction for ELs (Theoharis & O'Toole, 2011). Yet vast differences in the understanding of the State's guidance and definition of the push-in model have resulted in a wide range of implementation practices teaching (Wlazlinski, 2014). Although ESOL teacher participants described frequent use of SIOP strategies that promoted Krashen's (1985a) theory of comprehensible input and took into account Vygotsky's (1962) concept of ZPD in their instruction of ELs, their physical positioning varied from classroom to classroom, whether they were co-teaching in the front of the classroom or situated "off in the corner or in the back somewhere" (Ms. Walker). Unlike Theoharis' (2007) case study of "Green Tree," Georgia's push-in model has not necessarily promoted inclusive educational practices in the manner that Green Tree's restructuring did. Green Tree's focus on the co-teaching model represented not just a change in space, where in previous cases the ESOL teacher taught ELs at the "back table"; instead, both ESOL and Gen Ed teachers worked together, shared responsibility and worked with heterogeneous groups of students. In contrast to Green Tree, some ESOL teacher participants felt marginalized and unwelcome in the Gen Ed classroom, both physically and socially as a result of administrative mandates. As a result, some ESOL teachers were unable to fulfill their roles as "highly qualified teachers" (Harper et al., 2008). This not only positioned ESOL teacher participants as peripheral and

secondary to content area concerns but also essentially reinforced the marginalization of ELs (Creese, 2005, 2006).

Despite the prevalence of push-in in Georgia's elementary schools, little attention has been paid to the effects of teacher collaboration, like co-teaching, on student achievement in these settings (Honigsfeld, personal communication, October 1, 2012). Since there was no significant relationship between the Behaviors sub-scale of Classroom Teaching Practices and the Perception sub-scale of Effects of Inclusive Practices (r = .139, p = .093), the survey items on the Effects sub-scale were studied individually. Survey items from Phase 1 regarding ELs' social skills (M = 2.51, SD = .63) and academic achievement (M = 2.33, SD = .74) in the push-in setting yielded the highest and lowest scores, respectively, confirming Abdallah's (2009) finding that ELs increase their development of BICS, or social language, through interaction with non-EL peers in inclusive settings. With regards to confirming the literature on the effects of co-teaching on the academic achievement of ELs, survey data did not converge nor diverge to contribute additional information to the topic. Anecdotally, Title III coordinator Ms. Windsor was making an effort to address not only the gap in the literature but the widening achievement gap of at-risk students like ELs. Through the study of individual EL student data, Ms. Windsor's schools "are working to analyze our data…and start looking where the problem is. Is it academic language? Is it the fluency? Is it the depth of understanding? We are starting to ask more of those questions…If the data is showing us that we need help in math, then we need to start pushing-in to math."

Through continued questioning and research, educational stakeholders can raise awareness of ELs' needs as well as develop a better understanding of the structures and instructional strategies that are necessary in improving inclusive practices for ELs.

ESOL teachers perceived high levels of trust from their administrators. Although administrative trust allowed ESOL teachers to exercise autonomy, ESOL teachers still desired additional administrative support in establishing a clear delineation of ESOL and Gen Ed teachers' roles and responsibilities in the push-in model. A point of contention for interview participants was the misinformation about ESOL as a discipline that often resulted in confusion regarding the role of the ESOL teacher (Brooks et al., 2010; Samuelson et al., 2012). For instance, ESOL teacher Ms. Walker felt that she was perceived by Gen Ed teachers as "more of a tutor" whose sole responsibility was to simply assist ELs in their acquisition of English. According to Harper, de Jong, and Platt (2008), mandates imposed externally, such as push-in, have diminished the expertise of ESOL teachers into a set of simple strategies for Gen Ed teachers to add to their existing knowledge base and essentially denigrates the position of the ESOL teacher to that of a supportive role as was described by Ms. Walker. As a result, misguided attitudes became a source of conflict between ESOL and Gen Ed teachers. More commonly, personality divergences contributed to conflict especially in cases where the classroom teacher was unwilling "to give up her reins" (Ms. Thomas). ESOL teacher Ms. Thomas explained a scenario in which the Gen Ed teacher was "a control freak:"

> We're [ESOL and Gen Ed teachers] supposed to be able to go in and plan what we need for our students. I didn't do that with her [Gen Ed teacher]. It just wasn't worth the fight every day…She would tell me who I could talk to and that was that. She would be ugly in front of students if you bucked what she wanted to do.

In cases such as this one, Title III coordinators as well as ESOL teacher participants expected school administrators to intervene. With administrative assistance, ESOL and Gen Ed teachers would work together until a resolution was reached in most circumstances; however, in certain situations, the school's master schedule did not allow for changes in personnel. Consequently, teachers were expected to continue to work together in tense conditions until the following school year.

For the context of the current study, only the nuances of ESOL teachers' and Title III coordinators' perceptions were explored so I was unable to address whether negative attitudes toward collaboration expressed by Gen Ed teachers overshadowed issues related to administrative support (Davison, 2006). Based on their narratives, most ESOL teacher participants felt that while their expertise was respected and trusted by their administrators, their Gen Ed teachers did not always regard them with the same esteem thereby providing only slight confirmation of Davison's (2006) supposition. In push-in settings, co-teaching policies are predicated on the assumption that the ESOL teacher will influence the Gen Ed teacher (Arkoudis, 2006), suggesting that ESOL teachers take matters into their own hands by advocating for themselves and by exercising leadership

roles and responsibilities (Honigsfeld & Dove, 2010). According to Honigsfeld and Dove (2010), ESOL teacher leaders can shape inclusive teaching models by facilitating ongoing and effective collaborative partnerships instead of relying solely on administrative support. For instance, ESOL teacher Ms. Stone builds her capacity as a leader and coach when she "helps the teacher, models to the teacher, and works with the teacher" to provide inclusive practices for ELs.

ESOL teachers perceived a low level of teacher commitment and buy-in on the part of Gen Ed teachers as a result of mandates for push-in and corresponding pressures of accountability measures, like SLOs and TKES. While the intention of the push-in mandate may be to provide ELs with effective and appropriate instruction "all day, every day" (Ms. Matthews) the reality is that many administrators think "they've achieved a goal once they send a schedule" (Ms. Matthews) then tell teachers "We have a push-in model. Here is your schedule. Do what you can" (Ms. Dant). However, when teachers perceive the program as being externally imposed, it limits their understanding of the full impact and implications of collaborative practices (Davison, 2006). In Davison's (2006) framework of collaboration, teachers with this mindset would be positioned in stage 2, or compliance. In this stage, teachers show good intentions and positive dispositions despite external pressures to follow state guidelines not just for push-in but by complying with accountability measures like SLOs.

With Georgia's inauguration of Student Learning Objectives, or SLOs, ELs must "demonstrate expected growth by positive movement of one performance band as

measured by performance band scores from ACCESS for ELLs utilizing the State of Georgia's Title III AMAO chart." ESOL teachers, thus, are expected to meet these requirements. Alternatively, a SLO statement example for a Gen Ed teacher might read: "Students will increase from their pre-assessment scores to these post-assessment scores as follows – The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by 35% of his/her potential growth." In this case, the Gen Ed teacher is expected to meet these requirements. Likewise, special education inclusion teachers are expected to meet the same requirements as Gen Ed teachers, making them responsible for all students of the classes they push-in to, not just students with disabilities. Under the Teacher Keys Effectiveness System, or TKES evaluation, SLO scores account for half of the teacher's evaluation score on TKES in non-tested grades and content areas. The discussion of SLOs further illuminated ESOL teacher Mr. Russell's encounter with a Gen Ed teacher: "I think she [Gen Ed teacher] didn't want them [ELs] in the classroom because…the pressure she was feeling…She said 'You understand this looks bad against my SLO.'" Given the nature and language of state guidance, SLOs hinder ESOL and Gen Ed teachers' ability to achieve all instructional aims equally, thus confirming Creese's (2005, 2006) conclusion that ESOL and Gen Ed teachers are under different social and institutional pressures and therefore cannot achieve all instructional aims equally. These findings present a stark contrast to participants in Yin's (2012) case study of schools "Isabella" and "Indiana." At Isabella and Indiana, teacher participants' desire to help ELs

and all students succeed, their willingness to collaborate, and their commitment to make it work helped them overcome their struggles and frustrations due to external social and institutional pressures.

ESOL teachers established collaborative partnerships with some of their Gen Ed teachers but found it difficult to sustain high levels of collaboration with all of their push-in teachers due to a lack of common planning time as well as having to serve ELs in multiple grade levels, content areas, or schools. Insufficient opportunities for ESOL and Gen Ed teachers to meet and discuss issues, problems and success received low scores (M = 2.37, SD = .84) in Phase 1 analysis. Survey respondents also reported lower scores with regards to common planning time (M = 2.03, SD = .93). Phase 1 data triangulated with Phase 2 participants' contexts in which ESOL teachers and Title III coordinators expressed frustrations over the lack of common planning, confirming Brown and Stairs' (2012) assertion that "there is no valid substitution for common planning time. A school conveys what it values when time to collaborate is built into the school day" (p. 32). Moreover, the establishment of common planning time has the potential to not only strengthen the co-teaching partnership but also reduce negative perceptions in which Gen Ed teachers feel that their space in being infringed upon and ESOL teachers feel that they have become intruders (Brown & Stairs, 2012). About half of teacher respondents (49% n = 60) met as a team on a weekly basis while the other half of teacher respondents (44% n = 55) met as a team on an "as needed" basis. Weekly team meetings with specific grade levels or professional learning communities (PLC) were more common to

interview respondents than dedicated meeting times with individual Gen Ed teachers. ESOL teacher Ms. Peters discussed how weekly team meetings have helped her school increase its level of collaboration: "Because of PLCs, we're meeting. I meet with fourth grade so I've really become a part of the fourth grade team. One person from administration is there every time…and the Guaranteed Curriculum has definitely helped with working with other grade levels and collaboration."

According to Marzano (2003), a guaranteed and viable curriculum is primarily a combination of "opportunity to learn" (Carroll, 1963) and "time." Although both factors have strong correlations with academic achievement, the opportunity to learn (OTL) has the strongest relationship with student achievement of all school-level factors identified by Marzano (2003). Fundamentally, inclusion serves to provide ELs with the OTL and is an issue of equity. Accordingly, limiting co-teachers' opportunities to discuss grouping, share resources, design instruction, and make assessment decisions (de Jong, 2006; O'Loughlin, 2012) may condemn some students to a second-rate education and limit their opportunities to learn and access the curriculum (Carpenter & Lehrer, 1999). School-wide adoption of an initiative such as Ms. Peters' Guaranteed Curriculum can serve as an additional opportunity to enhance inclusive educational practices for ELs by serving as an overarching goal for all students (Dove & Honigsfeld, 2014). In this case, the lack of common planning time can be offset by establishing a vision so that all stakeholders are working toward the common purpose of an integrated and collaborative model that provides all students, including ELs, with the OTL.

For the most part, stakeholders perceived that ELs' sociocultural, linguistic, and academic needs were being met in push-in settings, with the exception of newcomers with limited proficiency or in a few cases of reported "racist" remarks and "tracking." Phase 1 survey data indicated that respondents believed that ELs receiving ESOL push-in services were performing the "same," if not better, in social, linguistic, and academic areas (Effects sub-scale $M = 2.45$, $SD = .57$) than if they were placed in a more traditional pull-out setting. Similarly, respondents reported that ELs in the Gen Ed classroom received the "same" treatment that their non-EL peers received "most of the time" (Implementation sub-scale $M = 3.08$, $SD = .40$). Since the Beliefs sub-scale's Cronbach Alpha was less than .70, I relied on individual items from other sub-scales on the Inclusion Inventory for ELs in addition to Phase 2 interview data to deepen my understanding of participants' beliefs and habitus (Bourdieu, 1984) regarding inclusive practices for ELs.

Shim (2014) expands on Bourdieu's (1984) concept of habitus, or dispositions, in her explanation of reproductive habitus and inventive habitus in a study of five ESOL teachers' linguistic habitus. According to Shim, participants believed that ELs' frequent use of their heritage language hindered their access to the curriculum as well as limited their ability to acquire English proficiency. Despite the wide availability of tools like Google translate and word-to-word dictionaries, Phase 1 respondents scored lowest on the Classroom Teaching Practices item in which they indicated the provision of first language support ($M = 2.40$, $SD = .99$) for ELs. Despite extensive research on additive

bilingualism (and its emphasis on the value of one's native tongue in an EL's acquisition of a new language), one might conclude respondents reproduced the dispositions and inequalities of subtractive bilingualism and English-only policies because of their inscribed linguistic habitus. However, according to ESOL teacher Ms. Dant, being bilingual is not enough: "The para-pro speaks Spanish all the time. They're [ELs] just hearing Spanish so they're not learning English. The [Gen Ed] teacher speaks Spanish, too, but they aren't speaking it in purposeful, supportive ways." Instead, Ms. Dant believed an EL's first language should be used for the purpose of clarifying concepts as well as validating and affirming its value to parents and students by "building bridges" through the use of the EL family's home language.

Building bridges is especially important when it comes to addressing newcomers' needs and even more important in creating a new or inventive habitus to avoid the reproduction of negative and "racist" (Ms. Peters & Ms. Walker) attitudes. In addition to push-in services, interview participants overwhelmingly favored having a dedicated time to provide pull-out services for newcomers with very limited English proficiency so that they could receive intensive individualized or small group instruction that included some first language support. When addressing ELs' diverse cultures, Phase 1 survey data indicated that respondents' understanding of ELs' cultures fell somewhere between "limited" and "good" (M = 1.84, SD = .74) which to interview participants was not ideal, especially in classes where the Gen Ed teacher engaged in "tracking" (Ms. Dant) and segregated children by seating ELs based on their linguistic and academic ability.

Similarly, ESOL teachers Ms. Peters and Ms. Walker hesitantly shared "racist" remarks made by their Gen Ed teachers about the Hispanic population at their schools, "What are they even doing here? Why can't they go back to Mexico?" Through this exertion of "power," the Gen Ed teachers' habitus further reproduces social inequality within the schooling structure (Bourdieu, 1991). To remedy societal inequities, a conscious effort needs to be made to increase culture awareness, sensitivity, and responsiveness though work on cultural proficiency. As ESOL teacher Ms. Stone held, "By increasing culture proficiency with the adults and English-speaking students in the building, we will increase the success in the work we do with and for our ESOL students" thereby improving the state of inclusive educational practices for ELs.

There were no significant differences among stakeholder groups regarding inclusive practices as related to the demographics of years of teaching experience in elementary schools, ethnicity, foreign language proficiency, or the number of ELs teachers served on a daily basis. This study did not find a significant difference between the years of teaching experience, ethnicity, or foreign language proficiency as associated with respondents' perceptions for promoting inclusive practices or classroom teaching practices for ELs. While it may seem that a greater number of years of teaching experience might lead to increased perceptions of inclusive practices, this was not exposed in either Phase 1 or Phase 2 analysis. Instead, what seemed to be of greater importance was the number of years stakeholders have been actively involved in teaching students in an inclusive setting. According to Avramidis and Kalyva (2007), teachers

with a greater number of years of co-teaching experience held more positive attitudes than their counterparts with little or no such experience. As evidenced in the current study, teacher participants who worked with Gen Ed teachers for subsequent years reported stronger teaching partnerships that they believed translated into more positive attitudes in teaching ELs as well as increased the quality and frequency of research-based instructional strategies in the push-in setting.

The findings diverge somewhat from Youngs and Youngs' (2001) study in which respondents reported a neutral to slightly positive attitude to teaching ELs based on the completion of foreign language courses. In this study, foreign language proficiency did not prove to be the best indicator for positive teaching attitudes toward ELs. Ajayi (2011) asserts that teachers' sociocultural identities significantly shape their pedagogical practices; however, the variable of ethnicity showed no significance in the study. Due to the majority of the survey respondents being Caucasian (76.2% n = 112), the lack of significant difference might be best explained in "unracialized terms." According to Ajayi (2011), White teachers describe themselves in unracialized terms and seek to help students understand the prominent role of English in the school to prepare them for college or careers. Lastly, the number of ELs whom ESOL and Gen Ed teachers served made no significant difference on their perceptions of inclusive practices or their classroom teaching practices rather it was the amount of ESOL service minutes that ELs received daily that proved to be of greater significance.

There was a significant relationship in the perceptions of inclusive practices for Planning, Support, Use, and Beliefs as well as Classroom Teaching Practices as the amount of ESOL service minutes increased. In other words, perceptions of inclusive practices and teaching behaviors increased when ESOL and Gen Ed teachers had a longer period of time to deliver instruction to ELs. Under Georgia's current funding formula for full-time equivalent (FTE) credit, ELs in grades K-3 must receive a minimum of one segment of ESOL instruction each day. In grades K-3, one segment amounts to 45 minutes per day or 225 minutes weekly. For grades 4-8, ELs may be served up to two segments per day but must receive at least one segment of ESOL instruction each day. In grades 4-8, one segment is the equivalent of 50 minutes per day or 250 minutes weekly. ESOL teacher Ms. Dant retorted "If you think I have 45 minutes five times with that class, it is probably good if I get 120 minutes instead of the 200 minutes and something." While the majority of Phase 1 respondents (74.2% n = 112) indicated that ELs received 45-50 minutes of ESOL instruction on a daily basis, perceptions of how this time was spent varied greatly among the ESOL teacher participants. For instance, ESOL teacher Ms. Walker reported "The time I am there is prioritized to getting their testing and accommodations done because I am flying around between three schools. Every school only gets a minimum amount of time from me so my time is prioritized with testing." Title III coordinator Ms. Matthews hoped to avoid the scenario that Ms. Walker described because it does not successfully meet the unique needs of ELs. For Ms. Matthews, it was not enough to say, "Oh, I have an EL. He's in

second grade. The state will give him an FTE for one segment of service. I can get an EL teacher to push-in one period a day and that's all I need." Ms. Matthews vehemently protested this faulty thinking with a resounding "NO!"

Inferences based on the data gleaned from the survey indicated a significant relationship between Planning, Support, Use, Beliefs, and Classroom Teaching Practices when the minutes of ESOL service increased. In the area of Planning for Inclusive Practices, respondents rated their knowledge of the academic needs of ELs with the second highest score (M = 1.96, SD = .67) and testing accommodations with the highest score (M = 2.09, SD = .71) on the survey items of the respective sub-scale. With the advent of the Common Core and new testing measures, it is likely that meeting academic standards remains the primary focus of stakeholders in their academic instruction of ELs superseding linguistic needs. With regards to administrative support, respondents highly rated that "Administrators at my school are committed to including ELs in the Gen Ed classroom" (M = 3.24, SD = .64). Thus, principals and administrators can promote a collective vision of including ELs to the fullest extent in the Gen Ed classroom as school leaders represent the most decisive factor impacting school effectiveness (Levine & Lezotte, 2001) in their transmission of positive attitudes to teachers (Wrigley, 2000) about the cultural and linguistic diversity of ELs. For respondents, the nature and extent of collaboration or Use of Inclusive Practices often focused on addressing barriers to collaborative practices (M = 2.49, SD = .72) and finding new and innovative ways to make their schools more inclusive of ELs (M = 2.46, SD = .72). One might conclude that

when ESOL and Gen Ed teachers spend more time together, their problem-solving skills increase in their attempts to improve inclusive educational practices for ELs. With increased increments of time, respondents indicated increasing their frequency in checking for EL understanding (M = 3.52, SD = .59) and emphasizing key vocabulary (M = 3.51, SD = .62). Therefore, increasing ESOL instructional time led to an increase in best teaching practices ultimately providing ELs with the OTL, an essential component in providing ELs with an all-inclusive education.

Implications for Practice

For Teachers

ESOL teachers and Gen Ed teachers may use the findings of the study to further develop a clear understanding of the expectations necessary in addressing ELs' specific needs in the push-in setting. First, the establishment of parity in the teaching partnership can best be reflected in the discourse between participating co-teachers – not *your* students or *my* students but *our* students (O'Loughlin, 2012). The terminology associated with push-in and pull-out runs counter to the purpose of collaborative practices. Thus, changing the language teachers use can reframe the mindset that reproduces societal power relationships in phrases like *us* and *them*. Second, recognize that it is appropriate to "color outside the lines." There are broad interpretations about state guidance regarding "content versus language" instruction; however, these guidelines serve only to ensure that ELs' linguistic needs are being addressed. As evidenced in the study, there are over two dozen research-based instructional strategies to increase comprehensible input

for ELs, yet it is not the frequency of their use that make an impact on developing language proficiency rather it is the quality and setting in which they are delivered. Third, understand that it is possible for collaboration to decrease teachers' workloads while increasing ELs' academic achievement (Yin, 2012). Therefore, teachers are encouraged to take advantage of the interactive share tools that are widely available for educators to use. Although email or Google Drive may not necessarily provide the individualized face-to-face time that teachers desire, sharing lesson plans online can provide one possibility to hold both ESOL and Gen Ed teachers accountable for developing language and content objectives that contribute to ELs understanding of the language and content. Finally, respect one another's expertise; this will not only enhance ELs' learning but also benefit ESOL and Gen Ed teachers so that they may regard one another as co-equals rather than playing leading or supportive roles in the classroom. ESOL teachers and Gen Ed teachers can develop an understanding of each other's discipline not by compromising their own agendas but through engaging in conversations that build collaborative partnerships (Arkoudis, 2006). Ongoing discussion of expectations, roles, and responsibilities should occur prior to the start of the school year. Additionally, adjustments should be made throughout the school year to ensure that the necessary structures are in place to provide ELs with the OTL and access the core academic curriculum.

For Administrators

School and district administrators may take the conclusions of the study into consideration in order to support ESOL and Gen Ed teacher collaboration in the push-in setting. Logistical conditions, such as scheduling, can contribute to the success or detriment of teacher collaboration. Purposeful placement of ELs in clustered groupings may allow the flexibility necessary for ESOL teachers to work with specific grade levels. Additionally, if common planning time is not provided in the master schedule on a weekly basis, then preemptive measures should be taken to allow ESOL teachers and their Gen Ed partners to have a scheduled time to collaborate that takes place on (at minimum) a monthly basis, rather than every six weeks or more. Administrators can also play a crucial role in allocating resources, such as sentence frames or science vocabulary cards, so that teachers have the necessary tools to provide comprehensible input in their instruction for ELs. Finally and most importantly, administrators should be able to explain the rationale for program choices, in terms of push-in mandates. Push-in and pull-out service choices should contribute to part of the larger vision of a school's mission. Careful planning, assessing, and monitoring of program choices further ensures that if push-in is mandated, then it is as a result of thoughtful consideration rather than as a result of scheduling decisions.

For Teacher Educators

Teacher educators may gain a deeper understanding of the issues that ESOL and Gen Ed teachers encounter when implementing the push-in model. While ESOL teachers

and coordinators received extensive educational training on push-in, Gen Ed teachers and administrators had less than adequate training in the study. In Georgia, three foundational courses are required to complete the ESOL endorsement program: (1) ESOL Methods, (2) Second Language Acquisition, and (3) Culture. To my knowledge, Berry College is the only institution in the Georgia that requires teachers to be dually certified upon graduation. Beyond endorsement courses, a hybrid model in which pre-service teachers can gain knowledge about SIOP strategies, learn about SLA, and develop cultural awareness will increase their capacity to differentiate and scaffold instruction for both ELs and their non-EL peers. In addition to the theoretical aspects of the hybrid course, practical information about the various service models and considerations for co-teaching and collaboration should be explored. Finally, in-field experiences can also serve to increase pre-service teachers' capacity to work with ELs through observations or by shadowing an ESOL teacher or EL.

For Policymakers

Foremost, the definition of the push-in model needs to be addressed by the Georgia Department of Education so that it is based on the research of collaborative models and teaching partnerships. Based on Davison's (2006) framework, the current definition prohibits teachers from progressing past the third stage of collaboration. In the third stage, accommodation, teachers show interest in experimenting with practical implementations of collaborative teaching but also expect continued external support especially given the limited funding and resources allocated for EL education (Crawford,

2008). Next, accountability measures for ELs should be based on SLA research. While it takes four to seven years for ELs to achieve CALP at grade level proficiency (Cummins, 1994; Hakuta, Butler, Witt, 2000), ELs are expected to participate in SLO assessments without regard to their English proficiency levels. Moreover, ELs must take the Math and Science portions of the Georgia Milestones assessments even if they are first-year newcomers with very limited English proficiency. These accountability measures not only impact ELs but also are reported as part of a teacher's TKES evaluation. Finally, legislation similar to House Bill 671 can be enacted to require some ESOL training on the part of Gen Ed teachers and administrators, thus, improving the state of inclusive educational practices for ELs.

Recommendations

The main recommendation from the study is the call for Professional Development. Because learning English transcends the work of one individual teacher, collaborative team, or school, a system-wide approach to addressing ELs' linguistic needs deserves heavy consideration (Elfers et al., 2013). Professional learning opportunities can serve as an important vehicle for improving inclusive educational practices for ELs by addressing the following three essential components: (1) Creating a clear vision that defines ESOL and Gen Ed teachers' roles and responsibilities in a collaborative teaching model for ELs; (2) Establishing expectations about outcomes of collaboration that lead to ELs' academic achievement; and (3) Raising administrators' awareness of issues regarding scheduling and resources. Furthermore, professional

development must be comprehensive, appropriate, and long-term but also focus on confronting and changing negative attitudes that only serve to impede collaborative efforts (Davison, 2006; Walker et al., 2004).

Darling-Hammond and Richardson (2009) note that the most successful collaborative framework for teachers is professional learning communities (PLC). According to Schneider et al. (2012), while not all interventions for ELs lend themselves to school-wide adoption, these professional teams understand that "it takes a village" to support the needs of ELs and foster their success in schools. In addition, professional learning communities can be used to transform the discourse by addressing the broader systemic inequities that face ELs (Brooks et al., 2010). Just as with school-wide adoption initiatives, like a "Guaranteed Curriculum," PLCs can serve as an additional opportunity to enhance inclusive educational practices for ELs by serving as an overarching goal for all students (Dove & Honigsfeld, 2014).

Additional recommendations address the planning, assessing, and monitoring of ESOL programming effectiveness. Two documents that were recommended in my conversations with interview participants included "The Language Assistance Planning Toolkit" (http://www.lep.gov/resources/2011_Language_Access_Assessment_and_\ Planning_Tool.pdf) and "TKES Crosswalk" (http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL/ Cross%20Walk_TE%20Standards_Key%20ESOL%20Principles_12-4-13.pdf).

The use of the ESOL crosswalk designed by Metro RESA's EL Professional Learning Committee was created to raise administrators' level of awareness of the ESOL teacher's role in the push-in setting; the crosswalk serves as an observation tool and includes the components of what a "true" co-teaching model looks like. The Committee along with representatives from Kennesaw State University designed the crosswalk to provide concrete guidance for what evaluators should be looking for in a push-in classroom using the ten items from the Teacher Keys Effectiveness System (TKES) evaluation protocol: (1)Professional Knowledge, (2) Instructional Planning, (3) Instructional Strategies, (4) Differentiated Instruction, (5) Assessment Strategies, (6) Assessment Uses, (7) Positive Learning Environment, (8) Academically Challenging Environment, (9) Professionalism, and (10) Communication. Like SIOP, these tools can serve not only as professional development protocols but also as aids in program evaluations of schools and ESOL teachers, respectively.

Directions for Future Research

The directions for future research are based on the limitations of the study. Due to difficulty accessing the population and the need for an adequate response rate, a true random sample of each sub-group was not possible. Thus, future recruitment should focus more heavily on obtaining a representative sample. Another limitation of the study is that *The Inclusion Inventory for ELs* represents an adaptation of an instrument that was originally intended to assess the perceptions of stakeholders who work with students with disabilities. Further validation and testing of the instrument may allow it to uncover

significant differences among stakeholders' perceptions of inclusive educational practices and classroom teaching practices for ELs. In addition, the perceptions of Gen Ed teachers and school administrators were not well represented in either phase of the study, particularly in Phase 2. Efforts to include them in research will provide a more comprehensive picture of the state of inclusive practices for ELs. Finally, ELs' academic achievement in the push-in model has been widely under-researched so a logical step following the study would be to connect the conclusions from this study with ELs' achievement data in push-in settings.

The State of Inclusive Practices for ELs in Georgia's Elementary Schools

Fifty-three years ago, John F. Kennedy declared to Congress that "the Constitution makes us not rivals for power but partners for progress…It is my task," he said, "to report the State of the Union – to improve it is the task of us all." In concluding this study, it is my task to report on the state of inclusive practices for ELs in Georgia's elementary schools. Overall, results from Phase 1 indicated that key stakeholders reported mostly neutral to positive attitudes toward inclusive practices for ELs. Phase 2 provided a context and meaning through illustrative quotes that indicated that educational stakeholders are moving in the direction of establishing more inclusive and collaborative school cultures that address ELs' specific needs. The significance of the study's findings was to have identified the critical components related to the push-in model for ELs beyond the necessity of professional development as found in the literature. It is suggested that school districts need to spend substantial time and energy to lay a strong

foundation in collaborative practices before committing to the push-in model. Otherwise, the push-in model only serves as a "feel-good" policy for policymakers and another initiative that does not contribute to the enhancement of student learning. In closing, I will share a quote from Robert Kennedy that ESOL teacher Ms. Dant emphasized: "There are those who look at things the way they are, and ask why... I dream of things that never were, and ask why not?" Raising these kinds of questions will further improve the state of inclusive educational practices for ELs in Georgia's elementary schools and engage stakeholders in the critical work that is necessary in meeting ELs' diverse needs through collaboration.

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APPENDICES

APPENDIX A

Registration Receipt for Kennesaw State University ESOL Conference

RECEIPT OF REGISTRATION

Thank you for choosing the College of Continuing and Professional Education at Kennesaw State University. The details of your registration are as follows:

Name: Eileen Galang Student ID: Email:
Address:

Order Number: 1088861 Registration Date: 12/10/2014

Item: 153BCON9371D
153; 153BCON9371D : ESOL Conference - Exhibitor
D 7:30 AM-4:00 PM 2/3/2015-2/5/2015
3 Sessions , Room:
Instructor:
[Note]
Note:

14th Annual ESOL Conference will be held at the KSU Center at 3333 Busbee Drive NW, Kennesaw, Georgia 30144.

Exhibitor hours are from 7:30am – 4:00pm daily. Exhibitors may set up any time between 3:00pm and 5:00pm the day before the conference begins (February 2, 2015). KSU is not liable for damage or loss to any exhibitor's properties through theft, fire, accident or any other cause whether the result of negligence or otherwise.

For directions, visit: ccpe.kennesaw.edu/directions

To access additional conference information, visit: http://bagwell.kennesaw.edu/special-events/esol-conference/
Status: Registered

Total: $500.00

Paid: $500.00

APPENDIX B

Postcard Insert for Attendees at Kennesaw State University ESOL Conference

DO YOU WORK IN AN ELEMENTARY SCHOOL?

Your opinion is important, and the feedback you give will be used to enrich the field of ESL and the education of the ELs we serve.

You will receive a FREE RedBox™ movie rental for completing the short survey linked below (or by scanning the QR code).

Go online and type in this link to take the survey:

Please visit our booth or our website for additional information. Thanks for your input!

Enrich ESL
Encourage. Serve. Lead.

http://egalang.wix.com/enrichesl
E-mail: egalang@vols.utk.edu

en·rich /inˈriCH,enˈriCH/ (verb): to improve or enhance the quality or value of

My name is *Eileen Galang* and I am a Ph.D. Candidate in ESL Education at the University of Tennessee, Knoxville. As part of my dissertation research, I am asking for assistance from key stakeholders, like **YOU**! I plan to assess the background and perceptions of **ESOL Teachers, Classroom Teachers, School Administrators, and Title III District Coordinators** regarding the inclusion or "push-in" model for ELs in Georgia's elementary schools. You are invited to participate in this research study. To take the online survey, please scan the QR code (or go online and type in the survey link).

APPENDIX C

Recruitment Website for Data Collection



APPENDIX D

Cover Page for Online Survey

Dear Participant:

My name is Eileen Galang and I am a Ph.D. Candidate in ESL Education at the University of Tennessee, Knoxville. As part of my dissertation research, I plan to assess the background and perceptions of key stakeholders, including teachers who teach English to Speakers of Other Languages (ESOL), General Education (Gen Ed) classroom teachers, school administrators, and Title III district coordinators regarding the inclusion or "push-in" model for English Learners (ELs) in Georgia's elementary schools.

You are invited to participate in this research study. Taking part in this research is entirely voluntary. If you choose to take part in Phase 1 of this study, you will respond to survey items about inclusive educational practices at your school as it relates to the ESOL push-in model. The total amount of time you will spend in connection with Phase 1 of this study is approximately 10-15 minutes. At the completion of the survey, you will be directed to a website where you can receive a FREE RedBox™ Movie Rental Code. Please note: You may discontinue your participation in the online survey administration at any time. However, the promo code is only made available when your responses have been submitted at the end of the survey.

Your participation may provide you with an opportunity to reflect on and share your perceptions of inclusive educational practices for ELs. The benefits to the educational community that might result from this study are: (a) insights into the push-in model for those who are considering how to establish or improve inclusive educational practices for ELs; (b) the development of more relevant professional development; and (c) contributing to the small but growing research base on EL inclusion and teacher collaboration.

A series of questions in an online survey format will be used to collect information from participants on a secure website with restricted access. In order to make survey participation anonymous, no identifying information such as your name or school will be asked of you.

To take the online survey, please select "Yes" and click the "Next" button below. The use of the latest web browser versions of Mozilla Firefox, Google Chrome, Apple Safari, and Internet Explorer is recommended. Also, please use care when utilizing public or shared devices. Additionally, I encourage you to print this page as a record of your informed consent.

If you experience any negative effects from participating in this research or require additional information, please contact me via email at egalang@vols.utk.edu, my advisor Dr. Clara Lee Brown at cbrown26@utk.edu, or UT's Office of Research Compliance at (865)974-3466.

APPENDIX E

Permission to Use *The Inclusion Inventory* (Becker, Roberts, & Dumas, 2000)

The University of Texas at Austin
School of Nursing
Attn: Heather Becker, Ph.D.
1710 Red River Street
Austin, TX 78701

Dear Dr. Becker:

This letter will confirm our email correspondence regarding the permission to use and adapt "The Inclusion Inventory" (Becker, Roberts, & Dumas, 2000) for my dissertation research. I am completing a doctoral dissertation at The University of Tennessee, Knoxville, tentatively entitled "The State of EL Inclusion in Georgia's Elementary Schools: A Mixed Methods Study of the ESOL Push-in Model." I would like to ask your permission to digitize and incorporate "The Inclusion Inventory" into my dissertation as well.

The requested permission extends to any future revisions and editions of my dissertation and to the prospective publication of my dissertation by The Tennessee Research and Creative Exchange digital repository at the University of Tennessee (TRACE). Your signing of this letter will also confirm that these arrangements meet with your approval. Please sign this letter where indicated below and return it to me at your earliest convenience. Thank you very much.

Sincerely,
Eileen Galang
Ph.D. Candidate
The University of Tennessee, Knoxville

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

Heather Becker — 9-29-2014

Heather Becker, Ph.D.
Research Scientist

Date

APPENDIX F

The Inclusion Inventory for ELs – Online Survey Instrument

Q1 Dear Participant: My name is Eileen Galang and I am a Ph.D. Candidate in ESL Education at the University of Tennessee, Knoxville. As part of my dissertation research, I plan to assess the background and perceptions of key stakeholders, including teachers who teach English to Speakers of Other Languages (ESOL), General Education (Gen Ed) classroom teachers, school administrators, and Title III district coordinators regarding the inclusion or "push-in" model for English Learners (ELs) in Georgia's elementary schools. You are invited to participate in this research study. Taking part in this research is entirely voluntary. If you choose to take part in Phase 1 of this study, you will respond to survey items about inclusive educational practices at your school as it relates to the ESOL push-in model. The total amount of time you will spend in connection with Phase 1 of this study is approximately 10-15 minutes. At the completion of the survey, you will be directed to a website where you can receive a FREE RedBox™ Movie Rental Code. Please note: You may discontinue your participation in the online survey administration at any time. However, the promo code is only made available when your responses have been submitted at the end of the survey. Your participation may provide you with an opportunity to reflect on and share your perceptions of inclusive educational practices for ELs. The benefits to the educational community that might result from this study are: (a) insights into the push-in model for those who are considering how to establish or improve inclusive educational practices for ELs; (b) the development of more relevant professional development; and (c) contributing to the small but growing research base on EL inclusion and teacher collaboration. A series of questions in an online survey format will be used to collect information from participants on a secure website with restricted access. In order to make survey participation anonymous, no identifying information such as your name or school will be asked of you. To take the online survey, please select "Yes" and click the "Next" button below. The use of the latest web browser versions of Mozilla Firefox, Google Chrome, Apple Safari, and Internet Explorer is recommended. Also, please use care when utilizing public or shared devices. Additionally, I encourage you to print this page as a record of your informed consent. If you experience any negative effects from participating in this research or require additional information, please contact me via email at egalang@vols.utk.edu, my advisor Dr. Clara Lee Brown at cbrown26@utk.edu, or UT's Office of Research Compliance at (865)974-3466.

- ❍ YES, I am indicating that I understand the above terms and conditions and wish to provide my informed consent to serve as a participant in this research.
- ❍ I do not wish to continue.

Section I. Background Information, Part 1

Q2 Please indicate your primary responsibility.

- ❍ Elementary ESOL Teacher
- ❍ Elementary General Education Classroom Teacher
- ❍ Elementary School Administrator (Principal or Assistant Principal)
- ❍ ESOL/Title III District Coordinator

Q3 Which model of instruction best describes the ESOL program(s) at your school(s)? Please check all that apply.

- ❑ Push-in model (within reading, language arts, mathematics, science, or social studies): Students remain in their core academic classes where they receive content instruction from their general education classroom teacher along with targeted language instruction from the ESOL teacher.
- ❑ Pull-out model: Students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
- ❑ A cluster center to which students are transported for instruction: Students from two or more schools are grouped in a center designed to provide intensive language assistance.
- ❑ A resource center/laboratory: Students receive language assistance in a group setting supplemented by multi-media materials.
- ❑ An innovative delivery model (Please describe below) approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

  _____

Q4 What professional teaching staff is generally in the classroom during the ESOL push-in segment?

- ❍ General Education (Gen Ed) Classroom Teacher
- ❍ ESOL Teacher
- ❍ Both Gen Ed and ESOL Teachers

Q5 Who usually plans the daily instruction for English Learners (ELs) during the ESOL push-in segment?

- ❍ General Education Classroom Teacher
- ❍ ESOL Teacher
- ❍ Both Gen Ed and ESOL Teachers

Q6 Who usually implements the daily instruction for ELs during the ESOL push-in segment?

- ❍ General Education Teacher
- ❍ ESOL Teacher
- ❍ Both Gen Ed and ESOL Teachers

Q7 Who is included on the team for planning and implementing instruction for ELs?

- ❍ No Team
- ❍ Gen Ed Classroom Teacher only
- ❍ ESOL Teacher only
- ❍ Both Gen Ed and ESOL Teachers

Q8 How often does the team meet to plan and implement instruction for ELs?

- ❍ Never
- ❍ Weekly
- ❍ Monthly
- ❍ As Needed

Q9 What grade level(s) do you currently serve? Please check all that apply.

- ❑ K
- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4
- ❑ 5
- ❑ 6

Q10 Please indicate the number of ELs you teach on a daily basis.

- ❍ Fewer than 15
- ❍ 15-20
- ❍ 21-29
- ❍ 30-44
- ❍ 45-59
- ❍ 60-74
- ❍ 75-99

Q11 On a daily basis, about how many minutes of (direct and/or "bell-to-bell") ESOL instruction do your ELs receive?

- ❍ Less than 45 minutes
- ❍ 45-50 minutes
- ❍ More than 50 minutes

Section II. Planning for Inclusive Practices

Q12 Please indicate if you were at your present school(s) when ESOL push-in was first initiated at the school(s) in which you presently work.

- ❍ Yes
- ❍ No

Q13 Prior to implementing the ESOL push-in model at your school(s), was planning and staff development offered regarding push-in practices?

- ❍ Yes
- ❍ No
- ❍ Don't know

Q14 Did the planning and staff development for participation in the ESOL push-in model in the following areas meet your needs?

	Limited	Good	Excellent	Don't Know
a. Basic concept of the ESOL push-in model	❍	❍	❍	❍
b. Academic needs of English Learners (ELs)	❍	❍	❍	❍
c. Stages of second language development and acquisition	❍	❍	❍	❍
d. Understanding ELs' cultures	❍	❍	❍	❍
e. Roles and responsibilities of teachers in the ESOL push-in setting	❍	❍	❍	❍
f. Planning and working as teaching partners in the ESOL push-in setting	❍	❍	❍	❍
g. Discussion for making time to plan and collaborate	❍	❍	❍	❍
h. Strategies to increase parent involvement	❍	❍	❍	❍
i. Varied assessment practices, e.g. formative, summative, performance-based	❍	❍	❍	❍

Q15 Did the planning and staff development for participation in the ESOL push-in model in the following areas meet your needs?

	Limited	Good	Excellent	Don't Know
a. Testing accommodations	❍	❍	❍	❍
b. Choosing appropriate content concepts	❍	❍	❍	❍
c. Adapting content appropriate for ELs' proficiency levels	❍	❍	❍	❍
d. Writing language objectives	❍	❍	❍	❍
e. Identifying supplementary materials	❍	❍	❍	❍
f. Planning meaningful activities that integrate content concepts and language practice	❍	❍	❍	❍
g. Staff development received prior to implementing the ESOL push-in model	❍	❍	❍	❍
h. Staff development received while implementing the ESOL push-in model	❍	❍	❍	❍
i. Opportunities for providing input about staff development	❍	❍	❍	❍

Section III. Support for Inclusive Practices

Q16 Please indicate your response on the rating scale as it relates to the ESOL push-in model.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Administrators at my school(s) are responsive to immediate, everyday concerns regarding ESOL and General Education (Gen Ed) classroom teacher collaboration.	❍	❍	❍	❍
b. There are sufficient opportunities for ESOL and Gen Ed teachers to periodically meet and discuss issues, problems, and successes.	❍	❍	❍	❍
c. Administrators at my school(s) support ESOL and Gen Ed teacher collaboration.	❍	❍	❍	❍
d. Administrators at my school(s) are committed to including ELs in the Gen Ed classroom.	❍	❍	❍	❍
e. Teachers at my school(s) support ESOL and Gen Ed teacher collaboration.	❍	❍	❍	❍
f. Teachers at my school(s) are committed to including ELs in the Gen Ed classroom.	❍	❍	❍	❍
g. My school(s) has the supports it needs to effectively implement the ESOL push-in model, e.g. teacher collaboration and the inclusion of ELs in the Gen Ed classroom.	❍	❍	❍	❍
h. Common planning time for ESOL and Gen Ed teachers is built into the master schedule.	❍	❍	❍	❍

Section IV. Use of Inclusive Practices

Q17 Please indicate your response on the rating scale regarding the use of inclusive and collaborative practices at your school(s) as it relates to the ESOL push-in model.

	No	Planned	Ongoing/ Completed
a. I have formally discussed collaborative practices with others at my school(s).	❍	❍	❍
b. I have participated on a team at my school(s) working on implementing collaborative practices.	❍	❍	❍
c. I have sought additional information on collaboration.	❍	❍	❍
d. I have shared information about collaboration with others at my school(s).	❍	❍	❍
e. I have tried to figure out ways to address barriers in the implementation of collaborative practices.	❍	❍	❍
f. I have considered how to collaborate with others outside of my school(s) in implementing collaborative practices.	❍	❍	❍
g. I am looking for new and innovative ways to make my school(s) more inclusive of ELs.	❍	❍	❍
h. I have considered who in my school(s) I could approach to create an inclusive setting for ELs.	❍	❍	❍
i. I am working as a member of a collaborative team in implementing an inclusive setting for ELs.	❍	❍	❍
j. I have worked to adapt instructional strategies or curricula in a general education classroom to meet the needs of ELs.	❍	❍	❍

Section V. Implementation of Inclusive Practices

Q18 How often are English Learners (ELs) in the General Education (Gen Ed) classroom...

	Never	Sometimes	Most of the Time	All of the Time	Don't Know
a. the same age as the Gen Ed students?	❍	❍	❍	❍	❍
b. provided ESOL instructional support in the classroom?	❍	❍	❍	❍	❍
c. given the same responsibilities and duties as Gen Ed students?	❍	❍	❍	❍	❍
d. attending their home school?	❍	❍	❍	❍	❍
e. receiving the same feedback as other students?	❍	❍	❍	❍	❍
f. sitting apart from other classmates?	❍	❍	❍	❍	❍
g. expected to meet the same expectations as other students?	❍	❍	❍	❍	❍

Q19 How often are English Learners (ELs) in the General Education (Gen Ed) classroom...

	Never	Sometimes	Most of the Time	All of the Time	Don't Know
a. attending special events with other students?	❍	❍	❍	❍	❍
b. receiving the curricular and instructional accommodations that meet their needs?	❍	❍	❍	❍	❍
c. involved in extra-curricular activities?	❍	❍	❍	❍	❍
d. interacting socially with other students?	❍	❍	❍	❍	❍
e. placed in an inclusive setting for all academic classes?	❍	❍	❍	❍	❍
f. pulled out of an inclusive setting for all academic classes?	❍	❍	❍	❍	❍
g. interacting socially outside of school?	❍	❍	❍	❍	❍

Section VI. Beliefs about Inclusive Practices

Q20 Please indicate your response on the rating scale as it relates to the ESOL push-in model.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Implementing the ESOL push-in model requires substantial extra effort on the part of participating teachers.	❍	❍	❍	❍
b. Students from General Education (Gen Ed) benefit socially from inclusive and collaborative practices.	❍	❍	❍	❍
c. Students from Gen Ed benefit academically from inclusive and collaborative practices.	❍	❍	❍	❍
d. Curriculum and instruction in inclusive or push-in settings are generally "watered down" for English Learners.	❍	❍	❍	❍
e. In an inclusive or push-in setting, curriculum adjustment for ELs is minimal.	❍	❍	❍	❍
f. ELs in the push-in setting have multiple needs that take up a disproportionate amount of staff time.	❍	❍	❍	❍

Q21 Please indicate your response on the rating scale as it relates to the ESOL push-in model.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Most ELs should be in inclusive settings.	❍	❍	❍	❍
b. With inclusion, schools still need a range of traditional services that will meet the unique needs of some ELs, e.g. ESOL pull-out.	❍	❍	❍	❍
c. ELs that are not successful in the push-in setting should be evaluated and placed in an environment that will better suit their needs.	❍	❍	❍	❍
d. Teaching in an inclusive or push-in setting helps teachers develop new skills that are valuable in any instructional setting.	❍	❍	❍	❍
e. Working with another teacher in an inclusive or push-in setting requires all school personnel to give up some individuality.	❍	❍	❍	❍
f. Working with another teacher in an inclusive or push-in setting requires a period of adjustment.	❍	❍	❍	❍

Section VII. Effects of Inclusive Practices

Q22 In general, do you believe that English Learners (ELs) receiving ESOL services do "Worse", the "Same" or "Better" than if they were placed in a more traditional pull-out setting. Respond to the following statements based on your direct experience with EL inclusion or beliefs you have developed based on your readings and interactions with others. In the ESOL push-in setting:

	Worse	Same	Better	Don't Know
a. Academic achievement is...	❍	❍	❍	❍
b. Self-esteem is...	❍	❍	❍	❍
c. Social skills are...	❍	❍	❍	❍
d. Interpersonal relations are...	❍	❍	❍	❍
e. Conversational English is...	❍	❍	❍	❍
f. Academic English is...	❍	❍	❍	❍

Section VIII. Classroom Teaching Practices

Q23 When working with ELs, to what extent do you use the following strategies in your classroom(s) and/or school(s)?

	Never	Sometimes	Most of the Time	All of the Time
a. Cooperative learning activities	❍	❍	❍	❍
b. Teach to students' learning styles	❍	❍	❍	❍
c. Learning centers	❍	❍	❍	❍
d. Peer tutoring	❍	❍	❍	❍
e. Varying whole group, small group, and individual instruction	❍	❍	❍	❍
f. Build background knowledge	❍	❍	❍	❍
g. Explain academic tasks clearly	❍	❍	❍	❍
h. Clarify key concepts	❍	❍	❍	❍
i. Emphasize key vocabulary	❍	❍	❍	❍

Q24 When working with ELs, to what extent do you use the following strategies in your classroom(s) and/or school(s)?

	Never	Sometimes	Most of the Time	All of the Time
a. Provide explicit strategy instruction	❍	❍	❍	❍
b. Scaffolding techniques (e.g., demonstrations)	❍	❍	❍	❍
c. Modeling	❍	❍	❍	❍
d. Think alouds	❍	❍	❍	❍
e. Guided practice	❍	❍	❍	❍
f. Visuals (e.g., graphic organizers, photos)	❍	❍	❍	❍
g. Hands-on activities	❍	❍	❍	❍
h. Supplement with multi-media (e.g. technology, audio)	❍	❍	❍	❍
i. Higher order questioning	❍	❍	❍	❍

Q25 When working with ELs, to what extent do you use the following strategies in your classroom(s) and/or school(s)?

	Never	Sometimes	Most of the Time	All of the Time
a. Provide opportunities for interaction, discussion, and participation	❍	❍	❍	❍
b. Provide opportunities for application of new content knowledge	❍	❍	❍	❍
c. Provide opportunities for language practice in the domains of listening, speaking, reading, and writing	❍	❍	❍	❍
d. Check for understanding	❍	❍	❍	❍
e. Adjust pacing of the lesson	❍	❍	❍	❍
f. Provide additional wait time	❍	❍	❍	❍
g. Use speech appropriate for ELs' proficiency levels	❍	❍	❍	❍
h. Provide first language support	❍	❍	❍	❍

Background Information (Section I continued), Part 2

Q26 What is the highest level of education you have completed?

- ❍ 4-year College Degree (B.A., B.S.)
- ❍ Master's Degree (M.A., M.S., M.Ed.)
- ❍ Specialist Degree (Ed.S.)
- ❍ Doctoral Degree (Ph.D., Ed.D.)
- ❍ Other (Please specify) _____

Q27 Are you certified to teach ESOL?

- ❍ Yes
- ❍ No

Q28 What type of ESOL certification do you have?

- ❍ ESOL Endorsement/Add-on
- ❍ Master's Degree
- ❍ Alternate Certification (Please specify) _____
- ❍ Other (Please specify) _____

Q29 Please indicate the total number of years you have taught in elementary schools.

- ❍ 1 year or less
- ❍ 2 years
- ❍ 3 years
- ❍ 4 years
- ❍ 5 years
- ❍ 6 years
- ❍ 7 years
- ❍ 8 years
- ❍ 9 years
- ❍ 10 years or more

Q30 What is your race/ethnicity? Please check all that apply.

- ❑ American Indian or Alaska Native
- ❑ Asian, Native Hawaiian, or Other Pacific Islander
- ❑ Black or African American
- ❑ White
- ❑ Other (Please specify) _____
- ❑ I prefer not to answer.

Q31 Are you of Hispanic origin?

- ❍ Yes
- ❍ No
- ❍ I prefer not to answer.

Q32 Are you able to communicate with others (i.e., students and parents) in a language other than English?

- ❍ Yes
- ❍ No

Q33 In what other language(s) are you able to communicate? Please check all that apply.

- ❑ Spanish
- ❑ Vietnamese
- ❑ Korean
- ❑ Chinese
- ❑ French
- ❑ Other (Please specify) _____

End of Survey, Part 1

Q34 Are you interested in sharing more about your perceptions of the ESOL "push-in" model in a follow-up interview for Phase 2 of this study?

- ❍ Yes, I would like to read more about this on the next page.
- ❍ No, thank you.

End of Survey, Part 2

If you are interested in participating in a follow-up interview, please provide your contact information below. Providing your contact information is not a commitment to participate in an interview. Interview participants will be selected from a group of respondents who indicated their interest in participating in a follow-up interview. Please provide your name and school/work email address. Selected participants who complete the interview will receive a modest gift (not to exceed $15 in value). Please note: The contact information you provide will in no way be linked to your individual survey responses. Personal data will not be tracked.

Name _____
Title (Primary Responsibility) _____
School/Work email address _____

APPENDIX G

Field Test Letter to Expert

Dear Colleague,

As part of my dissertation research, I will be launching an online survey to school districts across Georgia. Here's what I am asking of you:

1. Your time - Approximately 10-15 minutes to respond to the survey questions + additional time for any feedback you provide
2. Your expertise - The survey has not been field tested so your expert opinion will strengthen the validity of the survey
3. Your feedback - See CLEAR below

If you would are willing to help, please do the following:

1) Access the survey at:

Important: Please be sure to select the push-in model. FYI: Your responses will be deleted and will not be part of my analysis/study.

2) Print the survey upon completion.
3) Provide your written feedback (CLEAR below) on the printed/completed survey.
4) Return your survey and feedback.

When responding to and providing feedback for the survey, please consider the following (CLEAR):

Content - Are the questions related to the purpose of my study, which is to assess the background and perceptions of key stakeholders regarding the inclusion or "push-in" model for ELs in Georgia's elementary schools? FYI: The survey was based on the Inclusion Inventory which was originally intended to assess the background and perceptions of stakeholders who worked with students with disabilities; I have modified the instrument for the purpose of my study.

Length - Is the survey approximately 10-15 minutes in length?

Errors - Are there grammar and/or spelling errors?

Ambiguity - Are the survey items unambiguous? Do I need to clarify or reword any items?

Readability - Could you read the survey with ease? Was it user friendly?

Thanks in advance!

Best,
Eileen Galang
ESOL Teacher

APPENDIX H

Reminder Letter to Complete Online Survey

February 27, 2015

Dear ESOL Friends,

My name is Eileen Galang. I am an ESL educator in Northwest Georgia and am writing to ask for your assistance as part of my dissertation research. I enjoyed meeting many of you at the KSU Conference on February 4-5 and am hoping to get your feedback. Here's how you can voice your opinion…Take the survey!

Direct link to survey:

You can enrich the field of ESL and receive a free RedBox™ dvd rental, too! I am asking for assistance from key stakeholders to assess the background and perceptions of teachers who teach English to Speakers of Other Languages, General Education classroom teachers, school administrators/leaders, and Title III district coordinators regarding the "push in model" and inclusive practices for English Learners in Georgia's elementary schools.

The survey window will remain open until March 27, 2015. To find out more information, please visit the link below:

Link to website: http://egalang.wix.com/enrichesl

Thanks again for all you do...Encourage! Serve! Lead!

Best,
Eileen Galang
Ph.D. Candidate
ESL Education
The University of Tennessee, Knoxville
egalang@vols.utk.edu

APPENDIX I

Semi-structured Interview Protocol

Semi-structured Interview Protocol	**ESOL Teacher**	**Administrator (Title III Coordinator)**
I. Background Information A. Please explain your position (your role/responsibilities, length of time in position, and prior background/experience related to ESOL).	A	A
II. Planning for Inclusive Practices B. Have you participated in training for inclusion? C. Did it prepare you to teach in an ESOL push-in setting? D. What inclusion training do you consider most important? Why?	B, C, D	B, D
III. Support for Inclusive Practices E. Does your school have the supports it needs to effectively implement the ESOL push-in model (e.g. teacher collaboration and the inclusion of ELs in the Gen Ed classroom)? Please explain.	E	E
IV. Use of Inclusive Practices F. What is nature and extent of collaboration as it relates to the ESOL push-in model at your school?	F	F
V. Implementation of Inclusive Practices G. In your opinion, are ELs treated in the same manner as Gen Ed students (e.g. expectations)? Please explain.	G	G
VI. Beliefs about Inclusive Practices H. In your opinion, do you think schools still need a range continuum of services to meet the needs of ELs (e.g. ESOL pull-out)? Please explain.	H	H
VII. Effects of Inclusive Practices I. Please express your opinions on the effectiveness of the push-in model as it relates to meeting the sociocultural, linguistic, and academic needs of ELs. J. What feedback do you receive from your school/system regarding the push-in model? Is it widely accepted? Why or why not?	I	J
VIII. Classroom Teaching Practices K. What strategies do you use to meet the diverse needs of ELs in your school/class? L. Please explain how you assess and monitor the effectiveness of the ESOL push-in model in your school/system.	K	L

Additional Questions

1. Talk about the evolution of push-in in your district.

2. Describe what push-in might look like to an observer.

3. Of these research trends: Level of administrative support or Teacher commitment, what do you feel is most essential to implementing the push-in model effectively?

4. What is the biggest challenge to successful implementation of the push-in model?

5. How does your district ensure that the roles of teachers implementing the push-in are clarified or delineated?

6. How can districts prevent personality and/or pedagogical divergences?

7. What are some ways that ESOL and Gen Ed teachers can use or share time effectively?

8. If anything, what would you like changed or added to the DOE-support delivery models?

APPENDIX J

Informed Consent for Interview

The state of EL inclusion in Georgia's elementary schools:
A mixed methods study of the ESOL push-in model

Dear Participant:

My name is Eileen Galang and I am a Ph.D. Candidate in ESL Education at the University of Tennessee, Knoxville. As part of my dissertation research, I plan to assess the background and perceptions of key stakeholders, including teachers who teach English to Speakers of Other Languages (ESOL), General Education (Gen Ed) classroom teachers, school administrators, and Title III district coordinators, regarding the inclusion or "push-in" model for English Learners (ELs) in Georgia's elementary schools.

If you choose to take part in Phase 2 of this study, you will participate in an individual follow-up interview, by phone or in person, about EL inclusion and teacher collaboration. The total amount of time you will spend in connection with Phase 2 of this study is approximately 30-45 minutes. The interview will be audio-recorded. Selected participants will receive a modest gift, not to exceed $15 in value. You may refuse to answer any of the questions and you may stop your participation in this study at any time.

Risks of Participation

Possible risks you could experience during this study include the slight risk of loss of confidentiality. The information found in the study may be published in research reports, professional education journals, or conference proceedings. No names of teachers, schools, or the system will be mentioned in the final report. Any information provided that could reveal your identity, including your name or place of employment, will be changed to pseudonyms in any published materials.

Benefits

You will not directly benefit from your participation in the study, though you may enjoy the opportunity to reflect on and share your perceptions of inclusive educational practices for ELs. The benefits to the educational community that might result from this study are: (a) insights into the push-in model for those who are considering how to establish or improve inclusive educational practices for ELs; (b) the development of more relevant professional development; and (c) contributing to the small but growing research base on EL inclusion and teacher collaboration.

Participant Initials _____
Investigator Initials _____

Confidentiality

The information collected from the project will remain confidential and be stored securely. No direct reference will be made in oral or written reports that could link a participant to the study.

Participation

Taking part in this research is entirely voluntary. You may withdraw from the study at any time without penalty and without the loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, the data will be returned to you or destroyed upon your request.

Contact Information

If you experience any negative effects from participating in this research or require additional information, please contact me via email at egalang@vols.utk.edu, my advisor Dr. Clara Lee Brown at cbrown26@utk.edu or UT's Office of Research Compliance at (865)974-3466.

Consent

I have read the above information and agree to participate in this study. I have received a copy of this form.

Participant Signature _____ Date _____

Investigator Signature _____ Date _____

APPENDIX K

Member Check Letter to Interview Participant

Dear Interview Participant,

Attached you'll find a copy of your interview transcript. I did my best to ensure the trustworthiness, dignity, and voice of the participants I interviewed whilst still providing accuracy and thoroughness in my transcription. Although the transcription is not verbatim, per se, I made every attempt to provide a complete and appropriate transcription so that nothing of importance was overlooked.

At your earliest convenience, please review the attached document. On p. 1, you will find the semi-structured interview protocol; in the last column, I've selected actual words/phrases/quotes from your interview to respond to the questions. On p. ____, are the additional questions; in this, case, I included actual excerpts from the interview. On the remaining pages, the complete transcript has been included.

Please keep the following in mind as you check over your transcript and let me know if I am on the "right track" with my interpretation and recorded your responses in the same way you intended them. Also, please complete the following "checks" as well.

1. Choose your pseudonym, e.g., Ms. _____.
2. Verify your background information (Part A of p. 1).
3. If necessary, edit, clarify, elaborate, or delete using track changes.

Finally, as a token of my gratitude, please send me your mailing address. Since I'm "old school," please allow me to send a hand-written note and a "surprise" to show my appreciation of your time and assistance in helping me to complete my dissertation.

I look forward to hearing from you.

Best,
Eileen Galang
Ph.D. Candidate
ESL Education
The University of Tennessee, Knoxville

APPENDIX L

Code Map: Three Iterations of Analysis (to be read from the bottom up)

Level 3 Coding **Themes – Answers to Question** RQ#4: What are the perceptions of ESOL teachers and Title III coordinators regarding inclusive practices for ELs?	
Theme 1 Defining Reality	Theme 3 Culture of Inclusivity and Collaboration
Theme 2 Buy-in	Theme 4 ESOL Program Effectiveness
Level 2 Coding **Category Development**	
1A Inside the lines	3A Culture of Inclusivity
1B Outside the lines	3B Nature and extent of collaboration
2A Administrative support	4A Not one size fits all
2B Teacher commitment	4B It's not the model…It's the teacher
Level 1 Coding **Initial Coding**	
1A Education/Training 1A Legal Issues 1A Theory	3A Resistance v. Partnership 3A Personality/Pedagogy 3A Vision
1B Professional Development 1B Ethical Issues 1B Practice	3B Scheduling/Resources 3B Accountability 3B Effort
2A Trust 2A Autonomy 2A Awareness	4A ELs' needs 4A Flexibility 4A Continuum of services
2B Attitudes 2B Accountability 2B Understanding	4B Benefits 4B Barriers 4B Teacher is key
Data: Interviews	

Note. Adapted from "Qualitative Analysis on Stage: Making the Research Process More Public" by V. A. Anfara, Jr., K. M. Brown, and T. L. Mangione, *Educational Researcher, 31*(7), p. 32. Copyright 2002 by American Educational Research Association. Used with permission.

APPENDIX M

Background and Demographic Information for Survey Respondents

		TOTAL%
Primary Responsibility	ESOL Teacher	71.3% (*n* = 119)
	Gen Ed Teacher	19.2% (*n* = 32)
	Administrator	9.6% (*n* = 16)
Number of ELs	Fewer than 15	21.9% (*n* = 33)
	15-20	7.9% (*n* = 12)
	21-29	16.6% (*n* = 25)
	30-44	21.9% (*n* = 33)
	45-59	16.6% (*n* = 25)
	60-74	13.2% (*n* = 20)
	75-99	2.0% (*n* = 3)
Amount of ESOL Service in Minutes	Less than 45 minutes	14.6% (*n* = 22)
	45-50 minutes	74.2% (*n* = 112)
	More than 50 minutes	11.3% (*n* = 17)
Training Prior to Push-in	Yes	21.1% (*n* = 31)
	No	43.5% (*n* = 64)
	Don't know	35.4% (*n* = 52)
Years Teaching in Elementary Schools	9 or less	33.5% (*n* = 56)
	10 or more	66.5% (*n* = 111)
Race/Ethnicity	White	76.2% (*n* = 112)
	Non-White	23.8% (*n* = 35)
Proficiency in Foreign Language	Yes	35.3% (*n* = 59)
	No	64.7% (*n* = 108)

APPENDIX N

Perception Sub-scales Descriptives for White and Non-White Groups

Survey Section	Ethnic Background	N	Mean	Standard Deviation
Planning for Inclusive Practices	White	112	1.70	.48
	Non-White	35	1.91	.60
Support for Inclusive Practices	White	112	2.78	.50
	Non-White	35	2.86	.47
Use of Inclusive Practices	White	112	2.36	.55
	Non-White	35	2.36	.50
Implementation of Inclusive Practices	White	112	3.05	.39
	Non-White	35	3.16	.39
Beliefs about Inclusive Practices	White	112	2.51	.33
	Non-White	35	2.61	.25
Effects of Inclusive Practices	White	112	2.39	.60
	Non-White	35	2.56	.49

APPENDIX O

Perception Sub-scales Descriptives for Foreign Language Proficiency

Survey Section	Foreign Language Proficiency	N	Mean	Standard Deviation
Planning for Inclusive Practices	Yes	52	1.68	.52
	No	95	1.79	.52
Support for Inclusive Practices	Yes	52	2.78	.46
	No	95	2.81	.51
Use of Inclusive Practices	Yes	52	2.41	.54
	No	95	2.33	.53
Implementation of Inclusive Practices	Yes	52	3.06	.38
	No	95	3.09	.41
Beliefs about Inclusive Practices	Yes	52	2.48	.32
	No	95	2.56	.31
Effects of Inclusive Practices	Yes	55	2.39	.62
	No	96	2.46	.56

APPENDIX P

Non-parametric Correlations for Perception Sub-scales

		Number of ELs	Length of ESOL Service Segment
Planning for Inclusive Practices	Correlation Coefficient	-.162	.284**
	Sig. (2-tailed)	.060	.001
	N	135	135
Support for Inclusive Practices	Correlation Coefficient	.001	.291**
	Sig. (2-tailed)	.998	<.001
	N	151	151
Use of Inclusive Practices	Correlation Coefficient	.091	.187*
	Sig. (2-tailed)	.269	.022
	N	151	151
Implementation of Inclusive Practices	Correlation Coefficient	.044	.034
	Sig. (2-tailed)	.595	.680
	N	151	151
Beliefs about Inclusive Practices	Correlation Coefficient	.147	.217**
	Sig. (2-tailed)	.072	.007
	N	151	151
Effects of Inclusive Practices	Correlation Coefficient	.043	-.035
	Sig. (2-tailed)	.604	.671
	N	147	147

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX Q

Results of MANOVA and Descriptive Statistics for Formal Training Prior to Push-in

Survey Section	Response	N	Mean	Standard Deviation	Sig.
Planning for Inclusive Practices	Yes	31	2.01	.53	<.001*
	No	64	1.52	.45	
Support for Inclusive Practices	Yes	31	3.00	.46	.009*
	No	64	2.72	.49	
Use of Inclusive Practices	Yes	31	2.57	.45	.009*
	No	64	2.27	.53	
Implementation of Inclusive Practices	Yes	31	3.13	.37	.537
	No	64	3.08	.35	
Beliefs about Inclusive Practices	Yes	31	2.57	.30	.418
	No	64	2.51	.37	
Effects of Inclusive Practices	Yes	31	2.47	.61	.430
	No	64	2.37	.58	

* $p < .05$

VITA

Eileen Galang teaches English to Speakers of Other Languages at an elementary school in Rome, Georgia. She was raised as a monolingual speaker of English. Wanting only the best for her and her siblings Jennifer, Oliver, and Everly, her parents dutifully followed the ill-informed advice given by a teacher who told them not to speak their heritage language of Tagalog (Filipino) at home. However, Eileen's lack of proficiency in other languages did not limit her capacity to gain an appreciation for the people and cultures of places like Portugal and Panama, where she has lived, and the Philippines, Korea, and Mexico, where she has traveled.

In 1999, Eileen graduated from Berea College with a Bachelor's degree in Early Childhood Education. It was at her alma mater in Kentucky where she met and later married her college sweetheart Kris in 2003. Over the summer of 2001, Eileen completed her endorsement in ESOL at Berry College in the town where she currently resides. In 2006, she graduated with a Master's degree in School Counseling from the University of West Georgia.

Her teaching experiences have included teaching Spanish to primary grade students, second grade, and ESOL for grades K-12. She is also a National Certified Counselor and has worked as a school counselor at the elementary level. In addition, Eileen has served as an adjunct lecturer teaching English-as-a-Second-Language methods to graduate students at the University of Tennessee, Knoxville, where she received her doctorate in Education in August 2015.