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UNIVERSITY OF CALIFORNIA, SAN DIEGO
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Teacher Cultural Competency and Long-Term English Language Learners

A dissertation proposal submitted in partial satisfaction of the requirements for the

degree

Doctor of Education

in

Educational Leadership

by

Jannis Wilson

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2015

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Chair

University of California, San Diego

California State University, San Marcos

2015

DEDICATION

To my daughters, Jael and Sydney Brandenburg. Thank you for being so understanding during the many nights that I was at school and the many days that I was writing at my desk. I wish health and happiness for you always. May you both appreciate the value of education and may you each grow up to be a mensch.

For my parents, who instilled the importance of a good education into the family.

To my husband, Peter Wilson. You have been and continue to be truly amazing through this entire process; ‘thank you’ does not even begin to address the level of gratitude that I have for your caring and nurturing. You did not know what an LTEL was when I handed you a draft of a literature review over two years ago. Since then you have read more drafts than you would probably have cared to, listened to me think aloud, called me to a dinner table with food waiting on numerous occasions, taken the children out of the house to create a quiet place for me to write, and have been my biggest encouragement and support. With all my heart, I say thank you.

To the teachers that participated in this study. I am humbled by your passion, kindness and commitment to all of your students, especially your LTELs. Thank you for sharing your experiences, stories and reflections with me. Your students are more than fortunate to have you as their teachers and I am honored to call myself your colleague.

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LIST OF ABBREVIATIONS

CAHSEE- California High School Exit Exam

ELD- English Language Development

EL or ELL- English Learner or English Language Learner

EO- English Only. Refers to a student that speaks English as his/ her primary language

FEP- Fluent English Proficient

IEP- Individualized Education Plan

L1- Primary or heritage language

R-FEP- Reclassified Fluent English Proficient

Sheltered Instruction- Content area instruction that is specially designed for English Learners so that it is comprehensible to them.

TPR- Total Physical Response

VITA

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ABSTRACT OF THE DISSERTATION

Teacher Cultural Competency and Long-Term English Language Learners

by

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Doctor of Education in Educational Leadership

University of California, San Diego, 2015
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Students that have been designated English Language Learners for five or more years are Long-Term English Learners. The literature review addresses some typical characteristics and experiences of students that are Long-Term English Language Learners, and the need for culturally responsive practices to meet their

needs. Teacher attitudes, perceptions about English Language Learners, positionality, and opportunities to learn are integrated into the review. The author discusses linguistic awareness and culturally responsive teaching that appropriately scaffolds instruction. Professional development and teacher attitudes are inextricably linked. For this reason, these aspects are sometimes addressed together, and at other times separately. Care Theory, Socio-Cultural Theory and Positioning Theory were used as theoretical frameworks to create a protocol that indicates teacher cultural competency. This protocol was used in a qualitative study that used a short survey, observations interviews and extant data to address teacher cultural competency and its relation to the LTEL academic experience. The results of the study indicate that empathy and caring for students is the foundational and most prominent disposition in meeting the needs of LTEL students. Other dispositions that are significant are self-analysis and being a reflective practitioner, analyzing one's own teaching practice and seeking pedagogy that meets the needs of students. Culturally competent instruction is indicated as a cyclical and recurring process of the later three dispositions. By examining teacher cultural competency, the study contributes to the literature about LTEL academic needs and has implications for leadership, professional development, teacher hiring and social justice and equity for this underserved population of students.

CHAPTER ONE: INTRODUCTION

Early in 2007, I noticed that almost 100% of the students enrolled in my English Language Development (ELD) classes had been in ELD classes for many years, and many of them had been born in the United States. I had not yet heard the term Long-Term English Learner, but I started to question why students would be classified as English Learners (ELs) for so long. As a result of several informal conversations with students about teachers and teacher beliefs, I began to pose questions to myself as to how teacher cultural competency impacts the achievement of Long-Term English Learners (if at all).

The interest in these two topics originates from personal experience as a human relations facilitator working with youth and teachers. In the fall of 2001, I was a facilitator at a human relations retreat for teachers. The majority of the teachers were from the greater Los Angeles area. There was one particular experiential activity about language and literacy practices that impacted one of the participants in a profound way. Many of the other teachers, most of them White, seemed confused about this teacher's response. The teacher shared how language was such an important aspect of her family and that she, as a second language learner, had been pressured as a child to give up that language. The school system wanted her to speak only English, her parents did not speak to her in her heritage language. The exercise at the retreat served as a catalyst to provide a space for her to explain that she felt a profound sense of loss and connection to her family because of the lack of knowing her heritage language. The small group discussion and reflective period afterwards

seemed to impact the other teachers' beliefs about language, literacy practices and how those beliefs manifest themselves in the classroom. After working with teachers around issues of race, language, literacy practices, class, etc., they seemed to experience a shift in attitudes about students in general. This experience had a significant impact on me as well, in part because I am a secondary English Language Development teacher with a Bilingual Authorization. I have studied language acquisition theory and have worked with many students as they acquire a new language.

Statement of the Problem

In 2011 there were over 1.5 million Long-Term English Language Learners in the state of California (Linguanti, 2013). A Long-Term English learner is a student that has been classified as an English learner for five or more years (AB 2193). Data collected from a statewide research project in California of over 40 school districts indicates that almost 60 percent of secondary English Learners (EL) in the state have been labeled as such for over six years, and that almost 75 % of those students were born in the United States (Callahan, 2005; Olsen, 2010). The academic success of Long-Term English Learners (LTEL) is a fairly new field of inquiry in education, and a long-existing system of inequity. The term Long-Term English Language Learner is fairly new (within the last ten years) and there is not a great deal of research about this typology of EL, although one can conclude that research conducted about secondary ELs students prior to 2008 is actually about Long-Term English Learners. Also, as there is limited information about LTELs, many of the conclusions about ELs can be applicable to LTELs. LTELs typically have social oral proficiency in English, have

limited proficiency in literacy in either their primary or second language, struggle with academics (e.g. they are commonly behind their peers by more than three years), have lower GPAs than their English only counterparts and have higher drop-out rates (Calderón & Minaya-Rowe, 2011; Menken & Kleyn, 2010; Olson, 2010). Also, one common characteristic of LTELs is that they have experienced an inconsistency in their academic programs which leads to non proficiency in the primary language and extends their time designated as an EL (Menken & Kleyn, 2010; Menken, Kleyn & Chae, 2012; Olson, 2010). When a student has proficiency in their primary language, they are much more likely to have an advantage in the acquisition of English, and they are more likely to be reclassified as Fluent- English Proficient (aka bilingual), which influences the opportunity for academic success (Menken & Kleyn, 2010; Menken, et al., 2012).

LTELs have very different academic needs compared to students that are newcomer students. A newcomer student is a student that has been enrolled in school in the United States for less than three years. English Language Development classes are designed for these students, as they are truly experiencing English as a new language. In California, students who have a primary language other than English entering the K-12 school system have a 50% chance of being reclassified as fluent English proficient, and a significantly small chance of meeting entrance requirements for the California State University and University of California system (Olson, 2010). English Learners are eligible to be reclassified Fluent English Proficient when they earn an overall score of 4 or 5 out of 5 on the California English Language Development Test and meet other school district created criteria. Also, in the state of

California, students must pass the California High School Exit Exam in order to earn a diploma. In 2004 only 39% of high school students in California that were classified as ELs passed the English Language Arts (ELA) portion of the high school exit exam (Gándara, Maxwell-Jolly & Driscoll, 2005).

LTELs are commonly misplaced in English Language Development (ELD) classrooms and get little to no benefit from these classes because they are designed for newcomer students. English Language Development classes focus on the acquisition and the development of a new language, and secondary level ELD classes assume primary language literacy (Menken et al., 2012). The courses specifically address the needs of students at the emergent stage, expanding the language and helping the student bridge into regular content and Language Arts classes. ELD classes in general are based in language acquisition theory. Overall, once placed into a program that seeks to develop the secondary language of English, students leave high school with less academic content and skills compared to English only students and their non-ELD counterparts (Callahan, Wilkinson & Muller, 2010).

Several factors contribute to the academic success of LTELs, including primary language proficiency. Multiple years of research based in language acquisition theory has shown that when a student has proficiency in one's heritage language it is easier to acquire a second language (Cummins, 1994). Scholastic programs that include heritage language classes help to build primary language proficiency, which impacts the mastery of English. LTEL students need teachers that have the skills to make connections between the primary and second language and how attributes of language acquisition transfer across languages (Olsen, 2010).

Although primary language acquisition contributes to LTEL academic success, there are several other academic and social factors. Racial, ethnic and cultural attitudes are present and these attitudes contribute to teachers' perceptions of students and are evident in actions within the classroom (Gay, 2010; Fránquiz, del Carmen Salazar & DiNicolo, 2011). Teachers that value a student's primary language demonstrate this in their actions by a willingness to explain concepts in the primary language, openly welcoming the use of the primary language, incorporating words that are similar in the primary language and having the skills to make connections between the primary and second language (de Oliveira & Athanases, 2007; Olsen, 2010). Furthermore, the overt inclusion of ELLs into the classroom environment by actively incorporating ELL students into classroom activities contributes to LTEL success. However, the simple intentional inclusion of ELLs into classroom activities is not sufficient.

LTEL students experience a higher level of academic success when they have access to a curricular framework that is based in rigorous content area instruction paired with academic language instruction in an environment in which they can comprehend the material (Aguirre-Muñoz & Amabisca, 2007). Not only does this include the actual mechanics of instructional practices, but includes a foundation of culturally responsive teaching practices which utilizes cultural and linguistic scaffolds and the incorporation of strategies that are sensitive to students' socio-cultural backgrounds (Aguirre-Muñoz & Amabisca, 2007; Santamaría, 2009). The review of literature for this study integrates: the typical characteristics of Long-Term English Learners; culturally responsive teaching practices; positionality and dispositions; and

the educational experiences of English Learners. Since the area of Long-Term English Learners is emergent, several of the empirical studies highlighted in this review are focused on English Learner students, and not necessarily Long-Term English Learners. As noted above, although Long-Term English Learners have distinct needs compared with non Long-Term English Learners, all students can benefit from culturally responsive practices; this literature review explores the characteristics and needs of Long-Term English Language Learners using the lens of cultural competency, Care Theory, Positioning Theory and Socio-Cultural Theory. This research is needed because it contributes to the literature about LTELs, and how teacher dispositions influence the LTEL experience. Additionally, this research begins to address how teacher cultural competency impacts instruction with respect to LTELs.

Research Questions

How do teacher dispositions impact the LTEL academic experience?

Which teacher dispositions positively impact the LTEL experience?

What importance does cultural competency have in the instruction of LTELs?

Proposed Study

The purpose of this study was to investigate teacher dispositions and their impact on the Long Term English Learner academic experience. In order to explore the above research questions, an appropriate way to answer the questions was to conduct a qualitative study. This was necessary to capture the experiences, thoughts, reflections and actions of the participants with respect to their LTEL students. I

wanted to obtain a “thick description” of the perspectives of the participants, which I do not believe would have been possible through a quantitative study. To capture the experiences and perspectives of the participants I wanted to interview them for an oral perspective, and I used an open-ended written survey that used the same approach of Appreciative Inquiry as another source of data. I used these two data sources that were based in the same approach so that I could analyze data for similarities and differences in the responses. Extant data from an online learning management system was accessed to further encapsulate the reflections and experiences of teachers based upon implementation of lessons that they designed specifically with LTEL students as a focus. Finally, classroom observations were used as a source of data in order to capture the interactions between the participants and their LTEL students. The observations were conducted using an observation protocol based upon dispositions that indicates a teacher is culturally competent.

Theoretical Frameworks

This study was based upon three theoretical frameworks: Care Theory, Positioning Theory and aspects of Socio-Cultural Theory, specifically Culturally Relevant Pedagogy.

LTEL needs are highly specific and require teachers to know their individual academic needs. Care Theory is at the heart of what LTELs require in order to address the needs of their academic success. Human Care Theory was introduced into the field of nursing by Jean Watson (1988) and posits that the idea of caring for a person, specifically a patient, should be based in the idea that care should be the primary focus and that curing a patient comes second in that relationship. This is not to state that

curing a person and tending to her/his physical ailments is not a primary concern, but human care theory “allows a person to transcend the physical material surface and reach beyond, to touch the human center of the person.” (p. 176). Care Theory states that carative practices result in the satisfaction of certain human needs and that it promotes health and growth, and accepts a person not only as what he/she is, but of what they might become. A central aspect of Care Theory is that actions take place in an environment that allows for the development of potential, but allows the person to make decisions for him/herself. An essential component of Care Theory is an interpersonal relationship in which trust exists and sensitivity with one’s self and to others (Watson, 1989).

Nel Noddings was the primary person that connected Care Theory to education in her book *The Challenge to Care in Schools* (1992). Care Theory in education is “manifested as a trusting and supporting relationship between teachers and students” (Gomez, Allen, & Clinton, 2004, p. 474). Care Theory posits that the relationship between teacher and student must be present, and that when that relationship is established, both the teacher and student are affected. Knowing about a student impacts a teacher’s instruction and influences his/her pedagogy. In relation to student achievement and particularly to LTEs, Care Theory is especially important because when the actions that are manifested use Care Theory as an epistemology, both the student to teacher and the teacher to student relationship are enhanced, and understanding of teaching and learning is augmented (Gomez, et al., 2004; Olsen, 2010; Gándara & Driscoll, 2005). Webb and Blond (1995) write that knowledge about students, and therefore caring for students, influences the pedagogy of teachers.

Caring for students motivates teachers to gather information about students, which affects teaching practices, and therefore Care Theory in action for LTELs would contribute to their academic success (Webb & Blond, 1995). One of the main tenets of Care Theory within education is that students experience continuity in several different ways including: continuity of purpose, continuity of place, continuity of people and continuity of curriculum (Noddings, 1992). LTELs very typically experience a lack of continuity within their educational programs including not receiving a language development program, using materials that are not designed for English Learners, being enrolled in weak language programs and being enrolled in inconsistent programs (Olsen, 2010).

Positioning Theory is a framework based upon social interactions and how people act towards each other, which is rooted in practices and beliefs (Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009). People position themselves based upon who they are interacting with and therefore assume roles based upon those interactions. People either do have power, or they do not have power within the framework of Positioning Theory and this is always changing. Positioning Theory states that based upon the perceived position of power, people's actions and interactions can be influenced. With respect to teachers, and specifically teachers of students that are English Learners, the work of Bogum Yoon (2008) states that teachers position themselves in one of three ways; the "regular education teacher," the "content area teacher," and the teacher that positions themselves as a teacher of "whomever is in the class."

The third framework of this study was the importance of Culturally Relevant Pedagogy. While this is not a theory in itself, the most significant components are from Vygotsky's Sociocultural Theory. Sociocultural Theory posits that human mental processes are mediated processes that are organized around cultural artifacts, activities and concepts (Lantolf & Thorne, 2007). One of the basic concepts of Sociocultural Theory is that people use tools and labor activities to understand and change their world (Lantolf, 2000). The use of language is the primary form of mediation, and the development of connections and knowledge takes place through processes that are based in cultural, linguistic and historical settings (Lantolf & Thorne, 2007). Culturally relevant pedagogy is a tool in the mediation process for which the objective is student learning.

Although separate, there is a relationship between the three frameworks. Care Theory is based upon carative practices and an interpersonal relationship based upon trust and sensitivity. As stated, caring for students impacts teaching practices (Watson, 1989). When teachers care for students they develop a mutually beneficial relationship, and when they address language and cultural needs they are positioning themselves to be advocates for English Learners (de Oliveira & Athanases, 2007). Impact on teaching practices as a result of caring is related to Culturally Relevant Pedagogy, part of Sociocultural Theory. Using the tools of Sociocultural Theory, teachers use cultural, linguistic and historical connections as a form of advocacy for their students within the classroom and care for them by utilizing instructional strategies that are beneficial to students by making the subject matter relevant to

students. The very idea of developing a caring relationship with students supports the idea that teachers position themselves as “teachers of all students.”

Methods

A multiple-case study has advantages in that evidence from multiple cases can be considered compelling and the study is therefore robust as compared to a single-subject case study (Yin, 2003). For this study I observed in classrooms, conducted teacher interviews and reviewed formal and informal writings in the form of an open-ended question survey. I developed a dynamic and interactive observation protocol of dispositional behaviors, that if practiced by teachers equates to cultural competency. These dispositional behaviors are based in the literature about culturally relevant teaching practices, caring about students, beliefs, attitudes and positionality. I developed my own protocol because while there are observation protocols for lesson observation such as the Sheltered Instruction Observational Protocol, The Marzano Observational Protocol and the Annenberg Institute for School Reform Protocol, which all provide a framework for different features of instruction, I was unable to find an observation protocol that addresses instruction specifically with respect to LTELs (Echevarría, Vogt, & Short, 2012; Marzano, 2009; Annenberg Institute, 2004). I looked for manifestations of dispositions through behavior of teacher interactions with LTELs. From the survey and interviews, I sought data that reflected dispositions of cultural competency. A thorough explanation of methods is addressed in the third chapter. Generalizability, positionality and limitations are also addressed in the methods section.

Significance

A case study about teacher dispositions and its relation to Long-Term English Learners has the potential to contribute new knowledge and inform practice, impact hiring considerations, shape professional development and affect policy. Considering that the research about LTELs is scant, almost any research targeting this typology of English Learner contributes to the literature. My hope is that this research will have a positive effect on policy and educator practice so that students have a positive educational experience. Emergent bilingual students do not have to become Long-Term English Learners. Ultimately, it is my hope that English Learners become truly bilingual and that the typology of Long-Term English Learner becomes non-existent, not because the term is eliminated, but because the educational community ultimately recognizes the benefits of being bilingual and implements programs that support that value.

Long-Term English Learners are at risk of dropping out of school, not having access to a rigorous curriculum and ultimately losing their primary language. The policy implications for providing an equitable educational experience for LTELs have been documented in a few research studies; one of the main pathways for LTELs to experience equity is for English Learners to have consistency in the type of their educational program.

Aside from the policy implications for LTELs, the way that classroom teachers regard students has a significant impact on student success and is a powerful predictor of student performance (Mohr & Watkins, 2001). Examining the dispositions of teachers and how those dispositions manifest in behavior with LTELs can profoundly

impact a student's experience. Until the time that students that have a primary language other than English are regarded as an asset to the classroom, and not an issue of something that "has to be dealt with," LTELs will not be afforded the same educational offerings as their English only counterparts.

Key Terms

Cultural Competence - "The integration and transformation of preconceived knowledge about individuals and groups of people into specific standards, policies, practices and attitudes used in appropriate cultural settings to increase accessibility and the quality of services" (Santamaría, Santamaría, & Fletcher 2009, pp. 35-36).

Dispositions- A natural or prevailing aspect of one's mind as shown in the *behavior* and relationship with others (Longman, 2000).

Positionality- The way that one is oriented (Yoon, 2008).

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this literature review about teacher cultural competence and the success of Long-Term English Learners is to explore how cultural competency in the educational setting impacts the achievement of Long-Term English Learners.

Students that have a primary language other than English in the United States continue to experience a system that disregards and devalues the student's primary language and culture. Cultural aspects of instruction with traditionally marginalized groups significantly impact the academic success of diverse populations (Aguirre-Muñoz & Amabisca, 2010; García, Arias, Harris- Murri, & Serna, 2010). The concepts of deficiencies and learning opportunities are connected to cultural beliefs and competencies. Misconceptions about English Learners are internalized by both White teachers and teachers of color. These misconceptions are prevalent in schools, and they perpetuate the belief that Emergent Bilinguals are less worthy than other students, that the students themselves are "deficient." Teachers feel that "handling" Emergent Bilinguals is difficult and do not want them in their classes (Callahan, et al., 2010; Flores & Smith, 2009; Fránquiz, et al., 2011; Yoon, 2008).

Heritage Language and Language Immersion

The controversy about bilingualism and bilingual education is a long-standing debate in education and affects teachers' perceptions about English Learners (Garcia, Kleifgen & Falci, 2008). The notion that students need to be proficient in one language, specifically English, in the United States has been supported by public

opinion, theory, and the need for a singular common language to promote national cohesiveness (Cummins, 1994). The arguments against bilingual education and bilingualism range from ideas that students will become confused by the presence of two languages, to receiving instruction in a language other than English (in the United States) will delay and prevent the acquisition of English (Hakuta, Butler & Witt, 2000). Voter referendums such as Proposition 227 in California, which fundamentally changed bilingual education in the state and severely limited primary language instruction, are reflective of this sentiment. The separate underlying proficiency theory of language acquisition is based upon the idea that languages develop separately and independent of each other (Cummins, 1994). Based upon this theory, some opponents of primary language instruction purport that by developing a second language, the other (the first) language is not only stagnant in development, but hindered and that any “knowledge” learned in one language cannot transfer to a second language (Cummins, 1994).

In contrast, the theory of a common underlying proficiency posits that language acquisition is not separate, and that development of one language not only transfers but actually contributes to the development of the other (Cummins, 1994). The report of The National Literacy Panel on Language Minority Children and Youth is a synthesis of research on the development of literacy in second-language learners. One of the findings is that oral proficiency in the primary language can be used to facilitate the development of literacy in English and that oral proficiency is associated with English reading comprehension and writing skills (August & Shanahan, 2006). Students who have the opportunity to develop their primary language (L1) are likely to

perform better than their peers who do not develop it (Calderon & Minaya-Rowe, 2011; Menken & Kleyn, 2010). As such, it is logical that the primary language of a student not only be supported, but also be developed so that they become bilingual. Even though the theory of a common underlying proficiency has been supported by empirical evidence through many studies, students that have a primary language other than English in the United States continue to experience a system that disregards and devalues the student's primary language and culture (Menken & Kleyn, 2010).

Menken and Kleyn (2010) conducted a qualitative study in New York City high schools to answer questions about the educational experiences of LTELs and the services that the students received, and to document the language and literacy preferences and abilities of LTELs in their primary and secondary languages. The study reports that LTELs do not experience a system that supports the development of their primary language, they lack competency in their second language, and too frequently they do not experience academic success (Menken & Kleyn, 2010). By the time many Long-Term English Learner students that were once considered "orally bilingual" enter high school they only use their primary language in a limited way and they prefer to use English (Olsen, 2010). Language acquisition theory aside, cultural aspects of instruction with traditionally marginalized groups significantly impact the academic success of diverse populations (Aguirre-Muñoz & Amabisca, 2010; García, et al., 2010). When students perceive that their primary language is validated, and that they are not being asked to reject their primary language and culture for a second language, motivation is positively affected, and consequently they succeed better in the acquisition of the second language (Krashen, 1994). This is especially evident in

adolescents, and therefore connections to LTELs can be drawn from this evidence about motivation (Abedi & Gándara, 2006).

Assets-Based Terminology

Students that have a primary language other than English and are acquiring English are Emergent Bilinguals; when they attain proficiency, they will be bilingual, meaning that they will be able to function well in more than one language. The term Emergent Bilingual honors the primary language and recognizes the value of bilingualism (García, et al., 2008). Contrary to the use of assets-based terminology, deficit language is prevalent in association with second language learners. For many years, linguists, educators and policy makers have used language to describe students that have a primary language other than English as something that they are not, and as something that they do not have, for example: Limited English Proficient, non-English Proficient, English as a Second Language, English Language Learner. Even the works of James Cummins and recent researchers addressing the need for ‘Social Justice’ in working with Long-Term English Learners use the terms of “deficiency” when referring to second language students (Cummins, 1994; Theoharis & O’Toole, 2011). The language of deficiency does not recognize the assets that Long-Term English Learners have with respect to language, that they already have a language that should be maintained and developed. Rather, the deficit language surrounding Long-Term English Learners suggests that the second language needs to be learned and the primary language needs to be extinguished (Halcón, 2001). A large body of evidence exists which shows that instruction suffers when teachers perceive their students’

linguistic and cultural background as inferior, and historically the primary language of students has been viewed as a liability to learning (Flores & Smith, 2008; Menken & Kleyn, 2010). The concepts of deficiencies and learning opportunities are connected to cultural beliefs and competencies. Misconceptions about Long-Term English Learners are internalized by White teachers and teachers of color; they are prevalent in schools and perpetuate the belief that Long-Term English Learners are less worthy than other students, that the students themselves are “deficient,” and teachers feel that “handling” them is difficult and do not want them in their classes (Callahan, et al., 2010; Flores & Smith, 2009; Fránquiz, et al., 2011; Yoon, 2008). Teachers often attribute the student’s academic failure to their primary language, which they see as a problem that needs to be overcome (Yoon, 2008). This position of students having a deficit undermines their opportunity to succeed and to learn. However, teachers that do understand that students’ cognitive and communicative skills develop as a result of the interaction of linguistic, sociocultural, and cognitive knowledge and experiences, create opportunities to learn for Long-Term English Learners (Callahan, 2005; García, et al., 2010; Yoon, 2008). Jiménez and Rose (2010) write that it is important for teachers that are working with students that are in process of acquiring English to have the ability to recognize the value of all languages as a way to interpret new information.

Cultural Competence

Believing that all Long-Term English Learners can learn and incorporating the language and cultural experiences into teaching practices are fundamental positions towards becoming culturally competent (Quezada, Lindsey, & Lindsey, 2012).

Santamaría, et al. (2009) define cultural competence as “the integration and transformation of preconceived knowledge about individuals and groups of people into specific standards, policies, practices and attitudes used in appropriate cultural settings to increase accessibility and the quality of services” (2009, pp. 35-36). Lindsey, Robbins and Terrell (2003) frame cultural proficiency as, “a way of being that enables both individuals and organizations to respond effectively to people who differ from themselves” (p. 5). They state that educators must believe that all English Learners can learn, that LTELs experience specific challenges, and that the incorporation of cultural and language experiences of LTEL students is essential to creating culturally proficient classrooms. Being culturally competent is exhibited by how educators use assessment data, deliver curriculum and instruction, interact with the community and use professional development (Lindsey, Graham, Westphal & Jew, 2008). “A fundamental tenet of culturally relevant instruction is that teachers can and should draw on students’ native language and cultures (Jiménez & Rose, 2010, p. 405). Teachers are most effective with regards to cultural responsiveness when ecological factors such as viewing the community as an asset, incorporating prior experiences of the students and their cultural backgrounds are included in instructional practices and various resources are utilized to engage students in successful practices (Gay, 2010; Ladson-Billings, 1995; Quezada, et al., 2012).

However, there is a general lack of awareness about cultural competence and cultural proficiency. A significant concern is that the teaching profession populace is not ethnically diverse, and this trend is continuing as evidenced by the enrollment makeup within teacher preparation programs. This, coupled with school populations

becoming more diverse (culturally, racially and linguistically) demonstrates a need for teachers to not only understand diversity but to be responsive in pedagogy so that they can best serve their students (Garcia, et al., 2010). The qualitative study of Santamaría, et al. (2009) that documents the experiences and reflections of twenty-four preservice and credentialed teachers suggests that when teacher preparation programs focus on “meaningful instruction that is culturally relevant, context embedded and authentic...ELLs can overcome academic difficulties related to language and cultural differences and be successful in school” (p. 35).

The writings of Gay (2010) opine that many preservice teachers “do not think about their attitudes and beliefs about ethnic, cultural and racial diversity” (p. 145) and that many purposely avoid acknowledging that they do have specific beliefs. Without this acknowledgement, pre-service teachers therefore cannot reflect on the impact that those beliefs will have in the classroom. Additionally, a mixed-methods research study in which the School-wide Cultural Competence Observation Checklist was used in order to assess school-wide cultural competence showed that individual values and beliefs are inconsistent with individual behaviors within the classroom (Bustamante, Nelson & Onwuegbuzie, 2009). An opposing finding in the case study research reported in Cabello and Burstein (1995) about teacher beliefs and teaching practices states that “teaching practices do reflect teacher beliefs that, in turn, reflect their own experiences and backgrounds” (p. 285). Geneva Gay (2009) cautions that some teachers believe that once they are aware of their own personal biases, that this could be an end to professional growth rather than a beginning point to adopt culturally

competent practices. Implementing a process of change is especially critical for Long-Term English Learners.

Role of Teachers

Professional Development

Quantitative research of DeJaeghere and Cao (2009) showed that after a five year professional development initiative that used the Intercultural Development Inventory as an instrument to assess attitudinal and behavioral changes in school personnel with respect to cultural competence, professional development did have a positive impact on practices and cognitive processes. The preservice and inservice programs had an effect on classroom pedagogy, teacher attitudes, and skills. Additionally, a wide range of empirical evidence suggests that professional development that is ongoing versus a “one-time” or short-term professional development is likely to have a greater impact on professional practices (Echevarría, Richards-Tutor, Chinn & Ratleff, 2011; Gándara, et al., 2005). Professional development that is based only on research is not sufficient; the sociocultural aspect also needs to be included (Quezada, et al., 2012).

In order for professional development to increase cultural competence and cultural sensitivity, the amount of anxiety must be low so that participants are open to fully engage in dialogue and reflection. Schools need to create professional development opportunities that are developmentally appropriate for the organization so that educators respond in a positive way (DeJaeghere & Cao, 2009). In a study using the Intercultural Development Inventory as an instrument to measure the Developmental Model of Intercultural Sensitivity, teacher attitudes were impacted the

most in the area of cultural similarities and differences and adapting personal behaviors when interacting with other people (DeJaeghere & Cao, 2009). Finally, teachers that have had more exposure to diversity training in general tend to have a more favorable view of language diversity as well (Flores & Smith, 2009).

Although teacher attitudes about students are important, they are not sufficient for working with culturally and linguistically diverse students; teachers must also be well-prepared with theoretical, pedagogical and cultural knowledge (Flores & Smith, 2009). Research reported in Flores and Smith (2009) “has shown that professional development has a positive effect on teacher attitudes regarding Long-Term English Learners and their families” (p. 328). Flores and Smith conducted a qualitative research study in which the sample size was 564 teachers from urban, suburban and rural schools. The results of the study suggest that teachers who receive professional development are more likely to understand the importance of English Language Development and value the students’ primary language, although they did not see the use of the primary language as a positive outcome (Flores & Smith, 2009). The research of Flores and Smith (2009) also concludes that teachers with less experience and a greater amount of diversity training may be better-equipped to create successful learning environments for linguistically diverse students.

Teacher Attitudes

The attitudes of teachers about students can significantly impact student achievement and performance (Cabello & Burstein, 1995). The long and deep-rooted history of viewing students that are of linguistically and culturally diverse

backgrounds as deficient manifests itself in many ways. In the very specific “cultural deficit model,” educators describe the deficiencies of their students, explain the deficits by blaming circumstances on the family and community, predict the perpetuation, and then make programmatic placement changes using the previous criteria as justification (Skrla & Scheurich, 2001). The above model represents a negative attitude towards working with culturally diverse students. However, professional development can impact attitudes due to their malleable nature.

One component of successfully working with culturally diverse students is the role that empathy plays in teaching diverse students. McAllister and Irvine (2002) write that an empathetic disposition is a highly desirable trait for teachers, and especially for those that work with diverse populations. This is because empathetic teachers are more likely to have a caring relationship with their students, which leads to higher motivation and better academic performance. In their qualitative study in which the sample size was 34 inservice teachers, McAllister and Irvine analyzed documents which indicate that teachers increased their level of multicultural sensitivity and their sense of empathy as a direct result of interactions with parents and from a multicultural professional development course. Teachers also reported that they used more empathetic behaviors in the classroom and increased student-centered activities. More student-centered activities were also reported by MacPherson (2010) in a qualitative study that investigated multicultural practices. These modifications impacted the classroom in that teachers reported that they had more positive interactions with students. The role of empathy in teaching diverse learners is important because it positively influences the quality of instruction. Empathy is

especially important for teachers of LTELs because it contributes to academic achievement, and helps to reduce school-related problems faced by students. Additionally, empathetic teachers help to counteract the impact that teachers with deficit views can have on students who do not believe that they can achieve, and do not validate their experiences (García, et al., 2006; Jiménez & Rose, 2010; Yoon, 2008).

Teacher Preparation

In contrast to the work of Bustamante, et al. (2009), Santamaría, et al. (2009) state that little is known about how teacher education programs improve the learning of LTELs and students from culturally diverse backgrounds, although they do mention cultural-historical theory as a tool to inform the design of teacher preparation programs. However, many of the lead researchers in teacher education and preparation are consistent with general recommendations in that prospective teachers need formal and guided facilitation about their own beliefs and values about ethnic and cultural diversity (Santamaría, et al., 2009). Additionally they need to be able to reflect on their beliefs and how those beliefs impact their own teaching practices (Cabello & Burstein, 1995; Gay, 2009). Similarly, the same recommendations apply with regard to language and culture. “Teachers need specialized preparation that includes language-related experience and linguistic knowledge” (Garcia, et al., 2010, p. 136), and an understanding of how a student’s language and culture interact with the language and culture of the school.

Teachers that have more training in and more knowledge of teaching and curriculum are likely to be more effective in teaching linguistically diverse students (Darling-Hammond, 2000; García, et al., 2010). Long-Term English Learners are frequently placed into classrooms with teachers that are the least prepared and most unfamiliar with culturally responsive instructional strategies because they have had no formal training in this area (Bustamante, et al., 2009; Darling-Hammond, 2000; Gándara, Gándara, Rumberger, Maxwell-Jolly & Callahan, R., 2003; Gándara, et al., 2005, García, et al., 2010). Teachers themselves stated that they are not well-prepared to teach LTELs, but the literature suggests that this is also a function of teacher efficacy (Flores & Smith, 2009). However, teachers expressed frustration with the lack of curricular materials and the inability to communicate with the families of students (Gándara, et al., 2005). Additionally, LTELs are the students that are the most likely to be taught by teachers that have an emergency credential or teachers that are enrolled in an alternative credentialing program (García, et al., 2010). These teachers tend to have the least amount of training, and when they do receive it, professional development tends to focus on individual strategies and techniques that can be implemented quickly versus pedagogical practices that are based on theory. Ill-prepared teachers are less likely to change instructional practices to meet the needs of their students because they do not have the skills to consider the different cultural perspectives and experiences of their students (Darling-Hammond, 2000; Santamaría, et al., 2009).

Secondary teachers often consider themselves to be teachers of a particular content-area and therefore focus on “their” area of instruction (Yoon, 2008). They do

not have the needed skills to teach the reading, writing and language skills, and even those skills that are specific to content areas (e.g. laboratory reports) that English learners need for academic success (Gándara, et al., 2005). Secondary teachers may find it difficult to convey the content of the class to LTEL students (Gándara, et al., 2005). For those teachers that attend professional development for LTEL students, the amount of inservice time is limited and often times presented by a person that has limited experience and knowledge about Long-Term English Learners. The teachers receiving the professional development often do not perceive that the information is of benefit to them (Gándara et al., 2005). Secondary teachers reported that when they had time for collaboration and planning time with other teachers of Emergent Bilingual students, their time was best used when they had the opportunity to observe teachers that were skilled in working with Long-Term English Learners (Gándara et al., 2005). This evidence about professional development is consistent with the findings that teachers need ongoing collaborative professional development, especially when working with LTELs (Echevarría, et al., 2011). When teachers received professional development that focused on increasing skills for teaching LTELs and as they gained experience, they felt that they were better equipped to teach them. Secondary teachers found professional development regarding culture and content-specific teaching strategies the most beneficial in working with LTELs (Gándara, et al., 2005).

Teacher placement and assignment represents a barrier to serving Long-Term English Learners equitably. Many times there is a well-established and entrenched culture of veteran teachers “earning rights” to teach higher level or honors classes.

Well-established, permanent teachers generally do not want to teach English Language Development classes or sheltered content area classes (classes that include specially designed academic accommodations with respect to language to assist students in understanding the content) and this perpetuates the cycle of the least experienced teachers being assigned most frequently to classes with high numbers of LTELs (Olson, 2010).

Teacher Efficacy

Teacher efficacy is the teacher's belief about his or her ability to motivate, promote learning and affect learning (Putman, 2012). The amount to which a teacher has self-efficacy can affect classroom environment and have an impact on student attitude, student efficacy and academic achievement (Bandura, 1993; Sosa & Gomez, 2012). Teachers that have a high degree of efficacy have been shown to implement strategies that are developed, planned, and are differentiated according to the needs of students. Additionally, teachers with a high amount of efficacy tend to have higher expectations of their students and "are apt to develop supportive relationships with students" (Sosa & Gomez, 2012, p. 877). Teachers with a high degree of efficacy also tend to implement alternative strategies and to seek out professional development to improve their practice, whereas teacher with low degrees of efficacy tend to not implement differentiation and have a lower opinion about inclusion (Putnam, 2012).

Teachers that have a low degree of self-efficacy tend to be more teacher-centered and utilize less differentiation (Putnam, 2012). Tschannen-Moran and Woolfolk-Hoy (2001) state that teacher efficacy is situation specific. They state that

teachers can be more efficacious with certain content areas and specific situations. This situational efficacy can also apply to working with diverse populations and specifically with English Learners (Siwatu, 2011).

A mixed-method study was conducted with preservice teachers about their self-efficacy with respect to working with students from diverse populations and implementing Culturally Responsive Teaching Practices. The results of the study revealed that preservice teachers were the most efficacious with respect to general teaching practices such as building a classroom environment that was welcoming and having an atmosphere of trust. However, the study also revealed that the same preservice teachers were less efficacious about connecting with students' home life. Teachers were the least efficacious with respect to implementing culturally responsive teaching practices, and cited providing services to English Learners specifically (Siwatu, 2011). This particular study involved preservice teachers, and it was stated that these participants felt the least efficacious about English Learners because they had not been discussed, or that their knowledge was limited to knowledge about English Learners versus knowledge as a result of experience with English Learners (Siwatu, 2011).

Teacher efficacy is of significant importance in the instruction of LTELs because as noted in the literature, LTELs have different and specific needs compared with non-EL students and newcomer ELs. Teachers' positive beliefs about their own abilities to influence students are an indicator of the implementation of effective teaching practices (Bandura, 1993; Sosa & Gomez, 2012). Furthermore, teacher efficacy influences teachers' perception of students, which impacts student outcomes

(Sosa & Gomez, 2012). In a literature review presented in Sosa and Gomez (2012) the authors present information that teachers with a low sense of efficacy tend to engage in discriminatory practices such as paying less attention to students, having low expectations and focusing on classroom management. It is suggested that if these teachers had a higher sense of efficacy, then they would have a more favorable view of their students and therefore have higher expectations for them.

Advocacy

Teacher efficacy and advocacy are related in that teachers that have a high sense of efficacy tend to take an interest in their students' lives and act on behalf of their students. Taking an interest in students' lives beyond the classroom is a result of caring for students, and is a pathway to advocacy. Being an advocate means acting or speaking out on the behalf of another person (Longman dictionary, 2000). Sosa and Gomez (2012) write that having an understanding of the inequitable forces that students face is necessary in order to help them cope with obstacles. The ability to recognize and understand those challenges suggests that they are inclined to want to make changes in the learning environments of students to promote success. This strongly indicates that they are advocates for their students. Teachers that have a high degree of efficacy have been shown to implement strategies that are developed, planned, and are differentiated according to the needs of students. This is also a form of advocacy in that "advocacy for equity begins in the classroom with a focus on students learning" (Athanasios & de Oliveira, 2008, p. 67).

Aspects of advocacy within the classroom include creating and maintaining an effective learning environment, tailoring instruction for ELLs and responding to sociopolitical issues (de Oliveira & Athanases, 2007). Teachers of ELLs also need to recognize that how they implement language and language supports is advocacy in relation to language policy development within that institution (de Oliveira & Athanases, 2007). Sosa and Gomez (2007) write about a teacher in their study that provided directions and instructions in English and Spanish, which shows that he not only recognizes the need for it for his Spanish speaking students, but that he values their language.

As noted previously, LTELs have special scholastic needs and those needs are not limited to the classroom. Teachers of LTELs have to be able to address cultural and social needs and issues that address equity beyond the classroom on an institutional level by critiquing and challenging practices and proposing alternatives to those practices. This includes advocating for the equitable distribution of resources and interacting with other personnel on behalf of ELL students.

In a qualitative study, 38 graduate students who are also beginning teachers, took part in focus groups. They reported their efforts to advocate specifically for their English Language Learners and that a significant amount of time was committed after seeing inequity in the forms of resource allocation, access to resources, rigorous curricular materials, culturally relevant materials and policies that negatively impacted ELLs (de Oliveira & Athanases, 2007). Furthermore, teachers advocated for students as they experienced evidence of cultural dominance, racism, and linguicism (Athanases & de Oliveira, 2008).

Teacher Practices

Teacher practices need to reflect an appreciation for student culture and language. One of the things that culturally competent teachers do is to provide scaffolds, specifically cultural scaffolds for their Long-Term English Learners. Cultural scaffolds create opportunities to learn as noted by Aguirre-Muñoz and Amabisca (2010). In reference to the teaching of language and one of their recommendations to develop higher order thinking skills, it is noted by Aguirre-Muñoz and Amabisca that the most meaningful learning occurs when teachers connect to students by acknowledging their backgrounds, interests, everyday experiences and academic goals (Aguirre- Muñoz & Amabisca, 2010; Bustos & Smith, 2009; Garcia et al., 2010; Quezada, et al., 2012). Scaffolding is a key component of Schulman's pedagogical content knowledge framework in making subject matter comprehensible to other people (Pawan, 2008). In a qualitative study based on a program that posits that LTELs are the educational responsibility of all teachers (versus the ELD teacher), it was found that teachers were more likely to use linguistic and conceptual scaffolding techniques but were the least likely to utilize social and cultural scaffolding techniques (Pawan, 2008). The study was conducted in order to identify the types of scaffolding that teachers used and to inquire if teachers thought that scaffolding practices are effective for English learners in learning content. The results of the study showed that a small percentage (6.3%) of scaffolding was cultural in nature and has implications about making personal connections with students.

Culturally competent teachers not only use culturally relevant practices in their classroom, but they also value the experiences, language, culture, etc. of their students.

They continually seek to learn about their students and adapt their own pedagogical practices to meet the needs of their students (Fránquiz, et al., 2011). Overall, irrespective of the type of class that students are in, whether it is a content-area class, or an English Language Development class, the quality of instruction is what matters most for LTELs (Calderón & Minaya-Rowe, 2011).

Quality of instruction is impacted by teachers knowing who they are, who they teach and the specific contexts of that teaching environment (Gay & Kirkland, 2003). Teachers need to engage in reflective practices in order to understand their own experiences and be able to create and implement lessons that are culturally relevant for their students (Howard, 2003). Gay (2003) also states that teachers need to “thoroughly understand their own culture and other cultural groups as well as understand how this affects teaching” (p.182). The practice of self-reflection helps teachers process what their students need in relation not only to their experience, but within the context of political environment and helps teachers make behavioral changes to best suit the needs of students and is imperative to improving educational outcomes for students (Gay, 2003; Howard, 2003). “Critical teacher reflection is essential to culturally relevant pedagogy because it can ultimately measure teachers’ level of concern and care for students” (Howard, 2003, p. 199).

Teacher Positionality and Dispositions

Positionality can be described as the way that one is oriented and is therefore less likely to change, versus attitudes, which are more flexible. Long-Term English Learner students are often served by teachers that have low expectations of them

(Callahan, 2005; Jiménez & Rose, 2010; MacPherson, 2010), or they are not placed into an appropriate programs for LTELs (Olson, 2010). Additionally, many educators believe that differentiated instruction should only be implemented in programs such as special education, and is not necessary in ELD or Sheltered classes (Bustamante, et al., 2009).

The way that teachers think of Long-Term English Learners is significant in defining their opportunities to learn. Based in Positioning Theory, the work of Yoon (2008) explores how content area teachers view themselves with their English learners. Teachers believe that they are either “regular education” teachers, “content-area” teachers, or “teachers of all students.” Those that believe that they are “regular education teachers” are the most likely to think of English learners as having deficits, are less likely to intentionally include them in class activities and most likely to limit their students’ opportunities to learn (Yoon, 2008). “Teachers that position themselves as ‘teachers of all students’ are the most likely to create a community of learners in which students felt powerful, valued and were likely to “embrace cultural differences and to help them sustain their culture” (Yoon, 2008, p. 506). The “regular education” teacher is one that sees him/ herself as the person that has content to deliver, and whomever understands the material receives the benefit of the instruction. The teacher that is of this position does not make modifications or accommodations based upon the students in the class. The “content area” teacher is the teacher that views him/ herself as the one to teach a particular subject matter. The content area teacher is generally a position that is found among secondary teachers. The teacher that positions him/herself as a deliverer of content, similar to the “regular education”

teacher, does not make modifications or accommodations based upon the students that are in the class, but will choose strategies that help deliver the content. Finally, the third type of teacher in Positioning Theory is the teacher of “all students.” This type of teacher adapts his/ her instructional practices to the needs of the students. This third type of teacher is the teacher that is most likely to include second language learners as a part of the class community and recognize them as people that have something to contribute irrespective of their level of language acquisition (Yoon, 2008). The first two types of teachers position themselves as teachers of students that are not English Learners. The “regular education” teacher views the English Learner more as an “uninvited guest,” rather than how the “teacher of all students” believes that he/she has a responsibility to all students and makes the appropriate accommodations and modifications (Yoon, 2008).

The qualitative study looked at teachers and how they positioned themselves and then related that positioning to how students perceived themselves. When students were in a class where the teacher positioned themselves as “teachers of all students,” the students reported that they felt powerful, were engaged, participated in large and small group activities and felt encouraged when the non-bilingual students showed interest in them (Yoon, 2008).

Complementing this is the work of Callahan (2005) which states that the quality of the student-teacher relationship in the environment of the “regular education” and “content area” teachers’ classrooms are low because of low expectations and that the students feel “a sense of alienation and isolation” (p. 308). Students in these classes reported that they felt invisible and powerless. Students did

not participate in large group discussions, or when they did, tended to be soft-spoken. During cooperative learning activities, students in these classes either did not participate because they felt like the activities were not for “them,” (e.g., students felt like they were “leftovers” and placed in groups as an afterthought) or that the teacher did not provide equitable choices for them (Yoon, 2005; Menken & Kleyn, 2010). As a result of these classroom conditions, many students have “developed habits of non-engagement, learned passivity and invisibility in schools and have not developed habits that are associated with academic success” (Olson, 2010, p. 24).

Teachers that are of the position that they are “content area-teachers” (such as being an English teacher or science teacher) tended to focus on the skills for that particular content area, and therefore did not take ownership or responsibility for the success of their Emergent Bilingual students (Yoon, 2008). This positionality represents a barrier to an equitable education when the students are in appropriate grade-level classes, but is doubly so when students are not placed appropriately.

Positionality and dispositions are closely connected. As stated, positionality can be associated with one’s orientation. Dispositions are similar but are more associated as a natural or prevailing aspect of one’s mind as shown in the *behavior* and relationship with others (Longman, 2000). Dispositions of teachers that are or can be culturally competent include being reflective, having self-knowledge, building relationships with students, having knowledge of the community, empathy, caring, an attitude of optimism, relational knowing, and seeking ways of making methods meet the needs of their students. Furthermore, they believe that they make a difference, they view diversity as an asset, and they understand the cultural context in which they

teach (Haberman & Post, 1998; Calabrese, Goodvin & Niles, 2005; Gay & Kirkland, 2003; Webb & Blond, 1995).

The following figure is a graphical representation of how dispositions are influenced by the tenets of the theoretical frameworks. The three theoretical frameworks for the study are Socio-Cultural Theory, Positioning Theory and Care Theory. Connecting arrows show the relationship of how the frameworks influence each other and how they impact the LTEL experience. There are distinct and interacting effects as well as a reciprocal relationship between the three frameworks that lead to LTELs experiencing social justice through cultural competency. High teacher efficacy, which encourages relationships based upon trust and the integration of culturally relevant teaching practices along with the principles of Care Theory lead to cultural competency.

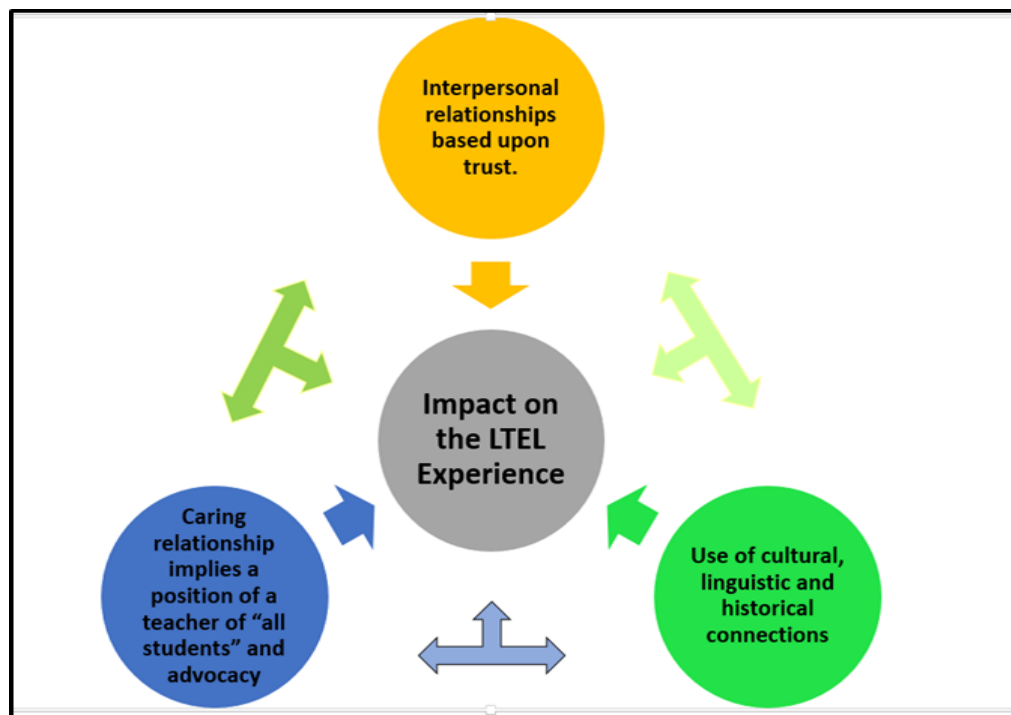


Figure 2.1 Social Justice Through Cultural Competency

Programmatic Challenges

Placement, Access to Rigor and Grade Level Courses

Long-Term English Learners are often not placed appropriately and become isolated from peers when they are not in an academically rigorous program (Callahan, 2005). Students are placed in low-level classes based upon their level of language acquisition and not on their academic ability. Students that are in low-track programs are often physically isolated in classrooms and have limited materials (Callahan, 2005). Additionally, scheduling limitations often prevent students from taking high-level courses because often times there are only a few sections offered of high level classes such as advanced math or science. Because there are only a few sections offered, the times of the day those classes are offered often conflict with sections of English Language Development (ELD) classes. The requirement for LTELs to take ELD often shapes a student's schedule so that they physically cannot enroll in specialized elective and rigorous courses (Callahan, et al., 2010). Furthermore, because LTELs often take the same level courses, they tend to be "tracked" with each other all day long, further isolating them from other students (Callahan, 2005). This physical isolation becomes a psychological and social segregation that also manifests itself in that LTELs tend to live in linguistically isolated situations (Calderón & Minaya-Rowe, 2011). Opportunities to use English in informal situations facilitate the acquisition of English. Because of the isolation that LTEL students tend to experience, they do not have the opportunity to use English with people that have a primary language of English in authentic social and academic situations. Lower levels of anxiety tend to be present in the less formal situations and this is necessary to

promote the acquisition of a second language (Cummins, 1994; Krashen, 1994; Olson, 2010).

Long-Term English Learners should be transitioned out of ELD classes prior to enrolling in high school (Callahan, et al., 2010). Putting students on a track to “make up” for their limited language proficiency in English is based upon theory that students need a simplified curriculum to “catch up,” and then exit to take more academically challenging courses when they have attained language proficiency. In reality, the lower-track classes and long-term placement into ELD actually hinders the students’ chances of entering into more academically challenging classes (Callahan, et al., 2010). The result is that students do not graduate with the requirements for college, and they do not have the academic skills to succeed. LTELs that are enrolled in ELD courses also tend to have lower grade point averages as compared with non-ELD students. Cumulatively, this negatively impacts their overall GPA, which affects their eligibility for higher education (Callahan, et al., 2010).

Additionally, LTELs have a much higher dropout and failure rate as compared to their English Only counterparts (Olsen, 2010). Because of this phenomenon, Callahan (2005) and Olsen (2010) strongly suggest that students that have been labeled as “intermediate” LTELs for several years be placed in regular education classes. Students that are reasonably fluent need to be in regular classes in which teachers scaffold the instruction, make the content comprehensible, and extend their learning to the appropriate level of academic rigor so that they can be competitive with students that are in mainstream classes (Calderón & Minaya-Rowe, 2011; Krashen, 1994; Olson, 2010). LTELs that enroll in academically demanding courses with the

appropriate supports tend to do well academically and “develop complex discourse skills” (Callahan, 2005, p. 310).

Callahan, et al. (2010) posit that the identification of a student as an LTEL actually prevents equitable access to education, rather than the intended effect of creating equity. A student’s placement can impact their access to academically rigorous courses and college preparatory resources because educators may perceive that they are not ready for college preparatory material; educators may then focus on having LTELs meet basic graduation requirements, even if the students have higher educational goals and expectations for themselves (Callahan, et al., 2010).

Many times Long-Term English Learners are in classes designed for students that are experiencing English as a new language because of their limited literacy skills; this is an inappropriate placement for them because most English Language Development (ELD) programs are designed for newcomer students (Menken & Kleyn, 2010). As previously noted, LTELs usually have oral skills that are much more developed than their literacy skills, and placement into low level ELD classes further exacerbates a limiting of opportunity for high level academic achievement because their specific academic needs are not being met (Menken & Kleyn, 2010).

Content-area instruction programs that are designated as Sheltered or in some way for Long-Term English Learners are often not academically challenging with respect to rigor. Sheltered classes are content area classes that are designed for newcomer second language learners. The pedagogical intent is to have linguistic scaffolds to help make the content comprehensible while at the same time developing academic language skills. For students that are in Sheltered programs, or that are in

classes that are somehow modified to accommodate the needs of second language learners, Aguirre-Muñoz and Amabisca (2010) note that there is often a significant gap between the intended curriculum and the one that is actually implemented. The literature review conducted by Callahan (2005) reported that Sheltered classes often did not include instruction in higher order thinking skills and critical analysis; rather, they focus on low level skills such as memorization of facts and vocabulary. The intent may be to scaffold the material and make the content less linguistically demanding, but what occurs is that students receive a modified or “watered-down” curriculum versus a rigorous one with language accommodations. Callahan (2005) further revealed that the pacing was slower, less content was therefore taught, and that the material was simplified to the extent that students had almost little to no exposure to academic language. These practices therefore create an even deeper schism between programs that Long-Term English Learners are enrolled in and more academically rigorous ones. One significant aspect of an opportunity to learn often lacking in Sheltered courses, is for classroom instruction to include the development of higher order thinking skills (Aguirre-Muñoz, et al., 2010).

Once students are placed into English Language Development programs, they tend to be completely excluded from classes that are of high academic rigor and they have little chance of being reclassified (Jiménez & Rose, 2010). This is because it is thought that they will not do well because they do not have the appropriate level of linguistic proficiency (Callahan, 2005). The combined circumstances of exclusionary practices inhibit language acquisition, prevent students from developing academic skills that they will need for higher education, and hinder their ability to integrate

professionally into society as adults, virtually excluding them forever (Callahan, et al., 2010; Olson, 2010).

Another aspect of misplacement of LTELs is that they are often placed into World Language classes that are taught in the student's primary language, the target group being students that are acquiring that language as a second language, for example Spanish (Menken & Kleyn, 2010). The focus of these courses is basic grammar and vocabulary, and so yet again, the needs of LTELs remain underserved because they need to strengthen their literacy skills, not learn the basic vocabulary of a language that they may already know.

Continuing with the practice of inequitable programmatic placement is the lack of consistency within the educational system. Students tend to be moved around during their educational experience, for example being placed into English-only mainstream courses, then being placed into ELD classes, then being placed into "early-exit" bilingual programs. The placement of secondary students into a primary language program after many years of schooling creates a situation in which students are faced with learning two languages and the content. Students are expected to have literacy skills in their primary language, which for a secondary student is most often not the case (Menken, et al., 2012). This lack of consistency reflects a subtractive nature of the educational experience and does not promote biliteracy (Menken & Kleyn, 2010). The aforementioned examples indicate one of the reasons that students become Long-Term English Learners in the first place.

Conversely, many LTELs have a history of being misplaced into mainstream content-area classes because no appropriate programs for them exist (Calderón &

Minaya-Rowe, 2011; Olson, 2010). This perpetuates the cycle of inequity for LTELs. Students are placed into mainstream classes where they do not have the skills to succeed and the teachers often dismiss them academically and eventually physically. Each time a student experiences a program change their academic continuity is disrupted. Students placed back into programs to acquire English experience a loss of academic time, with the further addition of psychological impacts such as low self-esteem, apathy, and absenteeism that can manifest itself in discipline issues (Calderón & Minaya-Rowe, 2011). Because of frequent program changes, it is common for students not to have enough credits to graduate at the end of four years of high school, and therefore dropout of high school (Callahan, et al, 2010; Calderón & Minaya-Rowe, 2011; Menken & Kleyn, 2010; Olson, 2010). It is also common for LTELs to be retained a grade level, or sometimes two. Again this reflects a system of inequity and the result is often that LTELs withdraw in the classroom, and eventually do not graduate from high school (Menken & Kleyn, 2010).

Exit Criteria

Teacher perceptions and beliefs about LTELs manifest themselves when students need to exit ELD programs (Callahan, et al., 2010). The exit criteria for LTELs from EL status are extremely varied. Many educational institutions have stringent exit requirements for English Learners, and because of these policies students can never exit these programs, again limiting their opportunities to learn (Callahan, 2005, Callahan, et al., 2010). Jiménez and Rose (2010) write that once students are in special programs they are seldom reclassified. The inconsistent

application of EL program exit requirements for LTELs prevents access to equitable opportunities.

In a review of policies at school district and state levels, the majority of the exit criteria focus on the language proficiency of the student and the long-term overall achievement of the student is not considered at all (Ragan & Lesaux, 2006). Some schools try to reclassify students as soon as possible because of the threat of federal sanctions. Because of this, the actual design and objective of the ELD program may come into question. Ragan and Lesaux (2006) state that the misplaced focus for LTELs is on the acquisition of English rather than a well-rounded academic program that includes content area classes and the academic language needed for success in all classes. Additionally, there is little distinction of exit criteria across grade levels. For example, a sixth grade student and a tenth grade student must meet the same criteria for exiting even though tenth grade mainstream academic courses are more linguistically and cognitively demanding than sixth grade level academic courses; this can lead to academic failure because of a lack of focus on the content-area skills (de Jong, 2004). De Jong writes that this is not an argument for more stringent exit criteria in high schools, rather it is an implication for leadership to develop an ELD program that focuses not only on language development but also on content-area skills as well (de Jong, 2004)

Equity and Diversity

The very existence of Long-Term English Learner students is an issue of equity because it represents an entire population of marginalized students. Perhaps because a true distinction of what constitutes an English Learner has been ill-defined,

we as a society are now faced with the question of Long-Term English Learners. Callahan, et al.(2010) state that if a student has insufficient English proficiency after the theoretical time frame of 5-7 years, then a review of the academic program and pedagogical practices should be examined. Considering that the topic of LTELs is the focus of this literature review, most of the cited sources address social justice. Many of the articles about teacher preparation highlight some of the challenges that teachers face to implement pedagogically appropriate practices for English Learners and Long-Term English Learners. Another group of articles addresses systemic practices of oppression and inequity that limit opportunities for English Learners and Long-Term English Learners. An explanation and examples of the limitations are highlighted along with recommendations to create opportunities to learn. Still, more articles address classroom practices that are either culturally responsive or not, and practices that create opportunities to learn or limit them for English Learners and Long-Term English Learners (Pawan, 2008; Yoon, 2008). The effects of identification, placement, and exit criteria are explained, as well as the need to examine these aspects of educational programs using the tools of cultural competency. This is necessary so that just educational choices can be made for LTELs.

Implications for Leadership

Leaders within school systems not only need to recognize the unique needs of LTELs, but also to provide instructional programs that meet those needs. Darling-Hammond (2000) states that newer teachers tend to be more culturally competent and are therefore well-equipped to work well with culturally diverse populations.

However, the challenge with LTELs is that many qualitative and quantitative research studies also show that LTELs need to be taught by more experienced teachers with strong pedagogical skills (Callahan, 2005; García, 2010; Olson, 2010). This has significant implications for school leaders to provide appropriate professional development according to the specific educational situation. School leaders need to provide teachers with professional development opportunities to be more culturally competent, as well as provide professional development for teachers to strengthen pedagogical practices.

LTELs almost ubiquitously need to develop literacy skills, and it is the responsibility of school leadership to provide grade-level appropriate programs for them, which means providing distinct instruction that is separate from newcomer Emergent Bilingual students. The research is fairly conclusive that students will perform better academically if they are biliterate and bilingual (Hakuta, et al., 2000; Krashen, 1994, García et al., 2008); school leadership has a responsibility to promote systems that help students that have a primary language other than English to develop that proficiency.

As stated previously, teachers should work to examine their own beliefs, attitudes and values about working with Long-Term English Learners, so that they can articulate how these things impact their instructional practices. Teachers should also use the tools of cultural competency not only to affect their own students, but to work for a system of change so that the phenomenon of Long-Term English Learners ceases. Through their own professional growth, teachers can adjust their attitudes and begin to recognize the value of students' primary language, and work towards a

system in which they promote and nurture a student's primary language, thereby facilitating the true development of bilingualism and biliteracy. As teachers develop individually, the emergence of advocacy groups will become the norm. The goal of these groups is to create students that are proficient in the four domains of language in two or more languages, students that are academically competitive with their English-only peers, and have the skills to be academically successful beyond high school.

Conclusion

The success of Long-Term English Learners is a complex situation that has many facets. These students have diverse needs, and considering that the field is very emergent, limited recommendations have been put forth to rectify the situation. Much of the research surrounding language and language acquisition theory supports not only the maintenance, but the development of a person's primary language. Yet in this country, as evidenced by several voter initiatives and public policies such as Proposition 227 in California, the populace does not see value in it.

Language acquisition is not only about linguistic development, but also includes a strong cultural component. The research shows that systems of oppression exist in limiting opportunities to learn for students that are acquiring English, and that these systems manifest themselves not only with White teachers, but with teachers of color and students as well. Making content accessible for students through different types of scaffolding and utilizing culturally responsive teaching practices creates opportunities to learn for Long-Term English Learners. In order to be effective, highly trained teachers need to become culturally competent themselves and use

pedagogically appropriate practices to meet the needs of all students. Additionally, culturally competent teachers need to be highly skilled in the use of pedagogically sound teaching practices. In summary, Long-Term English Learners need the “complete package” in their teachers and access to challenging, not defeating, curriculum.

CHAPTER THREE: METHODOLOGY

Introduction

The previous chapter discussed some of the general characteristics of LTELs regarding their educational experience and academic achievement. The role of teacher cultural competency and the implementation of Culturally Relevant Pedagogy was addressed suggesting that teacher practices, attitudes and beliefs impact the academic achievement of LTELs. Because I am addressing teacher practices in the classroom and how teachers relate and care about students, the importance of reflection as an aspect of professional development was addressed.

Characteristics about LTELs have been addressed, yet the relationship between teacher cultural competency and LTEL academic achievement is an area that needs to be explored. The purpose of this study is to examine the relationship between teacher dispositions and how they impact the LTEL academic experience.

Research questions: How do teacher dispositions impact the LTEL academic experience?

Which teacher dispositions positively impact the LTEL experience?

What importance does cultural competency have in the instruction of LTELs?

Case Study Methodology

This study primarily used qualitative research methods. Data for this study was drawn from multiple sources including surveys, classroom observations, teacher interviews and from extant data that was input into an online discussion forum. As in ethnography, triangulating multiple perspectives, methods, and sources of information

adds texture, depth, and multiple insights to an analysis and enhances the validity or credibility of the results (Yin, 2003). Observations and data collection settings ranged from natural (in class) to artificial (contrived reflections), with relatively unstructured to highly structured elicitation tasks and category systems in the inquiry. In this way the case study was able to get “close to the subject of interest, partly by direct observation in natural settings, and partly by access to other factors through the use of reflective surveys and interviews” (Merriman, 1998, p. 32). Through the multiple forms of data collection, I hope to have provided a rich and “thick” description of the phenomenon that is occurring (Merriman, 1998).

Creswell (2012) states that a case study is an in-depth investigation of a “bounded system (i.e. an activity, event, process, or individual) based on extensive data collection” (p. 466). A multiple instrument case study methodology was selected for this study because obtaining multiple sources of evidence helped to “provide insight in to [the] issue” (Creswell, p. 466). The research questions focused on a contemporary phenomenon within a real-life context and the boundaries of the phenomenon and the context are not evident (Creswell, 2012; Yin, 2003). In the investigation, the question of, “How does teacher cultural competency impact the academic success of LTELs?” is exploratory with the goal being to collect evidence that will impact the academic success of LTELs. Yin (2003) writes that constructing a theory is an important part of the design phase. In chapter 2, I reviewed many of the characteristics of LTELs and many of the academic struggles that they face. I also addressed teacher preparation, teacher attitudes, teacher practices, as well as teacher

positionality. The theory is that teacher cultural competency does impact the academic success of LTELs.

The following list of dispositions/ behaviors served as the main instrument to gather data. The list was used during classroom observations, was used as a basis for interview questions and for an open-ended qualitative survey in which teachers informally recorded their thoughts.

Table 3.1 Dispositions / Behaviors That Indicate Cultural Competency

Disposition/ Behavior	Theorist/ Author
Self Knowledge/ Self- Acceptance	Gay, 2003; Gay & Kirkland, 2003; Haberman & Post, 1998; Santamaría, 2009
Relationship Skills	Calabrese, Goodvin, & Niles, 2005. Ladson-Billings, 1995; Haberman & Post, 1998; Howard, 2010; Sosa & Gomez, 2012
Knowledge of Community/ Living in Community	Calabrese, Goodvin, & Niles, 2005; Haberman & Post, 1998; Howard, 2010
Empathy and caring for students	Gomez, Allen & Clinton, 2004; Haberman & Post, 1998; Ladson- Billings, 1995; McAllister & Irvine, 2002; Webb & Blond, 1995.
Self-analysis, being a reflective practitioner, being reflective in general	Ford & Grantham, 2003; Gay & Kirkland, 2003; Haberman & Post, 1998; Howard, 2003; Villegas & Lucas, 2002
Questioning one's own knowledge	Cabello & Burstein, 1995; Gay, 2003; Ford & Grantham, 2003; Haberman & Post, 1998
Analyzing one's own teaching practice	Gay, 2003; Ford & Grantham, 2003; Haberman & Post, 1998; Sosa & Gomez, 2012
Willing to teach a relevant curriculum based upon the context in which the teacher teaches.	Aguirre-Muñoz & Amabisca, 2010; de Oliveira & Athanases, 2007; Ford & Grantham, 2003; Haberman & Post, 1998; Sosa & Gomez, 2012
Seeking pedagogy that meets the needs of students	Darling- Hammond, 2000; de Oliveira & Athanases, 2007; Ford & Grantham, 2003; Haberman & Post, 1998; Pawan, 2008
Learning about students, family and the community at large	Ford & Grantham, 2003; Franquíz, 2011; Gay, 2010; Haberman & Post, 1998; Ladson- Billings, 1995; Quezada, et al., 2012
Positionality that recognizes cultural capital of students	Haberman, & Post, 1998; Webb & Blond, 1995
Recognizing a link between caring and knowing	Webb & Blond, 1995
Rejection of deficit thinking	García, et al., 2010; Howard, 2003; Jimenez & Rose, 2010; Yoon, 2008
High expectations and a belief that students are capable learners	García, et al., 2010; Howard, 2003; Jimenez & Rose, 2010; Sosa & Gomez, 2012; Yoon, 2008
Being a role model	Roberts, 2010
Being an advocate for students and having concern for their futures.	de Oliveira & Athanases, 2007; Roberts, 2010; Sosa & Gomez, 2012

Appreciative Inquiry

Appreciative Inquiry (AI) was used as an approach for this study. All of the data gathering instruments for the study used this type of approach. Appreciative Inquiry is a process and method of asking questions so that the positive aspects of a system are highlighted. Appreciative Inquiry questions include a framing so that the participant/interviewee is quickly able to focus on the topic of the inquiry and helps the participant address the topic in a positive way. “AI is an invitation to engage in building the organization and community that [individuals] want to work and live in” (Mohr & Watkins, 2002, p. 4). AI is designed to promote imagination and innovation by capturing an individual’s positive experience, combining those with hopes for the person’s specific situation and seeking to affect positive change for the organization (Cooperrider & Whitney, 2001). Participants use stories to relay their experiences, their hopes and what they want for the future. My hope was to capture those stories and experiences so that educators impact students in a positive way and make the educational system more equitable for English Learners.

Site Selection

The case-study took place in schools in San Diego County, California. The district has three comprehensive high schools, two alternative high schools and a magnet school that serves over 8,000 students. The district’s diverse student enrollment includes 55% Hispanic/Latino, 35% White, 3% African American, 5% Asian/Pacific Islander and 1% American Indian students. Approximately 18.5% (1,488) of the students are English learners and another 5% have been reclassified as Fluent English Proficient (at the Intermediate or Early Advanced levels). At each of

the six high schools, the large subgroup of English learners is not as academically successful as their native English speaking peers. For example, during the 2011-12 academic year, none of the district's English learners received an advanced score on the annual standardized test (California Standards Test) in English Language Arts as compared to 33% of the district's native-English speakers. On the same English Language Arts standardized test, 4% of the district's English learners scored at the proficient level as compared to 31% of the district's native English speakers (California Department of Education, 2012).

At the high school level, the majority of English learners in the geographic area (southern California) can be characterized as "Long-Term English Learners." The state of California defines a Long Term English learner as a student that has been enrolled in US schools for five or more years (AB 2193, 2012). LTELs generally have grade point averages of below a 2.0; and they have not attained a proficiency level in reading and writing skills needed for academic success in content area classes (Olson, 2010). Long-term high school English learners are typically placed in mainstream content area classes (English, Math, Social Studies and Science) and perform at much lower academic levels than immigrant students who come to U.S. schools with a range of prior schooling experiences from their home countries (Callahan, 2005). High school English learners come to content area classes with a wide range of backgrounds and experiences in school that require a varied level of scaffolding to access the academic content presented. Research suggests that teachers that engage in reflective practices, carative practices, value the students' heritage language and culture, build relationships with their students and recognize that all students are capable learners

have a positive impact (Calabrese, Goodvin & Niles, 2005; Gay, 2003; Haberman & Post, 1998; Howard, 2003; Roberts, 2010, Webb & Blond, 1995).

Participant Selection

Teachers that participated in a year-long professional development opportunity that addressed the needs of Long-Term English Learners were asked to participate in the study. All teachers had at least two years of teaching experience and the classroom observations were conducted in classes in which LTELs were enrolled. Enrollment information as to the number of LTELs in each class was obtained through Illuminate, an online, standards-based data management system that the district purchases the use of and for which a secure internet site was built. Data for this system is updated on a regular and frequent basis. Participants were contacted via email with a form letter (see appendices D and E) that described the study and invited them to participate. Teachers were offered a gift card in the amount of \$25 as a thank you gift for their time and participation. Participants were able to choose a gift card from Nordstrom, Starbucks, Jamba Juice or Jersey Mike's Subs. My goal was to have 12-14 participants, and a final sample size of 8-10, knowing that some participants would not be able to fulfill all of the aspects of the study. The final sample size was nine participants. Additionally, I attempted to have participants from a range of content areas including mathematics, social science, science, language arts, and English Language Development.

Methods

Creswell (2012) identifies observations, interview and analysis of documents as forms as data collection. The data collection portion of the investigation lasted approximately six months. Each teacher was observed two times using the literature-based dispositions/ behaviors observation protocol that I developed. This protocol contains dispositions and behaviors which indicate that a teacher has the potential to be culturally competent. I also presented the teachers with an informal qualitative survey that asked them to assess themselves about their own practices. Third, I interviewed the teachers about their perceptions of their own reflective practices, and its relation to LTEL students. Lastly, I used data from the online discussion site on which participants recorded reflections about lessons that they had implemented during the year-long professional development series about LTELs. The informal survey was presented to the participants first and some of the participants returned the survey before the interview took place. Interviews were conducted at the end of the 2013-2014 school year. Review of the extant reflection data took place third, and classroom observations occurred during the first part of the 2014-2015 school year. The informal surveys were used along with the observation protocol to gather evidence. I used the information from the specific participant survey and their responses to the questions to help guide me when I observed in that participant's classroom.

Informal Surveys

I presented each participating teacher with a short open-ended survey.

Participants had the opportunity to complete the survey using their own terminology about their classroom practices. Questions that were posed included:

- How do you define relationship skills with respect to your classroom?
Describe the relationship skills that you use in your classroom.
- What evidence do you have of your relationship skills with students?
- Which reflective practices do you engage in with respect to your teaching?
- What role do the needs of your students play in influencing your classroom practices or pedagogy?
- How do you get to know your students, their family and the community in which they live?
- What expectations do you have for your students, especially your English learners?
- Are you an advocate for your students? Describe this.
- What do you see is your role in the lives of your students?

The complete survey is included as Appendix A.

Observations

Observations took place in classrooms at various times of the day. Classroom visits were prearranged with the participating teachers and I used the observation protocol that I developed to look for evidence of culturally competent practices and

behaviors. The observation protocol is based upon the information from the literature review that I wrote and is included as Appendix B.

Interviews

Interviews allow a researcher to get an interview and description of the lived experience of the interviewee, and for the interviewee to interpret and bring meaning to their experiences (Kvale, 1996). I used semi-structured and in-depth interviewing to gather data from teachers about their thoughts, beliefs and reflections with respect to their LTEL students, as well as their classroom practices in general. The interviews used a series of guided questions that were informed by the literature, and based upon the dispositions and behaviors protocol that I developed. Example of the questions that were posed to participants include:

- Tell me a story about a time that you believed you were really effective with a Long-Term English Learner.
- What about your teaching practice makes you successful with LTELs?
- What are the things that you value about yourself with respect to working with LTELs?

All interviews were conducted individually, were recorded and the recordings were professionally transcribed. Additionally, the researcher listened to the audio files, read the transcription and sent the transcript to each participant for corrections and clarification as a way of member checking. The complete interview protocol is included as Appendix C.

Data Collection and Storage

Data were collected over a six month period between May 2014 and October 2014. All data gathered from participants were collected with the explicit permission from the participants and in full compliance with the Institutional Review Board (IRB) guidelines. The data that were collected were kept confidential by password protecting the documents associated with the surveys and interviews. The actual recordings are kept in a secure cabinet in my house and on my password-protected computer and will be destroyed within three years of the completion of the study. The transcription logs are also password-protected documents that will be stored on my personal computer. Once the data files were imported into a qualitative data analysis program the passwords had to be removed from the files, but the data file in the data analysis program was assigned a password. Redundancy to make sure that the files were not lost occurred through storage on an external hard drive and flash drive.

Data Analysis

As data were collected I had data in four different forms from each of the participants. The different sources of data served to triangulate the data. I analyzed the informal surveys and interview transcripts as the data were collected. An analysis of the extant data occurred at the same time. After these three sets of data were analyzed, the observation data was analyzed. Data from the observations were analyzed last in part because this was the last data to be gathered, and also because the observations used the disposition-based protocol; I was only looking for overt examples of the dispositions and not anything new. The data were evaluated for

content analysis using a qualitative software program called NVivo. I used In Vivo and descriptive coding to capture the new themes, patterns, etc. The goal was to analyze the data and establish themes, trends, patterns, ideas and relevant elements using the participants' own words as much as possible in order to maintain authenticity of what was being stated (King, 2008). The list of dispositions and behaviors served as a beginning point for coding; new codes emerged based upon the data. In addition to data triangulation I used member checking and rich, thick description (Creswell, 2012).

Summary

The purpose of this study was to investigate whether teacher cultural competency has a connection to the success of Long-Term English Learners. Through the use of a qualitative study I hope to serve teachers and students better by understanding the relation between teacher cultural competency and LTEL success. The procedures and details are presented and the use of the protocol that I developed is rooted in relevant literature. I explained the guidelines for conducting my research and analyzing the data. Ultimately, the research that I conducted was to serve educators and students by adding to our knowledge, to improve our practice and inform policy (Creswell, 2012).

CHAPTER FOUR: FINDINGS

The purpose of this study was to determine how teacher dispositions impact the Long-Term English Learner academic experience. The sub-research questions were, which teacher dispositions positively impact the LTEL experience and what importance does cultural competency have in the instruction of LTELs? The findings of this qualitative study are presented in this chapter and are based upon interviews, an open-ended survey, classroom observations and reflections that were input by participants from a professional development opportunity.

Data Presentation and Analysis

The study started with a list of 16 dispositions based in literature that indicates that a teacher is culturally competent. The data were gathered in four different ways using Appreciative Inquiry as a foundation for creating the interview questions, open-ended surveys and a classroom observation tool. The fourth data set came from extant data. This data set was composed of the reflections and comments that participants had submitted online during a year-long professional development opportunity. Three data sets (interviews, surveys, and observations) were coded using In Vivo codes and descriptive coding. In Vivo codes use words or short phrases from the participants own words as codes and descriptive coding uses labels to summarize the topic of the passage (King, 2008; Miles, Huberman & Saldaña, 2014). From the data, 158 codes emerged. From all of the codes, data were organized into themes and were then connected back to the 16 dispositions. The number of sources possible for coding is therefore 36, nine participants multiplied by four distinct data sets. Eight dispositions

manifested strongly and from there the five most prominent dispositions were used in the presentation of data. The researcher looked at how many times a particular code was noted, and from how many sources. Additionally, the codes were viewed in terms of content. Some codes were only noted a few times, however they were significant in terms of content and related back to the five most prominent dispositions. After this the researcher coded the classroom observation data, looking only for the five selected prominent dispositions. The focused upon dispositions are: Empathy and Caring for students; Advocacy; Self-analysis and Being a Reflective practitioner; Seeking Pedagogy that Meets the Needs of Students; and Analyzing one's own teaching practice.

Context

Nine participants were interviewed, observed two times in a classroom setting, submitted an open-ended survey and submitted data onto a website that was exclusively used by participants of the professional development opportunity. Table 4.1 provides demographic information about the participants.

Table 4.1 Demographic data about participants.

	Demographic Data					
Gender	Female 8	Male 1				
School Setting	Traditional High School 7	Magnet School 1	Teacher on Special Assignment 1			
Classroom Setting	Non-special Education 8	Special Education 1				
Content Area	Social Science 2	Language Arts 1	World Language 1	Science 2	ELD 2	Math 1

The participants include nine teachers, eight female teachers (88%) and one male (12%). Seven teachers are from traditional high school sites (77.7%), one from a magnet school (11%), and one teacher on special assignment who is housed at the District Service Center (11%). Eight of the teachers are non-special education (88%), or regular education teachers, and one is a special education teacher (12%). The content areas of the teachers are two Social Science teachers, one Language Arts teacher, one World Language teacher, two science teachers, two English Language Development teachers and one math teacher. For the purposes of quoting participants, all names and places given are pseudonyms.

Procedure

The data are organized by the research sub-questions. The dispositions are linked to the sub-research questions and the themes that emerged based upon coding

are then explained. Figure 4.1 shows the disposition and the themes that they are linked to for sub-question 1.

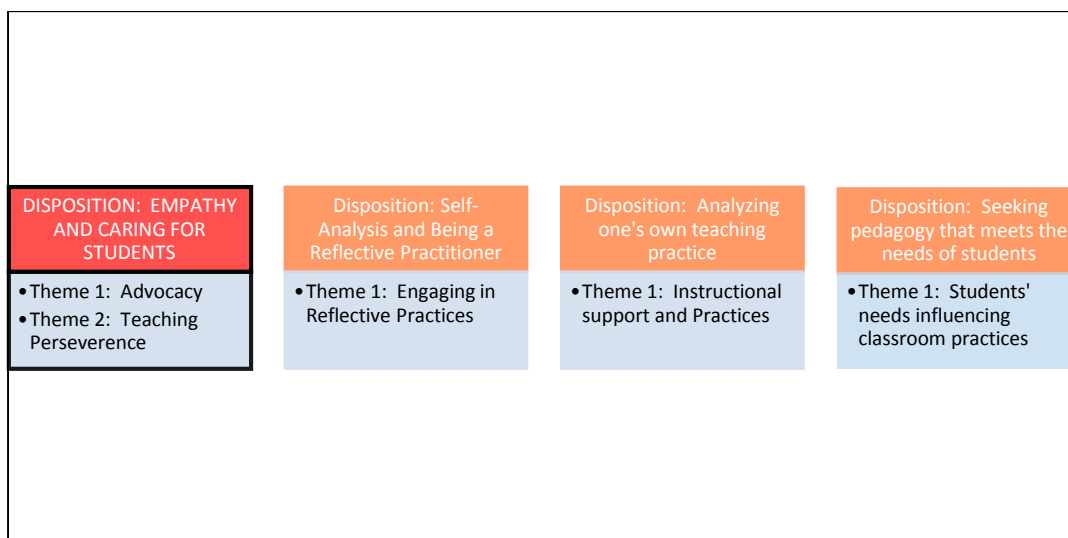


Figure 4.1 Disposition and Themes that relate to research sub-question 1

Research sub-question 1

Which teacher dispositions positively impact the LTEL experience?

The participants in this study were interviewed and responded to an open-ended questionnaire that was based in Appreciative Inquiry. Appreciative Inquiry is a process and method of asking questions so that the positive aspects of a system are highlighted. Appreciative Inquiry questions include a framing so that the participant/interviewee is quickly able to focus on the topic of the inquiry and help the participant address the topic in a positive way. Because of the use of Appreciative Inquiry, one of the original 16 dispositions, “Rejection of deficit thinking,” did not show at all during the data collection phase.

Disposition: Empathy and Caring for students

The main disposition that manifested was Empathy and Caring for students. This disposition was so prominent in the data that the researcher is focusing on this one disposition as the one central disposition through which all other dispositions about having a positive impact with LTELs are possible.

Theme 1: Advocacy

An advocate for ELLs is defined by de Oliveira and Athanases (2007) as “a person that is equipped with knowledge, skills and dispositions for working with these learners, developing an understanding that these students may need particular advocacy, and interceding on their behalf” (p. 204). Teachers told stories of how they advocated for students both with their students knowing about their actions, and with not knowing about their actions. Teachers spoke of instances when they advocated for their LTEL students with other teachers and administrators and the educational institution in general in an attempt to achieve equity and fairness for large groups of students and individuals. Several teachers spoke of times when they advocated for students by informing the students themselves of their rights and how to be a voice for themselves. Data analysis revealed that advocacy presented a total of 32 times from 15 different sources. Table 4.2 presents the areas of advocacy and the codes associated with each area.

Table 4.2 Teachers being an advocate for students, all references

Teachers being an advocate	Number of references
Teachers being an advocate (all instances)	35
Being an advocate within the educational system at large	8
Being a voice for students with other teachers	4
General advocacy codes	7
Informing students of their rights	1
Issues of equity	1
Issues of placement	2
Issues of racism	3
Teaching students to be advocates for themselves	5
Testing	5

Table 4.2 shows that teachers advocated for LTEL students as a group within the educational institution in general. The following quotes demonstrate examples of general advocacy by teachers. “I advocate in whatever manner I can at the moment in time. There are no specific rules or regulations to advocacy in my mind.” (Ms. Velazquez, open-ended survey)

“So, what ends up happening is I end up being more of an advocate in the parental role than a teacher advocate and it sometimes gets me in trouble both at my site but within myself because there’s a fine line where you have to keep as a teacher but I love my kids, and my caring for them just brings out that advocate in me.” (Ms. Velazquez, interview, June 3, 2014)

Ms. Velazquez’ statements demonstrate that she will advocate for any of her students at any time that she feels that students need to have someone

speaking up for them. She is aware that sometimes she crosses the boundary of what traditionally is the role of the teacher, and that is what “gets her into trouble,” but she also recognizes that advocacy is a result of caring for her students and gives no indication that she is going to stop intervening on behalf of her students.

Teachers also advocated for their students with other teachers and spoke of instances in which they addressed particular actions with teachers. Another way that advocacy manifested itself was by teachers informing students of their rights, what students should expect from their academic program and that they be informed about their academic choices and opportunities so that they can advocate for themselves. Teachers also spoke of instances in which they advocated for their students by telling them that it is alright to speak Spanish when other teachers told them they cannot, informing administration of teachers telling racist jokes in class, and policies that affect mainly students of color. Besides being a voice for students, teachers advocated for their students with their own students with respect to their work and how the teacher was making attempts to promote their academic success. Teachers also advocated for students by teaching them to be advocates for themselves. The following quotes represent this data from interviews, open-ended surveys and classroom observations and reflect different types of advocacy from being in the classroom to advocating with other school personnel to advocating for students on the institutional level.

Subtheme 1: Being a voice for students

[I am an advocate] “Mostly at IEP (Individualized Educational Plan) meetings or with their case managers. LTELs are often not thought of when curriculum or/and activities are being designed. Teachers and admin sometimes forget that LTELs have special needs.” (Ms. Palacios, interview, June 13, 2014)

Informing students of their rights

“I’ve had a couple of them [LTELs] that say that they’ve done that [speak Spanish] in other classes and got told to speak in English and I think I can advocate for them by just informing them kind of their right to maintain their language and their culture and also effective ways to express that right to people in authority.” (Ms. Starr, interview, June 19, 2014)

It's trying to get their voices heard, get their --, especially in our district where in the past couple of years, the LTELs have experienced a mass distribution across the classrooms. They're everywhere reminding our teachers that they still have English language learners in the classroom because it's not very, --it's supposed to be readily accessible and yet you'd be surprised at how many teachers still don't know who their LTELs are. (Ms. Paciencia, interview, June 4, 2014)

It's “little things such as our ELD awards night to promote, give them a voice on campus, to give them a place to stand up and be proud and recognized as a part of this community.” (Ms. Paciencia, interview, June 4, 2014)

All of these quotes meet the definition of advocacy because in different ways, each teacher is advocating for their students. Ms. Palacios advocates for her students on the institutional level in IEP meetings and with her LTELs that are also identified as Special Needs students. She also advocates for them when curricular decisions are being made. Ms. Starr advocates for her students on an institutional level by

informing students of their right to speak Spanish, and also by giving them a voice on how to assert those rights in a way that is respectful to the authority figure that is telling them to speak in English. Ms. Paciencia advocates for LTEL students in a way so that teachers across campuses know that they have LTEL students in their class. LTELs in this district are in general college preparatory classes and Ms. Paciencia indicates that if teachers know that students are there, that they will be more likely to have a voice in the class. Finally, Ms. Paciencia indicates that events such as the ELD awards night provides recognition of presence and ownership on an institutional level and within the community.

Issues of racism and equity

“I’ve had students tell me about teachers making racist jokes in class and I immediately told the principal and talked to that student’s parents about how to file a complaint.” (Ms. Santa Cruz, open-ended survey)

I was at a district in Pleasant Vista where all of the ELD students were in one class all day long, and they had a separate cafeteria for the low income students. That's kind of when I became an advocate for those kids because I saw there injustice and inequity, just based on their language -- it wasn't necessarily that they can't learn or anything, it was their language. (Ms. Roberts, interview, June 2, 2014)

I noticed that so many students were getting in trouble for being tardy to school and they said it was because of the city buses being full and having to wait for the next one. That’s an institutional racism thing because when you look at who’s taking the city buses, it happens to be students of color. I took the issue to the TOSA (Teacher on Special Assignment) overlooking attendance and when that didn’t help, I took the issue to admin. (Ms. Santa Cruz, open-ended survey)

The above quotes represent teachers advocating for students on an institutional level when they saw issues of racism and classism. Although race and

class can be distinctive from meeting the needs of LTELs, in the school district in which this study took place, almost all the LTELs are students of color, and nearly all of them are Hispanic or Latino. Ms. Santa Cruz advocated for her students by informing administration of unacceptable behavior by another teacher and by providing information to parents on how to file a complaint on behalf of the student. Ms. Roberts advocated for her students on an institutional level in her previous school district when there was a policy of keeping students segregated from other students by keeping the English Learner students in the same class for the entire day and by having a separate lunch room based upon their free/ reduced lunch status. If the students received free or reduced price lunch (which is based upon income) then they had to sit in a separate cafeteria during lunch. Lastly, Ms. Santa Cruz again reported being an advocate for her students on an institutional level when she noticed that students of color were being affected the most by a school tardy policy simply because of lack of access to transportation.

Subtheme 2: Student work and performance

This year, I had a senior, and this is a student who I've seen. She was doing English 11 I believe, slacked, ended up with the 51% overall and she got the notice, "You're not passing your English class, you're not gonna graduate." She's got a 50%, she plagiarized part of her essay, part of a final, only three lines, but the teacher is gonna give her zero. She's gonna flunk the class. I looked at her and I was thinking to myself, this is where I need to...this is the kid that I advocate for. So, I have to go and this is a teacher who is famous for, "I'm gonna flunk you, you're a senior, I don't care,"...I wanna make sure what she's telling me is correct. He tells me but this is his perception of her, "This is a student, very low skills, doesn't work, doesn't care about her education. She's going nowhere."...I said, "Okay. Well, I've known this student for four years, mind you, she's not my favorite student. Most of the times that I've had interactions with her have been for discipline issues but this student is a hard worker, she's super intelligent, she has done

something in five years that students who are in school for 12 cannot do. So, just to give you an idea of whom this student really is. I need you to see it from my point of view...I'm here to ask you to take out those three lines, give her the grade for the essay that you would give her...I'm just here because I want you to see the person that I know.” And he said, ‘I would give her a D...Let’s see...She flunked vocabulary and she flunked her final exam. I say, “Well, can we see just what she would get?” She had a 60.1. That’s why I looked at the teacher and I said, “I want you to know I respect your decision but you need to understand this is where equity comes in. This is where you, as a teacher, have the most important power. Does this little girl deserve a lesson? Yes, she does. Does that lesson mean that she’s not gonna get her diploma? No, it does not. (Ms. Velazquez, interview, June 3, 2014)

(On being an advocate) [Smarter Balanced Assessment Consortium] “This is setting them up for failure. You’re absolutely setting them up for failure, and so I’m like is there going to be an alternative assessment? Are there going to be assessments in Spanish? Is there going to be some type of alternative?” (Ms. Palacios, interview, June 13, 2014)

Teacher talking to students- “I am not trying to give you an “F,” I’m trying to help you not get an “F.” (Ms. Palacios, classroom observation, September 22, 2014)

The above quotes represent teacher’s advocacy with their LTEL students with respect to student work and performance. Ms. Velazquez advocated for one of her students that had made a poor choice and was at risk to not graduate from high school. She advocated for this student in the spirit of equity; she believed that that this particular student deserved to graduate because of all that she had accomplished in five years, and did not deserve to not to graduate because of a bad choice that significantly impacted one of her grades. Ms. Palacios’ statements show that she is advocating for her LTEL students on an institutional level. She is referring to the new Smarter Balanced Assessment Consortium, the assessment based upon the Common

Core standards, and shows concern for her students and how they are going to be able to perform on the new assessment. She wants to know if the assessments are going to be available in Spanish or if there are going to be alternative assessments available for her LTEL students that also have special needs. Finally, advocacy was observed in Ms. Palacios' classroom during an observation. A student was interacting with Ms. Palacios about an assignment on which he had earned a poor grade. Ms. Palacios was encouraging him to revise and resubmit his work for a higher grade. This also represents advocacy in that Ms. Palacios was not satisfied with the student's performance and wanted him to attempt the assignment again. The student was discouraged with the grade that he had earned and stated that he thought that the teacher was trying to give him a failing grade. Her response shows that she in fact did not want him to fail the assignment but wanted him to show competency on the assignment and earn a passing grade.

Subtheme 3: Teaching students to be advocates for themselves

Although the dictionary definition of an advocate is interceding on someone else's behalf (Longman, 2000), Athanases and de Oliveira (2007) include having special skills for working with ELLs as a part of advocacy. Teachers in this study were aware that although they may need to advocate for their students on many different levels, they also recognize that teaching students to be their own advocate is one of the specialized skills that they can and need to utilize. "I try to make sure my students have the most accurate information about their own academic goals and situation so they can advocate for themselves." (Ms. Gonzalez, open-ended survey)

I know what is expected of our students and I feel like sometimes that's a little overwhelming for them, so the way I advocate for them is to make that exposure available. I constantly try to inspire them that at any age and at any point, you have access to you know digital technology all around you and honestly that is the future so I try to practice what I preach and give them as much exposure to them as possible and those skills and at the same time tell them like look it's really not that difficult. (Ms. Gonzalez, open-ended survey)

"I try to get it done myself or talk to students to empower them on how to talk to their teachers as well, so that I don't have to do everything for them but I don't do well when there's an injustice if I feel that my students are being walked all over or their parents are." (Ms. Santa Cruz, interview, June 11, 2014)

"The best way for me to advocate for my scholars is to not only be their voice in the face of injustice, but to teach them how to use their own voice. (Ms. Cooke, open-ended survey)

The above statements reflect a variety of ways that teachers instruct and empower students to be their own advocates. Ms. Gonzalez works from a position that when students have all the information about their academic history and status, then they can use that information to benefit their situation. Advocacy is also reflected in her practice when she states that she exposes her students to technology and encourages them to use it to make meaningful choices for themselves. Similarly, Ms. Santa Cruz and Ms. Cooke serve as advocates on an individual level by teaching students how to advocate for themselves. Teaching students the skill of self-advocacy is similar to what Ms. Santa Cruz does when she exposes her students to digital media and how to use it; students gain the lifelong skill of knowing how to advocate for themselves.

Theme 2: Teaching Perseverance

Teachers told stories about how they encouraged their students to persevere through times and instances when they wanted to give up with a particular situation. When asked about what wishes teachers had for their LTEL students, several teachers said in some way that they wanted to teach their students the value of not giving up, to problem solve, to endure and complete difficult tasks. This data is consistent with the literature of Sosa and Gomez (2007) which discusses the role of supportive teachers in not only student achievement but to “also support students’ continued effort to keep trying when difficulties or obstacles arise” (p. 877). Table 4.3 shows all of the references associated with the value of perseverance as an aspect of empathy and caring.

Table 4.3 The value of perseverance

Teaching perseverance as a way of caring	Number of References
Perseverance (all codes)	7
As a general value	3
Schoolwork and assignments	3
With difficult tasks	1

Table 4.3 shows that teachers cared for their students by teaching them the value of perseverance. Not only did perseverance manifest itself through school work but also the value of perseverance was reported by three different participants as one of the three wishes that they had for students. The following quotes from interviews and open-ended surveys show how teachers want students to persevere with tasks that are challenging and that they want students to learn the value of perseverance so that they can apply it to their lives in general. “I just think that I try to teach them perseverance – that I’m not going to give up on them and so they shouldn’t give up on

themselves,” and “I guess like just to keep pushing [them] and keep persevering and really make it to graduation.” (Ms. Roberts, interview, June 2, 2014) “I guess I don’t want them to give up, which I feel like when you face so much adversity, that is you have the potential for that, which is understandable. So, the endurance to complete things.” (Ms. Santa Cruz, interview, June 11, 2014)

“[My] second wish is that they need to know never to give up and to problem solve. Find another way around. You know if you're struggling with your homework, what can you do about it? You know don’t just give up.” (Ms. Starr, interview June, 17, 2014)

With regards to passing the California High School Exit Exam: (CAHSEE):

Yeah, it was really hard on her and she would be very upset every time. And she ended up not even passing the year she was with me but we had lots of talks about would you...She wanted to just give up but we talked about how if it was her daughter who kept failing, would she give her daughter the same advice that she’s getting herself? And that seemed to click for her and she just never gave up. And then she came back a year later, passed the CAHSEE, gave me a note saying how grateful she was for the encouragement. (Ms. Santa Cruz, interview, June 11, 2014)

Ms. Roberts talks about her role in helping students persevere. She states that since she is not going to give up on them, they should not give up on themselves. In this way she is not only advocating for her students’ success, but is saying that she will be supportive to them for an indefinite period of time. Ms. Robert’s next quote is more specific in that it refers to students graduating from high school. She indicates that she herself will continue to be a part of her students’ lives and that her role is to keep pushing them to a specific goal. Similar to Ms. Roberts, Ms. Santa Cruz

discusses the value of not giving up on things, she recognizes that her LTEL students face many difficulties and she acknowledges that students might give up in the face of those adversities. Ms. Starr addresses perseverance in a similar way to Ms. Roberts and Ms. Santa Cruz in that she wants students to not give up, but also states the need for her LTEL students to learn the skill of problem solving as a part of perseverance. Lastly, Ms. Santa Cruz tells a specific story about a student that she was working with that had a difficult time passing the CAHSEE. She recognized that the student was distressed about not passing and that the student wanted to stop trying. Ms. Santa Cruz used the knowledge that the student had a child of her own and asked her to consider what she would tell her daughter if she were in the same situation. This personal knowledge of the student's life served as a way to help the student persevere through a difficult situation and contributed to reaching her goal.

Disposition: Self-analysis and Being a Reflective Practitioner

Most teachers reported engaging in reflective practices. Many said that the processes that they use are more of an informal nature, such as recording thoughts in a lesson plan book or simply thinking about lessons. All of the participants commented on how important reflecting on their practice was, especially with respect to LTEL students, and that reflecting is a frequent and regular behavior on their part; some teachers spoke of how they reflect on their practice "almost constantly." Teachers in this study seem to think about their LTEL students purposely because they know that they have distinct academic needs. Table 4.4 shows the different ways in which teachers reflect about their practice, how they reflect and why they use reflective

practices with respect to their LTEL students.

Theme 1: Engaging in Reflective Practices

Engaging in reflective practices is the examination of one's own beliefs, behaviors, and experiences, and making meaning from that examination so that teachers can learn, grow, change. These practices inform future decision making with respect to teachers' own classrooms (Gay & Kirkland, 2003; Haberman & Post, 1998, Howard, 2003).

Table 4.4 Teacher reflective practices

Teacher Reflective Practices	Number of references
Reflective Practices (all references)	54
How teachers reflect	
Asking students for feedback	1
Informal notes	3
Journaling/ keeping a diary	2
Talking with colleagues	4
Thinking/ "obsessing" about lesson plans	4
Using student surveys	2
Topics on which teachers reflect	
A specific topic or activity	3
Building Skills	1
Informing Future Behavior	2
Lesson design with respect to the four domains of literacy	2
LTELs compared to RFEPs	1
Opportunities to interact with new information	1
Own practice	6
Routines (in classroom)	1
Students achieving the objective of the lesson	2
Student behavior or actions	4
Student engagement	1
Student work	2
Teacher own mood	1
Why teachers reflect	
To improve their own practice	1
To meet the needs of students	1
General reflections	9

Four teachers said that they reflect about their practice during off times, such as in the middle of the night and two said that they "obsess" over their lessons.

Participants commented both on how they reflect on general and specific topics. Two participants reported using a formal journal to record reflections. Four of the nine participants indicated that they reflect by talking with their colleagues.

Teachers reported that engaging in reflective practices is essential to being an effective teacher and to improving practice. “To me, it is critical to have a heightened awareness of my teaching so that I can be the best educator possible for my students.” (Ms. Starr, interview, June 17, 2014) Ms. Velazquez states in the open-ended survey that “having specific time to reflect on lessons and thought tracking” is important. “Every day, in every class, I consciously reflect on what is going well and what I can improve” (Ms. Starr, open-ended survey). Mr. Bustillos comments that his first year in teaching an entire class of LTELs was a source of reflection. “It was a whole year reflection the first year.” (Mr. Bustillos, interview, June 9, 2014)

Reflective practices often leads teachers to change their lesson, sometimes in the middle of a lesson in order to meet student needs. This was observed during a history lesson that involved analysis of photographs. Each student had their own computer and the teacher had shared different historical photographs with the class. The students had different prompts and were to arrive at conclusions based upon their analysis of the photographs. The students were having a difficult time arriving at the conclusions that the teacher had intended. About one-third through the lesson she stopped the lesson, called for everyone’s attention, introduced additional resources and said, “I am going to model what I am thinking as I analyze art. Then we are going to practice together.” After additional resources were introduced, Ms. Gonzalez asked

students to look at individual components of the provided resources, asked them many guided questions and utilized guided practice until the end of the class period.

Ms. Velazquez' words indicate that she is aware that true reflection requires her to be aware of what is going on in her classroom at that time in order to be able to make meaning from what is happening, merely being present is not enough. Ms. Starr indicates that she consciously reflects on what is occurring in each and every class so that her practice can improve and Mr. Bustillos comments that the entire first year that he taught LTELs was a source for reflection. He used his experiences throughout the school year in order to have impact on that class and on his next year's class.

Reflective practices were also noted during a classroom observation and this was an impetus for changing the lesson and how the lesson was implemented. This change in the middle of the lesson shows that the teacher was aware of what was occurring with her students, she made meaning from their lack of progression towards meeting the objective and changed the lesson as well as her practice to a more direct instruction approach.

Subtheme 1: Revising lessons to fit student needs

So, yes, I'm doing reflective practice. It's actually to a fault because once I do a lesson, I cannot stop thinking about it and I've been known to wake up in the middle of the night and lesson plan. And my friends make fun of me because I'll text them ideas like five in the morning for how I can change it for the next day. So, that's one way I reflect because I obsessively think about things, but informally too with colleagues. I think talking about over lunch or emailing. But I don't have formal reflection in place. I guess on the curriculum, I'll make notes for next year, so I can remember what went well and what didn't. That's how I do things. (Ms. Santa Cruz, interview, June 11, 2014)

“So, yeah, absolutely after every lesson, I have to think about what went well, what went bad, how [to] do things better and why kids acted this way. So, I just do it in my head every time after every lesson.” (Mr. Bustillos, interview, June 9, 2014)

“Everyday as I'm going through lesson, as I'm teaching and seeing how the lesson is going, I'm making notes and considering how well did this work, so that I can make adjustments for the next class.” (Ms. Starr, interview, June 17, 2014)

“So, I've learned that I need to definitely vary the scaffolding with it because I went in full force with this high, high expectation of kids just automatically...I assumed they would know more than they did which is an error on my part because I didn't know the students.” (Ms. Santa Cruz, interview June 6, 2014)

Each of the teachers quoted above provide examples of reflective practices after lessons have been implemented and how they can change them for the future. Two of the three teachers indicate that they reflect on each lesson in order to apply changes to the next class (Ms. Santa Cruz and Ms. Starr) and all three teachers show that they want to improve their practice in order to meet the needs of students. Ms. Santa Cruz recognizes that she misjudged the level of scaffolding that students would need and that helps her grow as an educator and helps her revise her lessons and strategies to meet the needs of students.

Disposition: Analyzing One's Own Teaching Practice

Similar to being reflective, many of the teachers analyze their own teaching practice in order to grow as an educator and to meet the needs of students. The topics on which teachers analyze their own practice vary a great deal and demonstrate that

teachers consider many different topics about their own practice. These topics of analysis lead to the phase in trying to respond to the needs of LTEL students.

Table 4.5 Analyzing one's own teaching

Topics of Analysis	Number of references
	45
Academic speaking	1
Accountability	1
Amount of work	1
Analyzing to know what worked in a lesson and why	1
Assessment of skills at beginning of school year or before a unit of study	1
Comparing student work samples	1
Competitive tasks	1
Demonstrating what the goal is	2
Differentiation	2
Directions to students	1
Focusing on a particular skill	1
Giving students opportunity to express that they know the content	1
Incorporating all domains of literacy	2
Individualized instruction or grouping	1
Lesson Preparation/ Organization	3
Modeling/ Providing examples	1
Oral participation	1
Recognizing LTEL needs	5
Rigor	1
Pacing	2
Participation (general)	5
Peer Feedback	1
Scaffolding	1
Skills (general statements)	2
Understanding what students are going through and their families to inform practice	2
Wait Time	1
Writing	1
Other references to student needs (not specific)	2

Table 4.5 shows the wide variety of topics about which teachers analyze their own practice. This diversity of topics demonstrates that teachers analyze their lessons from many different aspects, from the planning of lessons, content of lessons, delivery of lessons to the results of lessons.

Theme 1: Student Needs Influencing Classroom Practices

The needs of students influencing classroom practices is similar yet distinctive from the previous theme of teachers revising lessons to fit student needs. Revising lessons to meet the needs of students requires a person to be reflective, indicating that they can examine what is going on and make changes through their own process, whereas student needs influencing classroom practices in general indicates a shift in how the teacher regards a particular student or group of students and implements actions to follow. Reflection from previous experiences contributes to this process as it would be very difficult to analyze one's own practice without reflecting on it first. Teachers that operate a classroom in which student needs drive the classroom have a knowledge of learning, teaching methods and curriculum, recognize how to apply different approaches to learning and infuse multicultural perspectives into curriculum in a way that is engaging, motivating and interesting to students that actively involves them and makes them responsible for their own learning (Darling-Hammond, 2000; Ford & Grantham, 2003; Haberman & Post, 1998).

Examples of specific reflections about how student needs influence classroom practices follow.

"I need to find a way to have my students actively participate in their learning of mitosis because from it we roll into [M]eiosis and then genetic disorders.

They all build on top of each other. Maybe next time I won't let them use their books? Make them use their imaginations then draw from there?" (Ms. Palacios, Professional development reflection data)

"I mean my goal is to make sure that they learn so I think that the LTELs need more language structure and more language support and the other kids may not need the language support, but in Geometry, really everybody needs language support because like there is "complement" is also "compliment" is also a different way in the English language, they are spelled differently." (Ms. Roberts, interview, June 2, 2014)

"And so thinking back two years ago really focusing on those academic verbs, you know, that there's a need for them, you know, the Bloom's taxonomy thing, and so just really tackling those and really giving the students that access to that higher level and giving them an opportunity to express themselves because they knew the content, it was just a matter of being able to deliver it, whether it was oral or written." (Ms. Paciencia, interview, June, 2, 2014)

"As far as providing opportunities for students to experience different activities in the classroom setting that give them opportunities to do all, you know, speak, write, listen and read." (Ms. Paciencia, interview June 4, 2014)

"I went from just telling them and showing them, to now, I show them in writing, I read it them to, then they read it, and then I go around and one more time. I asked different kids in the class. I make sure that I always choose from all around the class, 'Okay, what is the one thing that we're gonna do for writing today?'" (Ms. Velazquez, interview June 3, 2014)

Student needs were also evident during classroom observations as well. The researcher observed in a classroom in which the students were having a difficult time achieving the objective. The students were working in small table groups, either with a partner or with all of the other students at the table. The teacher shared with me that the lesson was intended to have a large portion of time for students to work independently. She had been circulating among the tables and interacting with students. She arrived at the conclusion that the students were not making adequate progress towards achieving the curricular objective for the day. In the middle of the lesson, the teacher called for the attention of all students as a large group. She changed the format of the lesson in the middle of the lesson in order to meet the needs of the students and began modeling what she was thinking in order to assist the students. “As I model and I review these documents and talk about what I am thinking, this is what you should be thinking.” (Ms. Gonzalez, classroom observation, October 13, 2014)

The above data shows that teachers use previous experiences to impact future lessons. In the above observation, the teacher did not revise the lesson, she revised her own practice based upon what the students needed. Ms. Palacios uses her previous experience to think about how to motivate students so that they actively participate. She ponders if she should let the students draw the concept of meiosis. In this case she is not changing the lesson, she is changing what the students are doing in order to meet the objective of students being able to show that they understand the concept of meiosis. Similarly, Ms. Roberts determines through her previous experience that her LTEL students need more language support in Geometry; she is not changing the

lesson, she is incorporating more language structure into her lessons to meet the needs of students. Ms. Paciencia addresses the needs of students by incorporating different ways that students can demonstrate their knowledge of the content. She acknowledges that students may know the concepts, they just need another way to show that knowledge. Further, she recognizes the need of her students to read, write, listen and speak as part of each lesson. Again, this is not changing the lesson that she wanted to teach, it is a demonstration of how her practices in the classroom are being influenced by the needs of her students. Ms. Velazquez relates that she recognizes that students need to hear, see and then speak about what is being expected of them. Ms. Velazquez does not change her lesson, she changes what she does and what students do in order to meet their needs. Some of the considerations that teachers utilize reflect pedagogical practices in meeting the needs of their students, the central idea of this theme is that student needs influence the lesson which includes how the lesson is implemented.

Disposition: Seeking Pedagogy that Meets the Needs of Students

Theme 1: Instructional Supports and Practices

In addition to analyzing their own teaching practices and reflecting about how the needs of LTELs influence classroom practices, teachers also actively sought out strategies and techniques to meet the needs of their LTEL students. Instructional supports and practices for ELLs includes the differentiated instruction of integrated language and content instruction so that it is comprehensible (Nordmeyer, 2008). Table 4.6 shows the different ways that participants consider different pedagogical

approaches and strategies to meet the needs of their LTEL students.

Table 4.6 Pedagogical practices to meet the needs of students

Type of strategy	Number of references 60
Active Participation	1
Alternate ways of expressing knowledge of content	1
Annotating text	1
Chunking content	3
Connecting to previous concepts/ lessons	5
Cultural Scaffolding	2
Frontloading vocabulary	1
General	3
Graphic organizers	2
Literature circles	1
Model of instruction	1
Modeling	4
Multiple modalities	1
Oral Presentations	1
Peer Critiquing	1
Practice	1
Previewing text	1
Providing examples	2
Repetition	1
Scaffolding (general)	8
SDAIE strategies (specific and in general)	4
Sentence starters/ sentence frames	1
Specificity with lessons	2
Stating skill that is being learned and practiced	1
Student "Friendly" Language	1
Student Feedback	1
Student/ Peer Collaboration	1
Think alouds	1
Translating English to Spanish	1
Use of four domains of literacy	2
Use of realia	1
Use of technology	1
Using data in real time to drive instruction	1
Using oral language skills	1

Similar to Table 4.5, Table 4.6 shows that the participating teachers utilize a wide range of teaching strategies and techniques to enhance the learning experience of their LTEL students and to meet their needs. One teacher indicated in a written survey

that she recognizes that students, and especially LTELs benefit when she is cognizant of providing concise directions, using as much realia as possible, integrating English to Spanish translations, providing many examples, especially culturally relevant examples and seating students near a student that has a more advanced level of English language acquisition for help (Ms. Palacios, written survey).

Additionally, teachers indicated that they understand that some strategies are specifically needed for LTELs. The following quotes shows that teachers recognize that instructional techniques are distinctive for LTEL students. “And that does make teaching harder because it changes every year. So, what I might use for my LTELs, I’m not gonna use for my newcomers. They won’t need it. And what I need for my newcomers. So, I might end up creating two different documents for the same lesson.” (Ms. Velasquez, interview, June 3, 2014)

“I realized that the greatest need of my LTELs is being able to continue practicing language in an environment that is comfortable and welcoming of differences as well as conducive to offering multiple opportunities for learning paired with scaffolds that mitigate gaps in learning and promote success.” (Ms. Cooke, interview June 19, 2014)

These two examples demonstrate that the quoted teachers are very aware that the needs of their LTELs are different from even their newcomer English Learners and that the pedagogical practices that are utilized must be distinct and appropriate for them.

Subtheme 1: Meaningful lessons and connecting to students' lives

More than seeking out and implementing strategies that will add to the learning of LTELs, teachers were cognizant of being able to make lessons meaningful to students through academic license and by connecting to the lives of students, therefore enhancing learning.

A lot of kids were confused because they were reading these short vignettes that are 20 sentences long and, all of a sudden, there's a word in italics. And every time there's word in italics, it's Spanish, and so half of the kids are very confused and the kids who speak Spanish are like, "Oh, I know what that means." And so, they're able to help each other and, instead of me saying, "Oh this means that," I would say, "Anybody knows what this means?" and then, the Long-Term English learners are able to contribute in a really meaningful way to the discussion. So, what ended up happening with this lesson was that when they started to write their own vignettes, some of them came to me after class and then ask me, like one to one, "Is it okay if I add Spanish the same way she did? Can I do that? Is that okay? Will you grade it in Spanish?" And the point was to be able to use figurative language and to use literary devices and explore a moment in their lives and explain to somebody so that it's demonstrating some lesson and write a theme. And I told them, if you can write to this theme that you're thinking of, and you can use language effectively, I don't see any reason why you're not able to throw in a couple of Spanish words to make your writing stronger, and more effective. It's about the impact on the reader. (Ms. Cooke, interview June 19, 2014)

Ms. Cooke describes how her students were able to take ownership of and make a particular assignment more meaningful to them by including words using their heritage language.

They share examples of kids that they know who've been hurt or we had. When we talked about *Fahrenheit 451*, we're talking about society's perception of the individual. We talked about Bradbury and how the author had been stopped as a young man by the police after he was just walking home for no apparent reason, and we're looking at, "Well, this was decades ago that this happened," and I survey the class, and said, "Raise your hand if any of you in here either have been or know somebody who has been what you believe harassed by the police

for no reason.” And every single hand went up, and that was a really interesting conversation because those were hands from kids that have parents who are doctors and lawyers, and kids whose parents are unemployed and kids who live by Fig Street and kids who live above Dos Rios by the golf course, and everybody. (Ms. Cooke, Interview June 19, 2014)

The second quote above demonstrates that the teacher is trying to connect the literature to the lives of not only the LTEL students, but connecting all of the students in the class in a common experience, irrespective of where they live in the community, what socioeconomic class they belong to, or what their heritage language is. For LTEL students that often feel isolated and distinctive from their English Only peers, making personal connections to the academic content is important, and being able to relate to other students has the potential to increase learning as a result of personal and emotion connections.

One teacher spoke about LTEL students showing appreciation and engaging in lessons. He infers that that having meaningful lessons means that students learn something. “I think that every day is meaningful for my LTELs. Every day when they finish their work, every day when they learn something new, every day that they actually say thank you or they appreciate what you do or they're engaging and asking questions and participating, so I would say that this year has been more meaningful than last year.” (Mr. Bustillos, interview June 9, 2014)

Subtheme 2: Changing practices to meet student needs

The participating teachers were also very aware that meeting the needs of students also means that they need to change their practices to meet the needs of LTEL students. Sometimes this means realizing that students already have sufficient skills in

one area and that the rigor needs to be increased for that specific skill, and many times it means using data to specifically target the needs of LTEL students. “I will increase the rigor of text preview in future activities to keep up the momentum and maintain high levels of engagement throughout.” (Ms. Starr, professional development reflection data)

I talk a lot with my colleagues. We have a lot of communication about where our students are and where we want them to go and how we can help them. So yes, I can give you the example of our afterschool program that we targeted LTELs. We targeted ELD students and yes, absolutely. We started it out one way and modified it at the second semester when we realized what the needs were like. We had something in mind. We had been trained and we came in with our theory and everything, and a lot of it was practical. It worked and it helped our students and then once we have the LTEL kids, these are kids that are not our students, we targeted kids based on data and invited them to come to our afterschool program. And so once they showed up and we got to know them a little better, second semester we modified some things and we tried to be more helpful to them.- Ms. Paciencia, Interview June 4, 2014

Changing one's practice to meet students' needs was observed during a classroom observation on October 17, 2014. The teacher was using clicker devices to review for a test. As students responded, the teacher looked at data in real time using the teacher device. As the data were reviewed, the teacher made general announcements about how many students responded correctly and the most frequent incorrect answer given. For one problem in particular over 33% of the students responded incorrectly, the teacher reviewed the problem using direct instruction and explained how a particular choice for an answer was correct. For other questions, the correct answer was explained by a student. Students had to restate the answer using academic language. “The angles 1 and 8 are the exterior angles of the transversal.”

For closure to the lesson, students stood next to their desks and used Total Physical Response (TPR) to review the different types of angles and lines (e.g. perpendicular lines, parallel lines, vertical angles).

Research sub-question 2:

What importance does cultural competency have in the instruction of LTELs?

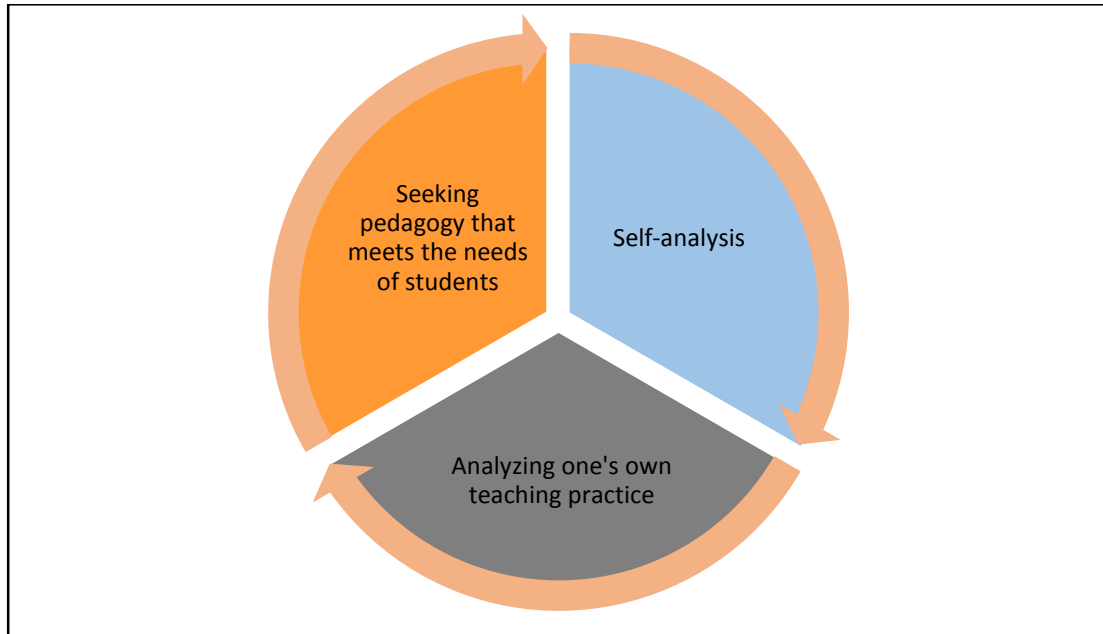


Figure 4.2 The cyclical process of cultural competency in the instruction of LTEL students

Figure 4.2 shows the cyclical nature of cultural competency within the classroom. These findings revealed themselves through a review and analysis of the interviews, surveys and extant reflection data. Many things that participants wrote and stated were able to be coded into several overlapping categories, and a review of the data revealed that although the dispositions are distinctive, the way that teachers apply those dispositions with respect to LTEL students is not linear.

As stated in the literature review, cultural competency is defined by Santamaría, et al., (2009) as “the integration and transformation of preconceived

knowledge about individuals and groups of people into specific standards, policies, practices and attitudes used in appropriate cultural settings to increase accessibility and the quality of services (2009, pp. 35-36).” Three dispositions manifested themselves with respect to the importance of cultural competency and working with LTEL students. The three dispositions are: self-analysis, analyzing one’s own teaching practice and seeking pedagogy that meets the needs of students. The following quotes demonstrate that the participant teachers not only have the dispositions but that they engage in actions of self- analysis, they analyze their own teaching practice and that they seek the needs of their LTEL students.

The Comprehensive Student Assistance Team (CSAT) meetings that we have where we’re supposed to be discussing scholars, it ends up being more reflective practice for us in many ways because, in those meetings, we’re looking at specific scholars and we’re looking at the struggles that they’re facing...Even though I don’t think that it’s meant to be a time of reflection for us, it really serves that purpose because then, we’re able to correct our practice and discuss it with a team of our colleagues, both the administration and our teacher team. Ms. Cooke, interview, June 19, 2014)

“We discuss our individual class projects, dealings with particular scholars, and plans for future lessons. We seek real, honest advice from one another, and we give it. We want to do what works best for our scholars and critiquing one another on a regular basis is another way that I engage in reflective practice with respect to my teaching.” (Ms. Cooke, interview June 19, 2014)

I think you have to be able to, number one, be very self-reflective because you have to be able to be in the moment and be aware. When you have those days where everything goes well, you plan your lesson and everything goes as planned and you really see that the students acquire some type of information that you wanted them to acquire, you have to be able to take the time to sit down and say, “What did I do?” or else, it will just be something that you do and you're not necessarily

validated what you do and you're not identifying the truth. (Ms. Velazquez, interview, June 3, 2014)

Everyday as I'm going through lesson, as I'm teaching and seeing how the lesson is going, I'm making notes and considering how well did this work, so that I can make adjustments for the next class. Sometimes, at the end of the unit, I'll also go back, not sometimes but every time at the end of the unit, I look back and I think about what were the best lessons, what made them the best lesson, so that I can see what were the teaching practices, was that an inquiry lesson, was it a small group project, what was this that was so successful, you know, how did this allow the student to demonstrate their achievement of the content area? And so, that's helped to guide me in planning similar lessons for the next unit but also for the next year. (Ms. Starr, interview, June 17, 2014)

“And I can tell when I missed one of the four [domains of literacy] because I don't think that students, especially LTELs, are engaged at the level that they could be if they have the opportunity to engage with all four.” (Ms. Starr, personal communication, June 17, 2014)

“Oh, constantly, daily. [Reflective practices] For each activity, what's working, what's not working, who's struggling? How can I fix it, how can I make it better, is there something in the way I wrote the directions that's not clear, if they're clear why are they confused, why are they not participating?” (Ms. Palacios, interview, June 13, 2014)

Ms. Cooke describes how meetings that are student focused turn into self-reflective opportunities for her, she can analyze her own practice and make changes to those practices based upon the needs of her students. Ms. Velazquez states that meeting the needs of students is a result of pedagogy, being aware of one's own practices and self- analysis. She maintains that the “truth” about meeting the needs of her LTELs can only result when those three things occur. Ms. Starr also has student

needs in mind when she questions, “how did this allow the student to demonstrate their achievement of the content area?” She also indicates that she makes observations and notations while she is teaching to make changes to meet student needs, which indicates analysis. These actions carry her teaching practice forward and impact future lessons. The second quote by Ms. Starr indicates more self-analysis with respect to including the four domains of literacy. She acknowledges that her LTEL students tend to be less engaged in learning when they do not have the opportunity to engage in all four domains within the lesson. Ms. Palacios indicates a strong habit of self-analysis with her statement. She asks, “how can I fix it, how can I make it better?” She clearly has her students’ needs in mind and puts the responsibility on herself when she questions, “is there something in the way that I wrote the directions...?”

What is notable in these three dispositions in relation to working with LTEL students and being cultural competent is that they are interrelated and cyclical. All three dispositions must be present, and the three dispositions work in conjunction with each other. Self-analysis includes examining one’s own views and can exist without analyzing one’s own teaching practice. A teacher can analyze one’s own teaching practice but not seek pedagogy that specifically meets the needs of students, but a teacher cannot truly seek pedagogy that meets the needs of students without first engaging in self-analysis. To not engage in actions that represent all three dispositions would be an example of what Ms. Velazquez states as “not identifying the truth.”

Cultural competency is vital in meeting the needs of LTEL students and engagement in the actions of the three noted dispositions is what leads to cultural competence. It is the finding of this researcher that a teacher that is culturally competent in one's teaching practice with respect to LTEL students is one that has these three dispositions and uses them in conjunction with each other.

Summary

The key findings show that empathy and caring for students was the most prominent disposition and several themes resulted from this. Advocacy and perseverance were the two main themes that resulted from empathy and caring. The other three dispositions that the data revealed are self-analysis and being a reflective practitioner, analyzing one's own practice and seeking pedagogy that meets the needs of students. Each of these three dispositions in themselves revealed data about how teachers positively impact the LTEL experience. The second research sub-question is addressed by data that show the three dispositions working as a cycle of praxis of self-discovery, professional improvement and meeting the needs of students. Implications for future research, implications for leadership and social justice and equity are addressed in the next chapter.

CHAPTER FIVE: ANALYSIS

Summary of the Dissertation

The final chapter presents a review of the study and the conclusions as a result of the data. The chapter begins with a brief review of the previous chapters, including a restatement of the statement of the problem, methodology and findings. Chapter 5 contains a discussion of the findings, implications for practice and research with a focus on leadership and social justice and equity.

Statement of the Problem

Long-Term English Learners are a severely underserved population of students and the number of Long-term English Learners continues to grow in the United States. LTELs typically have difficulty with academics (e.g. they are commonly behind their peers by more than three years), have lower GPA's than their English only counterparts and have higher drop-out rates (Calderón & Minaya-Rowe, 2011; Menken & Kleyn, 2010; Olson, 2010). LTELs experience inconsistency in their academic careers with respect to programs and over half of the students that enter the K-12 school system as an English Learner exit still designated as an English learner. (Menken & Kleyn, 2010; Menken, et al., 2012; Olson, 2010). LTELs also have the tendency to not be proficient in their primary language and do not have academic proficiency in English, although they tend to have social oral proficiency.

Purpose and Research Questions

The purpose of this qualitative study was to determine which teacher dispositions positively impact the LTEL experience and what role teacher cultural competency has in the instruction of LTELs. The research question was:

- How do teacher dispositions impact the LTEL experience?

The sub-research questions were:

- Which teacher dispositions positively impact the LTEL experience?
- What importance does cultural competency have in the instruction of LTELs?

This study was a qualitative study which was rooted in studying teacher dispositions. The researcher compiled a set of 16 dispositions based in literature that would indicate cultural competency. From those 16 dispositions, three data sets comprised of interview questions, an open-ended survey and an observation protocol were developed based in Appreciative Inquiry. The dispositions were based in three theoretical frameworks that are presented in chapters one and three; they are Care Theory, Positioning Theory and Socio-Cultural Theory. Participants were invited to participate in the study based upon their involvement in a year-long professional development opportunity about addressing the needs of Long-Term English learners. A total of nine teachers participated in the study and represented many different content areas. The teachers had recorded their reflections about lessons that they had implemented in an online data base, and this became the fourth data set that the researcher was able to access as extant data. Teachers were interviewed one time, submitted their open-ended survey in written form and were observed two times for a

minimum of 45 minutes each. The interviews, open-ended surveys and online data were then coded using InVivo and narrative coding. After three sets of data were analyzed and the most prominent dispositions emerged, the observation data was then coded only using data from those themes that had manifested in the three previous data sets.

Overview of Significant Findings

The analysis of the results helped answer the research questions and sub-questions. The ways that teacher dispositions impact the LTEL academic experience are through Empathy and Caring for Students, Self-analysis and Being a Reflective Practitioner, Seeking Pedagogy that Meets the Needs of Students and Analyzing One's Own Teaching Practice. The data revealed that the most prominent disposition in impacting the LTEL experience is Empathy and Caring for students. This finding is important because it reaffirms that teaching is rooted in caring and interpersonal relationships; teachers first and foremost have to care about students in order to establish a relationship with them. However, what may not be as apparent, although it is suggested in the literature, is that the teacher benefits from the relationship too. This most prominent disposition became the lens through which all other findings were viewed. From using Empathy and Caring as a main disposition, data were organized into themes, and one of the other dispositions, Being an Advocate for Students, was created as a theme of Empathy and Caring for students. All of the dispositions that are stand-alone had their own separate themes and helped to address the first research sub-question. The second sub-question was answered by a

concurrent data analysis. The data revealed that the second sub-question was answered by three dispositions working as a cyclical and recursive process.

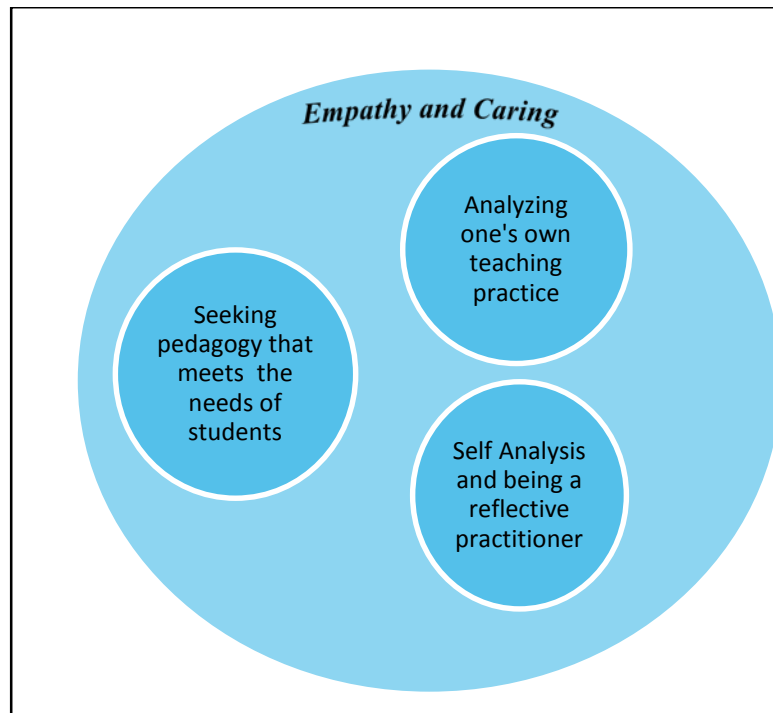


Figure 5.1 Empathy and Caring as a foundation for other dispositions

Sub-question 1

Which teacher dispositions positively impact the LTEL experience?

Disposition: Empathy and Caring

The themes of advocacy and teaching students perseverance are the result of empathy and caring. These themes are a direct result of teachers caring for students, and are consistent with the main tenets of Care Theory. The literature which is connected to Care Theory stresses the importance of the interpersonal relationship of the people involved (Watson, 1989). The actions of teachers with their LTELs in mind further demonstrates caring by individuals going beyond their regular teacher

duties and obligations. This is again supported by the literature that states that when a trusting and supporting relationship is present between student and teacher, both persons involved benefit, the teacher's instruction and pedagogy are affected and the student/ teacher relationship is enhanced (Gándara, et al., 2005; Gomez, et al., 2004; Olsen, 2010). Students who enjoy teachers that care for them are more likely to have connections to school, develop perseverance, and are more likely to do well academically.

Theme 1: Advocacy

As noted, all of the data were organized into themes according to the dispositions, and some themes were further organized into subthemes. The theme of advocacy showed itself in three distinct ways including being a voice for students, student work and performance and teaching students to advocate for themselves. In this way Care Theory is demonstrated, but Positioning Theory is also evident in the subthemes of being a voice for students and with respect to student work and performance. Teachers acted on behalf of students, which not only demonstrates advocacy, but also shows that they are positioning themselves to be a teacher of "whomever is in the class." The participating teachers had interactions with other teachers and school personnel and tried to influence their behavior, demonstrating an aspect of power (de Oliveira & Athanases, 2007; Yoon, 2008).

LTELs need someone to advocate for them in many different ways. Much of the literature suggests that teachers do not even know who their LTELs are, let alone how to serve them. In this way the teachers that do know who their LTELs are and are trying to meet their needs serve as a voice for their students with other teachers,

administration and the institution in general. The findings of this study are significant as well because the majority of the involved teachers are content area teachers, not English Language Development teachers. This is important because teachers often relegate the academic achievement of LTELs and ELs to the ELD teacher. In this study it is clear that each teacher, content as well as ELD teachers take responsibility for the social well-being and academic achievement of the LTELs that are in their classes.

Theme 2: Teaching Perseverance

Teaching perseverance is another result of teachers developing positive relationships with students, believing in them and caring about them (Noddings, 1992; Sosa & Gomez, 2007). The teachers involved in this study encouraged students to persevere and wanted to teach their students the value of perseverance. Sosa and Gomez (2007) write that high teacher efficacy enhances student resilience through relationships. Perseverance is the action that is associated with resilience. Resilience is the “capacity to cope with difficulty and remain academically engaged,” (Sosa & Gomez, p. 877, 2007) and perseverance is the demonstration of that capacity.

Promoting resiliency and perseverance is especially important for LTEL students since they tend to have higher dropout rates and lower grade point averages as compared to their non-English Learner classmates (Olsen, 2010). Teaching them to persevere through difficult situations will not only benefit students with their academic experiences, but also will teach them a skill that will help them throughout their lifetime.

Disposition: Self-Analysis and Being a Reflective Practitioner

Theme 1: Engaging in Reflective Practices

The data from this study show that all of the teachers involved (n =9) engage in reflective practices. Engaging in reflective practices in this respect is meant as examining one's own beliefs, behaviors, and experiences, and making meaning from that examination. The data from this study show that teachers use reflective practices in general, and also with their LTEL students in mind. This finding is important in impacting the academic experience for LTELs because it demonstrates that teachers in this study see teaching as a dynamic process and that it will continue to be so. The literature also supports this in that teachers that engage in reflective practices tend to deliver higher quality instruction in comparison with those teachers that do not engage in reflective practices (Gay & Kirkland, 2003). Teachers demonstrate that they want to be better teachers, that they want to students to comprehend the course content and that they use reflective practices to strive to make their teaching meaningful to their students.

Disposition: Analyzing One's Own Teaching Practices

Theme 1: Student Needs Influencing Classroom Practices

The data with respect to teachers analyzing their own practices are closely connected to the needs of students influencing their classroom practices. The data are extremely varied and show that teachers in this study consider a myriad of circumstances about which to create and implement their classroom practices. This finding is positive in that there is much theoretical and empirical literature that states

that teachers need to create and implement lessons with their students' specific needs in mind (Haberman & Post, 1998; Gay, 2003; Ford & Grantham, 2003; Sosa & Gomez, 2012). This finding is also important considering that LTEL needs are individualistic and specialized, the teachers in this study try different strategies in order to serve their students well. This was a finding that was true for all teachers involved in the study and across all content areas that were represented. This is significant again in that all of the teachers in the study, irrespective of the content area that they teach try to make their instruction meet the needs of their students.

Disposition: Seeking Pedagogy That Meets the Needs of Students

Theme 1: Instructional Support and Practices

Teachers in this case study seek to meet the needs of their students through varied techniques, strategies, and approaches to curriculum so that it is accessible and meaningful to students. Beyond the different strategies and instructional techniques that teachers specifically consider to meet the needs of their LTELs, teachers are cognizant that LTELs need to be able to make personal connections to the curriculum and connecting their own experiences to that of their peers. Not uncommon in the literature is the finding that LTELs often feel isolated from their peers, not only physically, but socially in that they cannot connect with their schoolmates and that they do not have a common experience (Callahan, 2005). Additionally, teachers indicated that they want their LTELs and all other students to comprehend, make meaning from and retain the content that is being taught. With these goals in mind teachers seek out instructional practices that facilitate those processes.

Sub-question 2

What importance does cultural competency have in the instruction of LTELs?

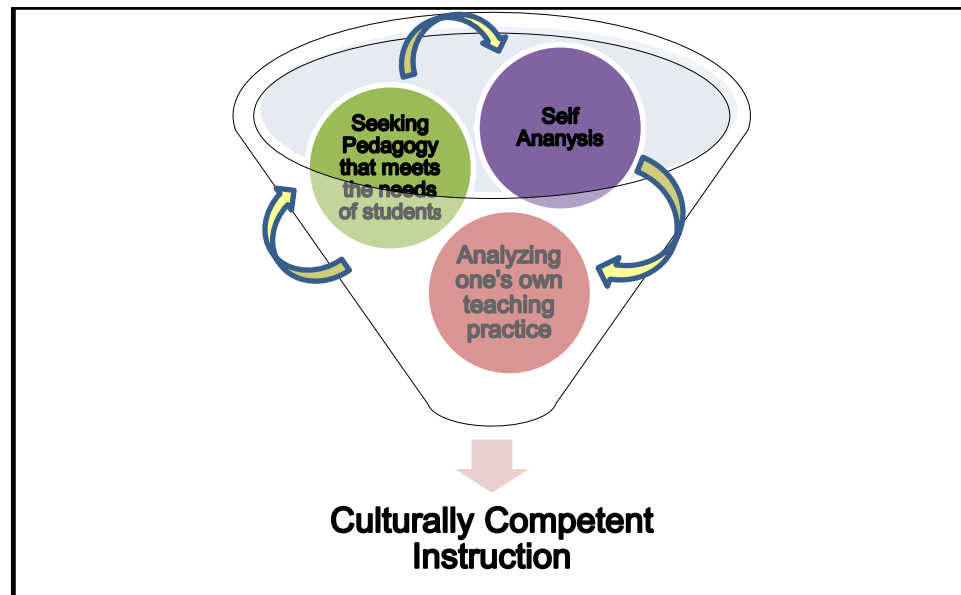


Figure 5.2 The process of Culturally Competent Instruction

As addressed previously, the dispositions that showed in the data can stand alone and still impact the LTEL in a positive way. The second sub-question is addressed by three of the dispositions working in conjunction with each other. The three dispositions that need to be present for cultural competency and that have a positive impact on LTELs are self-analysis and being a reflective practitioner, analyzing one's own teaching practice and seeking pedagogy that meets the needs of students. Not only do these dispositions work in a cycle with each other, they work together to create that which is more than the combination of the dispositions themselves; the three dispositions synergize. Teachers that engage in these practices are those that have the aptitude and skill to continually develop in their practice and have the capacity to meet the needs of all their students. This finding supports the

principles of Positioning Theory, which is a system of personal interactions and of how people are treated in those relationships. Furthermore, the finding is supported in the literature which indicates that teachers that use culturally relevant pedagogy see their teaching as a dynamic and fluid (Ladson-Billings, 1995). With teachers and students, teachers position themselves in one of three ways, the “regular classroom teacher,” the content area teacher,” and the teacher that is there to teach “whomever is in the classroom.” The teacher that is there to teach “whomever is in the class” is the teacher that seeks to meet the needs of those students (Yoon, 2008). This finding is also supported by the notions of Socio-Cultural Theory which states that people use tools and labor activities to make connections and therefore create new knowledge for themselves (Lantolf & Thorne, 2007). Teachers use pedagogy and instructional practices as tools to facilitate learning for their students. The findings of the data show that through reflective practices, self-analysis, and knowing their students, the teachers in this study seek out the cultural, linguistic and historical anchors to make content meaningful for students. The teachers in this study focused on meeting the needs of LTEL students. Cultural competency is vital in the instruction of LTELs and all diverse student populations. Culturally competent instruction begins with the knowing of self, reflecting on one’s own teaching practice and seeking ways to connect to what students need so that they achieve academically. LTELs need teachers that care about them, that are willing to engage in practices that benefit them, that value their experiences and that have a strong belief that they can achieve academically and thrive socially within educational arena.

Other Findings

One finding that presented itself in an unexpected and interesting way was the value of biliteracy and bilingualism. When asked about what three wishes teachers have for their LTEL students, only the teachers that are bilingual themselves, except for one, mentioned this as a wish that they have for their students. Not only did this not surface as a wish for students by the teachers that are not bilingual, the issue of bilingualism was a non-issue for the monolingual teachers, save one.

Classroom environment was evident during the observations. All teachers in this school district participated in a professional development series called “The Essential Elements of Instruction.” One of the elements is motivation and within it is the idea of “Feeling Tone.” “Feeling Tone” refers to the learner’s perception of the physical and emotional climate of the learning environment. The teacher consciously manipulates Feeling Tone to influence the learner’s willingness to focus on and put effort into the learning. There are three types of Feeling Tone, including a pleasant feeling tone which is characterized by enthusiasm, optimism, courtesy, accepting of differences and errors and is physically and emotionally safe and secure (Integrated Curriculum and Instruction, 2007). A positive feeling tone was observed and noted during eleven of the eighteen observations. This is a result of caring for students.

Limitations

Generalizability

The need for research about LTELs is quite significant. However, this study is limited in scope as it examines the actions, reflections and beliefs of a small group of participants. The knowledge that is created through the interviews, reflections and

observations may impact the students that are enrolled in the participants' classes.

Generalizability is not necessarily the goal, but to help capture the experiences of the participants' experiences and add to the literature about LTELs and their needs.

Participant Selection

Teachers that participated in this study self-selected into a year-long professional development series that addressed the needs of LTELs and invitations to contribute were generated based upon that involvement. This may be considered a limitation because in essence the participants in this study self-selected twice, once into the professional development series, and again into the study. This may result in an atypical sample compared to the general teaching population that has LTEL students in their classes. However, this was also necessary because of the use of Appreciative Inquiry; the researcher wanted exemplars of professionals that not only know some of the academic characteristics of LTELs, but also have LTELs in their classrooms.

Sample Size

Second, the sample size is to be considered a limitation ($n = 9$). Although the researcher tried to capture the true thoughts, feeling and beliefs of the participants by interviewing, observing, using extant reflection data and by asking them to submit written data, the mere size of the sample is a limitation. As a result of the small population of teachers that participated in the professional development series, the sample size may present an aspect of homogeneous sampling, they all work in the

same district and the teachers all participated in the same sessions of the professional development.

Positionality

Third, researcher bias and positionality is a limitation. The researcher is a teacher and induction support provider within the district in which the teachers are employed. That being stated, none of the teachers involved in the study were on the case load of the researcher and all of the teachers had at least two years of teaching experience at the time of the study. The researcher knew most of the participants and had a collegial relationship with them prior to the study commencing. However, whereas being a support provider can be considered a limitation of the study, it is also considered a strength because this researcher has had a great deal of experience with teacher dispositions, classroom observations and following protocols with respect to the California Standards for the Teaching Profession, Induction Standards and Teacher Performance Expectations. By the use of member-checking and triangulation of data, I tried to minimize the risk and bias to use my positionality as a strength. Finally, the researcher is a teacher that holds a bilingual authorization. Irrespective of these limitations, this study serves to contribute to the literature about serving the needs of LTEL students.

Implications for Practice

Long Term English Learners are those students that have been enrolled in US Schools for five or more years and are still considered to be English Learners. They tend to be served by teachers that have the least experience and training in serving the needs of English Learners, and therefore the most limited amount of resources.

Although newer teachers may have the dispositions to reflect about their practice, the tendency for newer teachers to be assigned to classes with a high number of LTELs leaves the students with teachers that are unprepared to serve them. This may not occur because of a lack of desire, but simply as a result of their inexperience. The findings of this study suggest that LTEL students need teachers that are experienced and therefore have many instructional tools at their disposal in order to adapt to the needs of their students.

English Learners, whether newcomer or LTEL are the responsibility of the content area teacher. There are still many, many programs that exist in which ELs are subject to pull-out programs (short periods of instruction in which the target population leaves the regular classroom and receives targeted instruction in a particular area, in this case English Language Development) and they receive instruction that is disconnected from content-area curriculum. Programs like these are to the detriment of LTELs for many reasons including that the content area teachers can simply dismiss their EL students, relegating them to the responsibility of another teacher. When ELs are subject to pull-out programs they lose access to content area instruction and therefore get farther behind in their academic studies because while they are being pulled out of their regular classroom to receive English instruction, they are missing the content that is appropriate for their grade level. Pull-out programs help to justify the mindset as laid out in positioning theory of the “regular classroom teacher,” meaning teachers that teach to students that are ready to receive the information that the teacher is willing to provide, in the way that the teacher wants to present it. This type of teaching not only hurts students when they are in the

classroom, but hinders the development of the teacher. The art and science of teaching and learning is a dynamic venture and teachers have to be willing to address the needs of their students.

This dissertation serves as a voice of advocacy for teachers and students. It is the belief of this researcher that teachers want to serve their students well, that they have the desire and capability to change their practices to meet the needs of their students. However, if teachers do not know what an LTEL is or who their LTELs are, they cannot possibly begin to meet their needs. The literature supports the claim that teachers want professional development and they want to know how to serve their students. This is also supported by the findings of this researcher. LTELs are students in grades 6-12 and their teachers are mainly subject area teachers. The teachers in this study are secondary teachers and are constantly reflecting and seeking pedagogy to meet the needs of their students so that they can meet their language needs and teach the content of the subject matter in a way in which students can comprehend the material. However, as is consistent with the literature, they are often frustrated with not knowing how to meet the needs of their LTELs.

Implications for Leadership

Teachers may have the skills necessary to create and implement lessons, but when addressing the needs of LTEL students, LTELs need teachers that can recognize their unique needs and adapt their instructional practices. Site and district leaders need to be able recognize teachers that have the dispositions to engage in overt and covert behaviors that contribute to impacting LTEL students in a positive way. Administrators need to hire teachers that have those dispositions, support them and

provide ample opportunities for teachers to engage in professional development that encourages the further development of those dispositions. It is paramount of administrators to recognize the aspects of a culturally competent practitioner and why cultural competency is important in meeting the needs of LTELs. School leaders need to be culturally competent themselves and help to create an environment by implementing school policies and practices that serve the diverse needs of all students. Meeting the needs of LTELs requires a teacher to have not only a vast amount of curricular and instructional skill, but also the dispositions to engage in the practices that are outlined in chapters four and five. The most important aspect of this is truly caring about students. These traits have strong hiring and placement implications for staff and it is the responsibility of administrators to engage in the practices that serve the needs of LTELs.

However, the fact that Long-Term English Learners even exist is a shame and that the number of Long-Term English Learners continues to grow is a travesty. Public sentiment about bilingual programs has begun to change again more than fifteen years after the passage of Proposition 227 in California, and dual-language programs have started to re-emerge, suggesting that the general public sees the value in students being bilingual. However, these programs mainly target students that have a heritage language of English. Heritage language, or primary language instruction in the state of California still remains limited under the restrictions of Proposition 227. Prevention of students reaching LTEL status through language acquisition and becoming bilingual is very much key to reducing and eliminating Long-Term English Learners.

Implications for Professional Development

Having instructional tools at one's disposal is a moot point if the teacher does not have the dispositions to reflect, analyze and meet the needs of one's students. The question about cultural competency and dispositions is if it can be learned, or if it is an inherent quality. Although the literature of Haberman and Post (1998) suggests that only people that are predisposed to work with diverse students through circumstances of their own will meet the needs of diverse populations well, there is a great deal of literature that implies that cultural competency can be learned and developed. Cultural competency can be learned through personal reflection and examining one's own experiences, learning about the experiences of people that are different from them and how those experiences impact other people (Gay & Kirkland, 2003; Gay, 2010; Santamaría et al., 2009; Villegas & Lucas, 2002).

Cultural competence is not simply having students from other races, countries, religions, etc. in one's classroom. All classrooms are diverse in many different ways, including but not limited to race, country of origin, religion, socio-economic status, heritage language, sexual orientation, to mention a few. Cultural competence is a process of self-discovery and a mindset about other people. Cultural competence is demonstrated through using the tools of cultural proficiency as stated in chapter 2 and is important in meeting the needs of students because it paves the way for their needs being met.

Professional development opportunities can be created for education practitioners in which they begin to reflect on and analyze their own experiences, engage in dialogue with people that have distinct experiences from their own and

begin to transform their own teaching practice to promote and ensure equity. This type of professional development however requires a very different kind of skill set for delivery as compared to traditional professional development about curriculum and pedagogy. Creating and delivering effective professional development about cultural competency requires a facilitator that has not only explored their own history, biases, stereotypes, etc., but someone that can recognize that developing cultural competence is a cyclical, iterative and dynamic process.

Additionally, there needs to be more Professional Development about awareness of LTELs, but inservices for educators cannot stop there. Identification and awareness are only the first steps in addressing the vast needs of LTELs. After awareness about LTELs there needs to be further discussion with regards to focusing upon and meeting the needs of LTELs, both academically and socially.

Implications for Future Research

Areas for Future Research

Research about LTEL students is scant. Considering that the topic of Long-Term English Learners is fairly new, much of the reviewed literature is about Emergent Bilingual students in general and not specifically about Long-Term English Learners. Most of the existing literature surrounding LTELs is about awareness of LTELs, identification, placement, exit criteria and causes. While the prevention of LTELs is a worthy area to study, the fact remains that the number of LTELs in our school system continues to increase and these students do not achieve as well as their non-LTEL and English Only classmates.

This writer has attempted to select articles that pertain to secondary Emergent Bilingual students and Long-Term English Learners. The articles about cultural competency, teacher preparation and teacher practices however, are about all educators, Pre-K through twelfth grade. Considering that most secondary EL students are LTELs, and the number of LTELs keeps increasing, this suggests that they are a group with distinct needs. Cultural responsive teaching practices and cultural competency as a set of tools to honor people's backgrounds have been shown to positively affect classroom environment. This dissertation seeks to explore the connection of cultural competency with the academic achievement of Long-Term English Learners.

An area of future research that could yield some very useful information about LTEL academic achievement would be a mixed-methods or a quantitative study that looks at student data and the impact that teacher dispositions have on that achievement. Research that looks at teacher cultural competency and how it relates to student achievement in general would contribute to the research about the impact of cultural competency. Specifically targeting English Learners and LTEL students would yield further data about newcomer English Learner needs, LTEL needs and the differences of those needs. Furthermore, more research is needed with respect to voter-approved and legislative language policies such as Proposition 227, and what impacts they have had on students that have a primary language other than English. Examination of language policies should include, but not be limited to those policies and if they have had the intended effect of students acquiring English proficiency quickly, or if those policies hinder that development.

Secondly, this study serves to add to the literature about teacher dispositions. There is a great deal of literature that states that teachers should be culturally competent so that they can be successful in working with diverse populations. Much of the literature is theoretical in nature, with some being qualitative in origin. However, one of the only pieces of literature that this researcher found about teacher dispositions and working with diverse populations was almost twenty years old (Haberman & Post, 1998). This researcher encountered very few quantitative instruments about measuring teacher dispositions and cultural competency, and no qualitative instruments; that is why I developed my own research instrument based upon the existing literature.

Social Justice and Equity

The number of students that are experiencing English as a new language continues to increase in the United States and the recently identified typology of English Learner is the Long-Term English Learner that is experiencing marginalized educational opportunities. Restrictive policies about language instruction have impacted an entire generation of students that have been enrolled in United States schools for five or more years by limiting primary language instruction, thereby limiting students' opportunities to develop their heritage language and become truly bilingual.

LTEL students often have teachers that are new to the profession and are often ill-equipped to meet the needs of LTELs, not because they necessarily do not want to but because they do not have the skill set that comes with experience to do so. However, there are some teachers that do not have the dispositions to work with

English Learner populations and are therefore more likely to be of a “blame the victim” mentality. All the while the educational achievement gap remains the same or grows for LTELs, and as they continue in their educational careers, their opportunities become more and more limited.

The teaching populace continues to be overwhelmingly white, female and middle class while the student population continues to become more and more diverse. In many school districts, professional development budgets have been cut and the offerings that remain pertain to standards and curriculum development. There are few professional development opportunities that address cultural diversity and cultural competency. However cultural competency is essential in meeting the needs of English Learners. Teachers need professional development, they need safe opportunities to examine and reflect on their own beliefs and experiences and how those impact their students. Teachers also need professional development to help understand how their own experiences and beliefs impact the instructional choices that they make for their students. This is important because educational systems must strive to hire and provide inservice opportunities for teachers so that they can be reflective, analyze their own teaching practice and seek to meet the pedagogical needs of their students.

Figure 2.1 (p. 36) shows how social justice is met through cultural competency and the data from this study supports this. When LTEL students enjoy culturally competent instructors, they are more likely to experience positive connections to school, staff, and instruction, and their educational opportunities expand.

The goal, of course, would be not to have LTEL students. This is not to be achieved by simply eliminating the designation, but by ensuring that English Learners are academically proficient in English. California High School Exit Exam (CAHSEE) data from the district in which this study took place showed that Reclassified Fluent English Proficient (R-FEP) students achieve at the same levels, or higher than English Only students, suggesting that the achievement gap closes or significantly narrows for reclassified students (Escondido Union High School District, CAHSEE data, 2012). Only when LTELs experience the same levels of achievement as compared to their R-FEP and English only peers can we state that equity has been reached.

Conclusion

The purpose of this study was to examine how teacher dispositions impact the LTEL experience and to explore the connection of teacher cultural competency in the instruction of LTEL students. The data show that teachers that care for their students have an impact on the LTEL experience and that dispositions impact the LTEL experience through reflection, analysis and seeking to meet the needs of students. Moreover, Cultural Competency is a dynamic and recursive process that serves the instructional needs of students.

This study used Appreciative Inquiry as its foundation to seek out the thoughts, reflections and stories that teachers have with respect to their LTEL students. Care Theory, Positioning Theory and Socio-Cultural Theory were used as frameworks to study teacher dispositions and the findings serve to motivate other researchers to examine other factors that contribute to LTEL success. The implications of the findings include suggestions for leadership, hiring and teacher placement practices,

and professional development. It is this researcher's hope that this study helps to shed light upon a group of students that so desperately needs and deserves educational equity. It is evident that the teachers in this study care deeply about all of their students, want their LTEL students to succeed and do a great deal to try to meet those needs. In the words of Ms. Paciencia, "Oh, caring is everything. You don't care, you don't teach."

APPENDICES

Appendix A: Written Survey Questions

- How do you define relationship skills with respect to your classroom?
Describe the relationship skills that you use in your classroom.
- What evidence do you have of your relationship skills with students?
- Which reflective practices do you engage in with respect to your teaching?
- What role do the needs of your students play in influencing your classroom practices or pedagogy?
- Describe your knowledge of the needs of your Long-Term English Learners.
- What do you view as important with relation to empathy and caring for students?
- Describe how your knowledge about your students' families and background impacts your teaching.
- How does being a role model impact your practice?
- In what ways do you advocate for your students?

Appendix B: Table of Dispositions That Indicate Cultural Competency

Disposition/ Behavior	Theorist/ Author
Self Knowledge/ Self- Acceptance	Gay, 2003; Gay & Kirkland, 2003; Haberman & Post, 1998; Santamaría, 2009
Relationship Skills	Calabrese, Goodvin, & Niles, 2005. Haberman & Post, 1995; Howard, 2010; Sosa & Gomez, 2012
Knowledge of Community/ Living in Community	Calabrese, Goodvin, & Niles, 2005; Haberman & Post, 1995; Howard, 2010; Ladson- Billings, 1995
Empathy and caring for students	Gomez, Allen & Clinton, 2004; Haberman & Post, 1998; Ladson- Billings, 1995; McAllister & Irvine, 2002; Webb & Blond, 1995.
Self-analysis, being a reflective practitioner, being reflective in general	Ford & Grantham, 2003; Gay & Kirkland, 2003; Haberman & Post, 1998; Howard, 2003; Villegas & Lucas, 2002
Questioning one's own knowledge	Cabello & Burstein, 1995; Gay, 2003; Ford & Grantham, 2003; Haberman & Post, 1998
Analyzing one's own teaching practice	Gay, 2003; Ford & Grantham, 2003; Haberman & Post, 1998; Sosa & Gomez, 2012
Willing to teach a relevant curriculum based upon the context in which the teacher teaches.	Aguirre-Muñoz & Amabisca, 2010; de Oliveira & Athanases, 2007; Ford & Grantham, 2003; Haberman & Post, 1998; Sosa & Gomez, 2012
Seeking pedagogy that meets the needs of students	Darling- Hammond, 2000; de Oliveira & Athanases, 2007; Ford & Grantham, 2003; Haberman & Post, 1998; Pawan, 2008
Learning about students, family and the community at large	Ford & Grantham, 2003; Franquíz, 2011; Gay, 2010; Haberman & Post, 1995; Ladson- Billings, 1995Quezada, et al., 2012
Positionality that recognizes cultural capital of students	Haberman, & Post, 1998; Webb & Blond, 1995
Recognizing a link between caring and knowing	Webb & Blond, 1995
Rejection of deficit thinking	García, et al., 2010; Howard, 2003; Jimenez & Rose, 2010; Yoon, 2008
High expectations and a belief that students are capable learners	García, et al., 2010; Howard, 2003; Jimenez & Rose, 2010; Sosa & Gomez, 2012; Yoon, 2008
Being a role model	Roberts, 2010
Being an advocate for students and having concern for their futures.	de Oliveira & Athanases, 2007; Roberts, 2010; Sosa & Gomez, 2012

Appendix C: Interview Questions

- Tell me a story about a time that you believed you were really effective with a Long-Term English Learner.
- What about your teaching practice makes you successful with LTELs?
- What are the things that you value about yourself with respect to working with LTELs?
- Describe how caring for your students impacts your practice.
- How does knowledge about the community in which you teach inform your practice?
- Do you engage in reflective practices? If yes, please describe 1 or 2.
- How does your current teaching placement influence the curriculum that you teach with respect to LTEL students?
- Tell me a story about a time that you felt your teaching was meaningful for your LTEL students.
- How do you see yourself as a role model for your LTEL students?
- Describe how you are an advocate and have an interest in the future of your LTEL students.
- What three wishes do you have for your LTEL students?

Appendix D: Email invitation to Participate in a Qualitative Study



California State University
SAN MARCOS

College of Education, Health and Human Services. California State University San Marcos San Marcos, CA 92096-0001

jbranden@csusm.edu

Informed Consent—Cultural Competency and Long-Term English Learners

Dear Escondido Union High School Educator,

I am a student in the Joint Doctoral Program at California State University San Marcos (CSUSM) and University of California, San Diego (UCSD). I am conducting a research study that seeks to explore teacher cultural competency and the relation it has to the experiences of Long-Term English Learners. You are being contacted because you were identified as an educator that participated in the Leading and Learning professional development during the 2013-2014 school year and are therefore being invited to participate in my study.

Through this research I hope to make a connection between dispositions and behaviors and the experiences of Long-Term English Learners. I believe this study has the potential to positively affect educational practices to improve the experiences and outcomes for Long-Term English Learners.

If you choose to participate in this study, you will be given a brief open-ended survey, I will observe in a class of your choice that has LTEL students between two and four times, and you will be interviewed individually. The interview will have a conversational style and will last approximately one hour. You may choose to have the interview take place at your school site or off campus—which ever makes you feel most comfortable. During the interview, you will be asked about your teaching practices and opinions with relation to LTELs. With your permission, the interview will be audio taped and transcribed. You will be provided with a transcript of the interview for checking and clarifying the information. Additionally I will be accessing the reflections that you input into the Leading and Learning My Big Campus site during the 2013-2014 school year.

Your confidentiality will be respected throughout this process. Pseudonyms for schools, districts, students, and educators will be used to minimize the risk of

identification. You will be given the opportunity to review the transcribed interview and to eliminate any comments or references you feel may be identifiable or have negative connotations. Your responses will not be linked to your name or address.

As a thank you for participating in my study, I would like to offer you a gift card to a local retailer in the amount of \$25. I hope you will agree to participate in this research project. If you would like to participate, please reply to this email by May 30, 2014 . Please let me know if you have any questions or concerns.

Respectfully,
Jannis Brandenburg
Doctoral Student
UC San Diego and CSU San Marcos
760/ 716-8548 or 760/ 291-3005
jbranden@csusm.edu or jbrandenburg@euhsd.k12.ca.us

Appendix E: Escondido Union High School Educator Informed Consent



California State University
SAN MARCOS

College of Education, Health and Human Services. California State University San Marcos San Marcos, CA 92096-0001

jbranden@csusm.edu

Consent to Act as a Research Subject

Cultural Competency and Long-Term English Learners

Invitation to Participate

Jannis Brandenburg, a student in the joint doctoral program at California State University San Marcos (CSUSM) and University of California, San Diego (UCSD), is conducting a study that seeks to explore the teacher cultural competency and the relation it has to the experiences of Long-Term English Learners. You are being contacted because you have been identified as an educator who has Long Term English Learners in one or more of your classes.

This study has the following objective:

To explore the impact of teacher cultural competency on the LTEL experience.

Requirements of Participation

You will be asked to complete a brief open-ended survey, you will be interviewed individually and an observation will take place in a class of your choice in which LTELs are enrolled. Additionally, I will access the reflections that you posted to the Leading and Learning My Big Campus website. The interview will have a conversational style and will last approximately one hour. During the interview, you will be asked about your teaching practices and opinions with relation to LTELs. With your permission, the interview will be audio taped and transcribed. You will be provided with a transcript of the interview for checking and clarifying the information.

Risks and Inconveniences

There are minimal risks to participating in this study. These include:

1. Loss of personal time necessary to participate in the survey, interview and review of the interview transcript.
2. Psychological risk is possible as interview questions may elicit painful memories related to educational experiences.
3. Potential breach of confidentiality.

Safeguards

1. Interview sessions will be limited to one hour.
2. Your interview data will be kept confidential, available only to the researcher for analysis purposes. Only the researcher will listen to and transcribe the information.

you provide. The audio tapes will be destroyed following final analysis; no later than February 28, 2015.

3. Pseudonyms for schools, districts, students, and educators will be used to minimize the risk of identification.

4. You will be given the opportunity to review the transcribed interview and to eliminate any comments or references you feel may be identifiable or have negative connotations. Your responses will not be linked to your name or address.

5. If you are experiencing a negative emotional response, the interview will be stopped and you will be directed to needed resources.

6. Your participation is entirely voluntary, and may be withdrawn at any time. If the length of the interview becomes inconvenient, you may stop at any time. There are no consequences if you decide not to participate.

Benefits

Although your participation may yield minimal or no direct benefits to you, we believe the study has the potential to positively affect educational practices to improve outcomes for Long Term English Learners. Participants may receive a copy of the study upon request.

Questions/Contact Information

This study has been approved by the California State University San Marcos Institutional Review Board (IRB). If you have questions about the study, you may direct those to the researcher, Jannis Brandenburg, jbranden@csusm.edu, 760-716-8548, or the researcher's advisor, Dr. Annette Daoud, adaoud@csusm.edu, 760-750-8519. Questions about your rights as a research participant should be directed to the IRB at 760-750-4029. You will be given a copy of this form for your records.

- ☐ I agree to participate in this research study.
- ☐ I agree to have the interview audio taped.

Participant's Name

Date

Participant's Signature

Researcher's Signature

This document has been approved by
the Institutional Review Board at
California State University San Marcos
Expiration Date: May 22, 2015

Appendix F: Note of Name Change

Note to readers: Several of the documents, including the IRB approval are noted as the surname of Brandenburg. The dissertation is being submitted under the surname of Wilson as a result of a legal name change.

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