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A Middle School Newcomer Program: Teachers' Experiences

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by

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ABSTRACT

Teachers' Perceptions of a Newcomer Program

by

Maria Cristina Saucedo

The United States is a nation of immigrants and it continues to receive an influx of families, including school age children. Many school districts have developed programs to meet the language, academic, and social needs of these students and capitalize on students' rich and cultural resources. Research is accumulating on school practices that facilitate opportunities to learn and/or receive English language acquisition, literacy, content mastery, cultural adjustments and social emotional support (Hersi & Watkins, 2012).

This study utilized a qualitative case study approach to explore teachers' views of (a) their experiences in a newcomer program and (b) supports and professional development they have received in one southern California urban district with a sizable influx of immigrant families. An effort was made to understand teachers' experiences of the Program particularly in relation to programmatic change. Following a 2017 pilot study, four teachers who were active in the Newcomer Program were interviewed in 2018. In addition, the researcher served as participant observer in the Program for several years.

Case studies were developed for each teacher, and themes were highlighted across cases. Similarities were revealed among the teachers with regards to background, perceptions of program facilitators, perceptions of school's response to diversity, and professional development. Implications are discussed.

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CHAPTER ONE: INTRODUCTION

The Problem

The United States is a nation of immigrants and it continues to receive an influx of families, including school age children. According to Brown and Chu (2012), one in four children in the United States are now from an immigrant family most frequently from México and Central America. Our nation's public schools have felt the effect of the flow of immigrants not only because of an increased enrollment but also because of the responsibility that is placed upon the school to ensure the success of all students enrolled including new immigrant children. Our schools have to be prepared to provide the resources necessary as children begin to adapt to their new experience. Many of the students are not familiar with the educational system, the language and the school district's customs and traditions. As Arellano (2009) noted specifically in the context of new arrivals from México, "new arrivals . . . present a challenge that many educational campuses are not ready for today. These students need special attention so their needs are met in the areas of language acquisition, cultural experience, and academic instruction" (p. viii). It is up to the schools and their districts to have the resources ready to go in order to ensure a smooth and successful integration of the students into our school system.

In this context, since about 2002, some school districts have developed programs (often known as *newcomer programs*) that would enable such success. Even though these programs vary in structure, for many their ultimate goal is English language acquisition, academic success and acculturation into our communities. In general, newcomer programs are "special schools or programs designed to meet the specific

language, academic, and social needs of recent immigrant students" (Hersi & Watkinson, 2009, p. 99). According to Hersi and Watkinson, most of the programs are located in urban communities that have received the greatest influx of immigrant families. Further, the structural variation of newcomer programs are described by Short (2002). Among the 115 newcomer programs at the secondary level that she studied, there were three typical models: 1) a program within a school; 2) a separate site, and 3) whole school. The program within the school is the most common, whereby newcomer students are "served in their home school (or designated attendance area), ... and may interact with mainstream students for part of the day when they participate in activities outside the newcomer program, such as physical education, music, art, and school clubs" (p. 179).

As of 2012 when Brown and Chu's research was published, little research had been conducted into policies, teachers' practices, and the experiences of students in newcomer programs (Hersi & Watkinson, 2012). In one exception, Jairo Arellano's (2009) qualitative study of school support interviewed students, parents, teachers and administrators at one California elementary school. The teachers and administrators interviewed demonstrated a strong ethic of support for students in such areas as language acquisition, instruction, cultural competence, and progress monitoring. However, among the challenges he found was the need to link community organizations to the school so that the school could more effectively follow up on the needs of students in a number of areas including health care, clothing, food, family services, and counseling. As Arellano concluded: "Systems of support for new arrivals are necessary and are particularly promising for English learners. Findings from this study suggest the importance of creating systems of support in the area of language acquisition, cultural experience, and

academic instruction. . . Information [about systems of support] can be used by collaborative educational communities, school administrators, and also parents" (p. ix).

In a similar vein, Hersi and Watkinson (2012) conducted research examining support for immigrant students in a newcomer high school. Their research used an in-depth multiple case study design to provide insight into the educational experiences of six African immigrant participants of older-adolescent age enrolled in the high school. The researchers examined the students' experience in the school, which was modeled after New York City's newcomer high schools for immigrant students. They also explored the perceptions of three teachers the students identified as particularly supportive. The authors interviewed and observed the teachers (who were identified as supportive) in order to discover specific practices that supported the students. In doing so, Hersi and Watkinson drew on the "perspectives from an ethic of caring and culturally responsive teaching" (p. 99) in exploring teachers' views. They found that the three teachers

> were experienced and knowledgeable and viewed the school as a unique opportunity to apply their knowledge and experience working with English language learners and bilingual students. They attended to the needs, motivations, and perspectives of their students. They set high expectations, provided support, fostered students' potential, [and] believed in their students' ability to succeed. (p. 104)

They found that the teachers "created a culture infused with an ethic of caring" (p. 107). Examples included offering "students tangible and material support in the form of tutoring programs, internships, and summer programs" (p. 107).

One Newcomer Program

Currently, some local school districts in California have developed and implemented newcomer programs designed to better meet the specific language, academic, and social needs of recent immigrant students. This study explored teachers' views about one such program located in a southern California urban district with a sizable influx of immigrant families. Indeed, the schools in the district's diverse student population fits the idea of "super diversity" as recently outlined by Vertovec (2007) albeit in another national context. Further, few studies have examined local educators' experiences with and responses to newcomer programs.

Other studies in education have examined educators' views of reform initiatives and practices. Gawlik (2015), for example, in her study of educators' responses to the broader accountability environment confronting them, maintained that because teachers and administrators are directly responsible for the implementation of a variety of policy and educational change initiatives, there needs to be a greater effort to understand teachers' and administrators' experiences with them. Therefore, in an effort to understand teachers' and administrators' experiences with meeting the needs of immigrant students in newcomer programs, this study explored how educators in one middle school's program (grades 6-8) in California, its Newcomer Program, perceive this programmatic initiative within their school with respect to school change.

Purpose of the Study

This study, in contrast to the Arellano (2009) study, aimed to explore further understanding of how educators who work in one public school describe and experience the Newcomer Program particularly in relation to programmatic change. The study focused exclusively on educators at a middle school. Indeed, in contrast to elementary

school, middle school students arguably present more of a challenge for teachers because they are older, present more developmental issues (i.e., adolescence), discipline problems, and have several teachers throughout the school day. In addition, an ancillary focus of the present study was to include in the sample of teacher participants those who volunteered to staff the Newcomer program as well as one who was invited to join but did not initially volunteer.

Research Questions

The research questions for the study are as follows:

1. What are teachers' experiences in the Newcomer Program?
2. What are teachers' views of the support and professional development they have received for the Newcomer Program with a focus on their teaching and leadership practices?

Organization of the Dissertation

Chapter One introduced the study and described the research questions. Chapter Two provides more background about newcomer programs within a framework of caring and support, particularly with implications for school organization and operation. It reviews literature in such areas as funds of knowledge, caring in school administration and changing conceptions of teacher professional development. Chapter Three describes the qualitative case study methodology used in this study. It provides a description of the community and school in which the study took place. This chapter also provides a description of the characteristics of the Newcomer Program. Additionally, it describes how the researcher collected data for the study, the interview process, and the role of the researcher. Chapter Four presents the four case studies used in the study. A narrative of each case study was written after coding the responses from an interview that was

conducted. The chapter also includes a comparative analysis. The comparative analysis focuses on the most prominent themes that were identified after coding the results from the interviews. Chapter Five provides a summary and discussion of study findings. The discussion includes the major findings in the study and their importance, as well as their implications for research and practice.

CHAPTER TWO: LITERATURE REVIEW

Overview

This literature review will be in two sections. The first section provides background about newcomer programs within a framework of caring and support, particularly with implications for school organization and operation. It briefly explores the concept of "funds of knowledge" that might be capitalized on in newcomer programs, with the goal of increasing understanding of the diversity of human experience and perspectives in schools. A framework of caring in school administration is presented in turn. Next, I provide a brief overview of changing conceptions of teacher professional development, particularly within the context of our educational system's challenges in providing the resources and transition experiences necessary for new school-aged children, as the system continues to receive an influx of immigrant families. Select contemporary models of professional development and their differences from traditional models are presented. Fourth, I provide an overview of select scholarship on organizational culture.

In section two, I describe a newcomer program (pilot study) in one middle school, as a basis for the present study in a medium-sized district within a coastal city in California. Discussion within this section includes issues that may emerge when applying an organizational culture perspective (Meyerson & Martin, 1987; Martin, 2002). As an assistant principal in the middle school where the Newcomer Program serves middle grade students, I have served as participant observer of the Program for several years.

Section One: Literature on Key Conceptual Frameworks

Funds of Knowledge

According to Hersi and Watkinson (2012), newcomer programs are designed to "capitalize on students' rich cultural and linguistic resources, provide access to content through a standards-based curriculum, differentiate instruction, monitor student academic progress, and engage parents" (p. 99). In this way, a *funds of knowledge* perspective, proposed by Moll and his colleagues (e.g., Moll, Amanti, Neff, & Gonzalez, 1992) appears useful, defined as "knowledge learned through the reciprocal exchange practices that occur among social networks and that provide children with contexts for learning that are dynamic and built around multifaceted relationships grounded on notions of *confianza* (trust)" (Monzo & Rueda, 2003, p. 74).

Using a life narrative approach, Monzo and Rueda (2003) explored the perspectives of one Mexican immigrant paraeducator. They utilized a funds of knowledge approach, typically used with students, to analyze the experiences of the teacher. Her funds of knowledge included "drawing on Spanish" (p. 87) in informal conversations with students and using an "informal interactional style" (p. 87) like encouraging students to take time to think an answer through and ultimately forming close bonds with them. The researchers suggested that the funds of knowledge approach was helpful in suggesting areas of knowledge that could be drawn on more extensively by teachers like "drawing on community experience" (p. 88). They indicated that teachers from non-dominant backgrounds are likely to possess a set of markedly different life experiences and beliefs than those of the existing teaching force. These teachers could play an important role in diversifying teaching contexts, providing all students with a greater understanding of the diversity of human experience and perspectives.

Ethic of Caring: Application to Newcomer Programs

In an extensive examination of the ethic of caring in school administration,

Marshall, Patterson, Rogers, and Steele (1996) recognized the traditional models of educational administration that have guided administrative practice (p. 272). Based on their research, they introduced a new perspective, the ethic of caring, to guide educational administrators. The ethic of caring was first introduced by Gilligan (1982), who suggested that "people who are guided by an ethic of care consider the context of each and every situation and refuse to ignore the potential impact of their decision making" (Marshall et al., p. 277). On the other hand, Marshall et al. noted that even though the ethic of care is based on concern for others, it is not always selfless. The ethic of caring serves peoples' own interests, the interest to "act on behalf of the other" (Noddings, as cited in Marshall et al., p. 277). Nevertheless, the ethic of caring continues to focus on the needs of others rather than enforcing the rules (Marshall et al.).

In schools, the ethic of caring does not establish a set of rules or a set of guidelines which an educational leader can follow; rather, it does create a moral standard for decision-making. The ethic may require that the person be "flexible, responsive and attentive to holistic concerns" (Marshall et al., 1996, p. 278). There also should be a genuine dialogue, continuity, and a sense of trust, which can only be established by repetitive and consistent interactions (also see Covrig, 2000).

In related scholarship, Frick and Frick (2010) introduced an "ethic of connectedness" that enacts moral school leadership through people and programs. Their overview discusses the different ethical approaches/dilemmas an educational leader can encounter when making any decision that will have an impact on students. These authors introduced five existing ethical themes in the field of educational leadership: Justice, Critique, Community, Profession, and Care. All of the themes have their unique outlook and goal in decision making; the ethic of care will be the only one mentioned. According

to Frick and Frick, the ethic of care "focuses on the demand of relationship from a position of unconditional positive regard or a deep awareness of the other as persons in community with ourselves as subjects" (p. 119). Proponents of an ethic of care focus on the human relationship and connection. Having strong relationships and connections to people allows one to make the correct resolution to moral issues. The authors identify the need to create an environment for enhancing caring and trust. In an environment that allows teachers to set the standards high and the student to respond to those high standards, teacher-student relationships are positive and students feel safe emotionally and physically.

Thus, previous literature suggests that an ethic of caring refers to the level of concern and commitment teachers have for their students as people and learners. In other words, an ethic of caring refers to the different levels of concern and/or involvement of a teacher or an administrator toward students' success academically, emotionally, socially and morally. Both of the above sets of authors describe an ethic of caring as a source for student success. They both indicate that the ethic of caring may not be a stand-alone solution to academic success for the students, but does create a foundation onto which one can build.

As applied to newcomer programs, faculty and administration would not only be ensuring that the student is learning the new language and having academic success (as measured by their district) but also ensuring that the student is taken care of in all other aspects of their lives. The 2009 dissertation research by Arellano, for example, pointed to one interview with a principal who recognized that there was a "group of kids [at the school] that need counseling due to family struggles or personal situations. ... [Another] group is the group of young men that see society like they are men. These kids struggle in

finding where they belong" (p. 108). Further, in an example provided by Hersi and Watkinson (2012), a teacher was able to connect her student to a social worker who was then able to provide resources for that student and the student's family. This anecdote indicates that when a student recognizes that the teacher is helping them beyond the classroom they begin to identify that particular teacher as someone who cares for them. When the students see these acts of caring, they are more responsive to the high expectations set by the teacher (Hersi & Watkinson, p. 104).

The ethic of caring focuses on the connection, context, and the concern for others as well as the teachers' and administrators' concerns (Marshall et al., 1996; Fritz & Fritz, 2010; Hersi & Watkinson, 2012). Working with a newcomer program is clearly a job held by those who embrace the ethic of caring. Every student who enrolls in the program has a unique story with its own challenges. Teachers and administrators are faced with the responsibility of educating children so that they are career/college ready within a few years, while also ensuring that they acculturate into our society (Arellano, 2009; Hersi & Watkinson, 2012). Newcomer students are challenged with the fact that they must learn a new language, adapt to a new culture, deal with the trauma of their transition, and learn a new way of being. Without teachers and administrators who promote the ethic of caring, many of these students may become another negative statistic, dropping out of school.

Given the opportunity to create trust by collaborating with a team and receiving additional support for their students seemed challenging at times since the negativity sometimes took over the relationship building. Thus, the ethic of caring may be a strong base in which the administration and teachers can use to assist the many needs of immigrant students in a newcomer program--but being a willing participant may also be a key component. The ethic of caring should be reflected amongst everyone working at a

school (it is second nature to educators) but can also be translated (promoted) to those who are more resistant due to lack of a trusting relationship. This can only be done by having a consistent, trusting, and open dialogue and making a connection with individuals. If the adults practice it, then too the students will follow.

Teacher Professional Development

As noted in Chapter One, the United States is a nation of immigrants and it continues to receive an influx of families, including school-aged children. According to Brown and Chu (2012), one in four children in the United States are now from an immigrant family, most frequently from Mexico and Central America. Our nation's public schools have felt the effects of the flow of immigrants not only because of increased school enrollments but also because of the responsibility that is placed upon the school. Many students not familiar with the educational system, the language, and its customs and traditions require schools to have the resources ready to ensure children a smooth integration into our school system.

In addition to an ethic of caring, another critical aspect of school management and operation is the professional development that is offered to their teachers. In recent years, new conceptions of professional development have emerged that contrast with traditional modes by which professional development has been delivered. The next section of the chapter provides a brief overview of these new perspectives.

A Snapshot of Shifts in Professional Development

In this section, I describe a selection of perspectives on professional development in general and secondly how professional development is being envisioned to meet the needs of teachers who are teaching immigrant and/or newcomer students.

Collinson, Kozina, Kate Lin, Ling et al. (2009) documented a shift from the industrialized world to an interdependent and global society, and its implications for why global changes in teachers' professional development may be occurring. According to these authors, new thinking has emerged that views organizations as "self-regulating and capable of transformation in an environment of turbulence, dissipation and even chaos...The teacher's role [is] ... transformative...and learning [is an] adventure in meaning making" (Soltis, as cited in Collinson et al., p. 4). In this new thinking, teachers collaborate and participate in shared leadership; and new learning and dissemination of learning is required on the part of both teachers and administrators. This trend is echoed by Cameron, Mulholland, and Branson (2013) who noted that schools have undergone a paradigm shift and are now "seen to be in the business of learning, the construction of environments that enable the learning of core knowledge, skills and attitudes" (p. 377).

Collinson et al. (2009) identified three trends that appear to have emerged in self-regulating organizations that rely on continuous improvement and transformation from within: glocalisation, mentoring, and rethinking teacher evaluation. The third theme, rethinking teacher evaluation, for example, involves shifting from a clinical supervision model, generally involving brief classroom observations for purposes of accountability, to "innovative" evaluation more focused on formative purposes of teacher development and instructional development. As they stated, "The former [clinical supervision] is episodic whereas the latter is continuous; one operates as a deficit model, the other as a growth model; one acts as a stick, the other as a carrot" (p. 7). Examples of innovative evaluation that "embrace professional development and better [reflect] the complexity of teaching" (p. 7) include the use of peer coaching, self-evaluation, teacher portfolios, action research and study groups.

The authors go on to describe the three identified trends in five countries: Scotland, Ireland, Taiwan, Australia, and Canada. In Scotland, for example, newer models of organizational renewal and professional development are illustrated by their teacher preparation system, program of induction, and continuous professional development (CPD). These aspects mean that "CPD is now woven into the fabric of a teacher's life in Scotland" (p. 10), with one university (Aberdeen University) for example, creating an extended teacher education structure with local partners that extends beginning teacher mentoring and support into a post-induction year following teacher preparation. In addition, the authors cite a number of recommendation for changing school practices, such as not assigning new teachers to the most difficult schools, or not assigning them to teach classes that experienced teachers have chosen not to teach.

Other researchers have looked specifically at professional development to enhance the skills of teachers to enhance diverse learning needs, such as to immigrant or newcomer children. Some of this literature incorporates the themes identified by Collinson et al. (2009) above (e.g., continuous learning opportunities, teacher collaboration, enhancing teacher work attitudes).

Dixon, Yssel, McConnell, and Hardin (2014) addressed teacher differentiation of instruction to respond to learner needs in the way content is presented, the way it is learned, and the ways students respond to the content. As they asserted, "To offer the same curriculum and instruction to all students is to deny that individual differences exist or matter in the enterprise of learning" (p. 113). Professional development opportunities, to these authors, "must not only introduce the topic of differentiation, but they must allow teachers to practice the strategy in a workshop session in which the 'coach' helps them write and review their own lessons, assuring them of greater success in the classroom" (p.

114). A focus on teacher efficacy is important, according to Dixon et al., because "coping with teaching issues and being able to overcome insecurities are important qualities to all educators" (p. 116).

Using a sample of 41 teachers in two districts, Dixon et al. (2014) surveyed (assessing among other things level of teacher efficacy and differentiation), and found that the more teachers reported professional development (hours) received in training for differentiation of instruction, the greater the level of teacher efficacy reported. The authors stated that teachers must "level the work to facilitate maximum understanding for the students. Teachers who have a one-size-fits-all attitude, or who cannot see the big picture of why this is needed, often do not think they can accomplish this process" (p. 123), i.e., have low teacher efficacy.

Addressing the professional development needs of teachers and administrators who are teaching newcomer students in particular, Doyle, Li, and Grineva's (2016) study of 16 interview participants (principals and classroom teachers) in one eastern Canadian province with an emerging population of newcomers found school administrators generally indicated limited formal training for working with newcomer students. For example, administrators often said they attended "one-shot" professional development (Collinson et al., 2009) such as a half-day workshop or receiving notes on the topic. Teachers, too, reported minimal formal preparation, such as in a single workshop. However, English as a second language (ESL) teachers reported greater training--but even these teachers indicated "a desire for more support in planning instruction and locating or developing curricular materials for the diverse needs of children they work with" (p. 5). Doyle et al. recommended that teachers and administrators who are teaching newcomer ESL students receive ground-level "hands-on" expertise that "draws upon the

strengths of the first language and home culture to bridge the learning of English and curriculum content" (p. 12). Notably, they stated that newcomer students make a positive contribution to the school environment in helping other students in the school expand their understanding of others in deep and meaningful ways. Therefore, efforts that strengthen teachers' abilities to support these students are critical.

Manzo, Cruz, Faltis, and de la Torre (2011) also examined professional development with a particular focus on secondary science teachers working with English learners in immigrant communities in California. They noted that more than 25 percent of residents in the state are immigrants; therefore, it is not surprising that the number of students in K-12 schools who were classified as English learners is more than six million (Monzo et al.). As a result, California schools have attempted to address multicultural education and immigrant communities through a variety of means, such as CLAD (Cross-cultural, language, and academic development) and BCLAD (Bilingual, cross-cultural, language, and academic development) certification. The authors looked at one federal program ARISE (Addiction Research and Investigation for Science Education) as the setting for the study, whereby one goal was to teach English learners (ELs) through a constructive approach to science that attended to their learning needs. The researchers observed six educators recruited from 30 ARISE participants to assess their classroom teaching according to a model that identified components for making science accessible to English learners. The model termed 5E focused on engagement, exploration, explanation, elaboration, and evaluation. The researchers found that teachers who were able to employ the engagement strategy (such as asking students for examples from their life experiences) early on during classes were able to then employ more of the 5E strategies. Strategies that develop student engagement appears akin to strategies that

develop teachers' appreciation of their immigrant students' funds of knowledge (Moll et al., 1992). They suggested that professional development was needed to ensure that EL students "participate fully in and benefit from classroom learning about subject matter content" (Manzo et al., p. 46).

Organizational Culture

An ethic of caring, reviewed earlier in the chapter, suggests a cultural shift in the school. To delve into this topic we must look at different views of culture, as encapsulated in the work of Meyerson and Martin (1987), Enomoto (1994), and Orton and Conley (2016). According to Scott (2003), Myerson and Martin's conception of culture is unique in stressing its "diversity and variety" by contrasting

> dominant approaches that stress the unity of cultural beliefs within an organization with others that stress the extent of differentiation-subcultures-or still others that acknowledge the absence of a shared, integrated set of values--a fragmented culture. Martin treats these differences as paradigms--analytic models applicable to any organization--but also recognizes that the cultures of specific organizations may be better characterized by one rather than another perspective. (p. 320)

The following summarizes Meyerson and Martin's (1987) conception of culture drawing in part on Orton and Conley's (2016) explanation of this model in their examination of a university writing program. Three perspectives on culture are described. The *integration* view emphasizes a unified culture, where individuals in the organization share values and beliefs that reinforce the organization as a whole. Similar to traditional notions of organizational culture (Deal & Peterson, 2016); the integration perspective highlights group unity, explaining how organizational roles, responsibilities, and values

are coordinated. The integration perspective further assumes that organizational leaders are "culture creators" who establish and maintain organizational culture.

In a different view of culture, termed *differentiation*, there exist subcultures or subdivisions in organizations. In this second view, differentiation "reflects the subdivisions that permeate the organization and magnify the inconsistencies among the subdivisions" (Enomoto, 1994, p. 190). This view of culture highlights the inconsistencies and conflicts that may occur within the culture, as well as "ambiguities between the sub-cultural boundaries" (Enomoto, 1994, p. 198). Enomoto's (1994) study of multiple meanings in truancy policy and practice in a Midwestern U.S. K-12 school setting provided one example. In her study, the multiple interpretations of subgroups (i.e., teachers, administrators, and students) influenced truancy policy and practice. Although the subgroups were to some degree cohesive, they did not display total unity. For example, the subgroup of teachers in the school in the study varied by subject area department. Further, there was uncertainty between sub-group boundaries; for example, there were "ambiguities in switching roles and with overlapping nested subgroups" (p. 200) within the school's attendance office.

A third view of organizational culture, *fragmentation*, deals with how organizations respond to internal and external complexity through mechanisms that downplay organizational consensus or transcend subcultures. According to Martin (2002),

> fragmentation focuses on multiplicities of interpretation that do not coalesce into the collectivity-wide consensus characteristic of an integration view and that do not create the subcultural consensus that is the focus of the differentiation perspective. Instead,

there are multiple views of most issues, and those views are constantly in flux. (p. 107, as cited in Orton & Conley, 2016)

Within the school membership in Enomoto's (1994) study, there were individuals in all of the subgroups within a large high school (e.g., students, teachers, administrators, and staff) who viewed their roles and responsibilities in the school variously from a "fair and just" orientation or from a "caregiving" orientation. With a focus on student truancy, Enomoto (1994) found an underlying tension between these orientations that "seemed to cause much frustration among the members in dealing with each other on issues of truancy" (p. 201).

There are potential applications of the concept of culture to newcomer programs. For example, using the integration lens of culture, a picture of harmony may emerge with a focus on teachers (in all grades) invited to participate in content-based professional development, which is offered by the district office or county office (previously described). Less apparent from an integration view would be access to specialized training (and focuses of learning, Collinson et al., 2009) that might concentrate on transitioning of newcomer students or early literacy in the middle school level. That is, the picture of "shared understandings" (Meyerson & Martin, 1987, p. 625) and how roles are coordinated would focus on the school-wide delivery of professional development. A literacy coach's provision of extra professional development on lesson design or the use of Specially Designed Academic Instruction in English (SDAIE) strategies might not receive emphasis unless it was offered to all the other teaching staff. The decisions made by administration might not reflect the uniqueness of the program or students--rather the professional development presented would be under a consensus that it would serve all students equally and that everyone was in agreement, creating harmony amongst the staff

at the level of the status quo.

Contrastingly, a differentiation view of organizational culture focuses on the inconsistencies in the organization, lack of consensus and non-leader centered sources of cultural content. Because the newcomer program under study in this research is a Program within a Program (Short, 2002), this cultural lens might lend itself to highlighting how professional development and learning outcomes are different for different subgroups. The staff might highlight inconsistencies in how particular professional development is perceived as beneficial/non-beneficial to their students. The literacy teachers, for example, may not see a need to collaborate with other teachers since they are in a different department. Since the decisions are not leader-centered, disagreement of the needed professional development for Newcomer Program teachers by subgroup may emerge.

Section Two: One Newcomer Program

A Pilot Study

An independent pilot study was conducted in preparation for the present study. The initial study took place in 2016 (Saucedo, 2017). One participant was selected from the school who had served as an administrator for one year. The researcher reviewed documents related to the program including descriptions in the city newspaper, district task force proceedings, a dissertation, and as noted, interviewed the administrator of the school. The researcher also served as participant observer at the school for several years. The pilot also allowed for a trial of the administrator interview protocol, which focused on perceived strengths and weaknesses of the school.

Many quality programs are developed by districts, such as the "Sunnyside Newcomer Program" (a pseudonym), for the improvement of services for immigrant and

English learners. This particular Program had been in place in Sunnyside middle school (grades 6-8) within a medium-sized urban district ("Oceanside") in a California coastal city. The Program had been favorably featured in the city's popular press, with one noting Oceanside district's "offer[ing] the newcomer program, placing children who have been in the U.S. for two years or less on one campus, if their families choose that option" (system documentation). The newspaper article noted that "children in 3rd through 5th grade go to one of the district's elementary schools, with older students in 6th through 8th grades [able to] join a similar program at [Sunnyside]." Some favorable features of the program are illustrated in turn; for example, teachers "tailor their lessons so they reach everyone." One teacher indicated that her elementary-level students "speak Mixteco, Punjabi, Spanish and Zapoteco as their first languages"; further, she makes use of "pictures, gestures and activities to teach vocabulary" to reach "children who speak almost no English, as well as those who are more fluent." In this way, the Program is able to assist different learners in school as well as in their adjustment to the U.S.

Program Description

Within the district, the Newcomer Program has existed since 2002 but with the appointment of a 2007 Task Force comprised of teachers, staff, administrators and parents who were asked to develop a guiding document for improving the implementation of services for English learners, including those that participated in the Newcomer Program. A year later, in 2008, the Oceanside School District Board (OSDB) approved that plan termed the “Master Plan for Services to English Learners." The master plan was intended to be a guide to ensure that students who were English learners received consistent services throughout the district regardless of the school in which they enroll. Further, the plan indicated that the district administration was to provide five

different programs to students who were English Learners. The Newcomer Program for the district's newcomer students was one of these programs. Details about the Newcomer Program are provided in Chapter Three. Summarized here is a description of the school's strengths and weaknesses as provided the pilot study interviewee.

The Newcomer Program is considered by the district to be primarily an instructional program for students who district personnel classify as newcomer students--i.e., typically those with less than eighteen months in the U.S.--and who are in grades 4 through 8. More specifically, the Program is designed for students who have just arrived to the U.S. from another country, who enroll in the district, and who are considered at the district's level 1 (Beginning Level) based on the California English Language Development Test (CELDT).

As noted, the Program in two district schools serves students in Grades 4 through 8 district-wide. The initial identification of students who may qualify to participate in the Program begins when parents enroll the child at the school. Through a parent interview conducted by district personnel, the determination is then made whether the child qualifies to be in the Program according to the above criteria. As noted, the following chapter provides a more detailed description of the Newcomer Program in operation in Sunnyside school, the middle school under study.

To provide more insight into Sunnyside School, as well as the Newcomer Program, as part of my pilot study (Saucedo, 2017); I interviewed the school principal, Dr. Hart (a pseudonym) in Spring of the 2016-17 school year. Dr. Hart had served in the position for two years, taking the helm of the school just after the Newcomer Program was moved to its current sight in 2014. He identified several strengths and challenges of the school as follows.

Strengths of the school. In describing Sunnyside School, Dr. Hart identified two major strengths of the school and two major challenges. First, he described a “great” school community and an “amazing” group of teachers. He stated that Sunnyside School has embraced school wide inclusion of the focus Academy, with units in Engineering and Oceanography. He also stated that from his perspective he has seen notable success in the Newcomer Program. He provided the example of end-of-the-year promotion ceremonies over the years of his tenure that have featured Newcomer Program students themselves delivering student speeches during the ceremony. As Deal and Peterson (2016) indicated, "ceremonies are complex, culturally sanctioned occasions in which organizations celebrate successes, spotlight values, and recognize ... special contributions" (p. 112). These highlights convey pride for the accomplishments for the students and school.

Challenges of the school. Among the major challenges cited by Dr. Hart, however, was the school's low performance on state tests. The school has had failure rates across all grade levels, regardless of the language. However, he said the administration has been working hard with all teachers to ensure that they believe and work towards making learning engaging and relevant to students. An additional challenge was to build resiliency for all students.

Additional challenges were documented by Arellano (2009) in his dissertation research conducted in the district's second Newcomer site, an elementary school that initiated their program six years earlier than the site in the current study. The research indicated that students were in need of support provided by parents, administration, and the community at large. There are needs at this site that have only been minimally looked at. For students to reach their academic goals, administrative support is necessary for every child. Teachers feel that the administration has been more supportive but there is a

room for improvement in all areas.

Among the directions for improvement in Arellano's (2009) study were to more strongly link in community organizations that were available to help serve the needs of newcomer families. In addition, some recent gains have been made in bringing experts to the school to speak with teachers about issues related to newcomer students' learning and the creation of time to collaborate.

Implications of the Pilot Study for the Present Study

Literature related to funds of knowledge, an ethic of caring, professional development, and culture were reviewed and a pilot study was presented. The following specific features of teaching and administration related to an ethic of caring, for example, were identified: a) Program scheduling and administration that is respectful of teachers' time and does not interrupt their work with students; b) teacher and administrator support offered students focusing on language acquisition, culture, and academic motivation; and c) teacher professional development focusing on content and multi-modality (e.g., teaching using visual technology and manipulatives).

The literature and pilot study in this chapter shaped the study in several ways. First, given the importance of professional development as indicated in prior literature, this study will solicit views of professional development received from teachers. In addition, given the importance placed on understanding the program from an organizational culture perspective (Martin, 2002), diverse participants will be included such that at least one teacher is included who did not initially volunteer to teach in the Program. That is, a lens of culture might have relevance for understanding issues related to professional development and the voluntary/non-voluntary status of teachers. Finally, whereas a pilot study interviewed one administrator in 2016, the current study was

conducted in the 2018-19 school year and included interviews with four teacher participants in the Program (primarily current versus former). As assistant principal within the school I was also able to serve as participant observer from 2014 to present.

The description of the Sunnyside Newcomer Program in Chapter Three includes its initiation within the school, its staffing, focuses of professional development offered teachers, and a perspective from administration on ongoing strengths and challenges. An ongoing concern in the Program according to the administrator in the pilot study was how to find ways to maintain a positive mindset about the program and students served, owing to staffing (in part) by (approximately one-quarter) non-volunteers.

CHAPTER THREE: METHODOLOGY

This chapter discusses the methodology for this study, beginning with a rationale for a qualitative approach. Select characteristics of the study school and program background are included, as well as a description of data collection, study participant characteristics, the interviews and interview guide, the role of the researcher, and data analysis.

The research questions for the present study were the following:

1. What are teachers' experiences in the Newcomer Program?
2. What are teachers' views of the support and professional development they have received for the Newcomer Program with a focus on their teaching and leadership practices?

Rationale for Qualitative Case Study Approach

For this qualitative study, I utilized a qualitative case study approach with case studies focused on individual teachers within a Newcomer program. As Yin suggested (as cited in Enomoto & Conley, 2014), the case study design is appropriate for studies that ask "how" and "why" events occur and that concern people who are still accessible and able to recall those events relatively accurately. Second, case studies are useful for exploring a "bounded system" that is limited by time and place, and can thus offer a snapshot of what occurred in an organization at a given point in time (Stake, 1995, 2010). In addition, because case studies have sufficient depth within the bounding of a case study, they allow relationships that are significant to the understanding of organizational members' perspectives, understandings, and sensemaking to emerge in the results (Gawlik, 2015).

Sunnyside Middle School, located within a medium-sized district was purposively selected from southern California on the basis of (a) its having had a Newcomer Program in place for several years as well as (b) its having an ongoing school relationship with the researcher. A pseudonym was given to retain the confidentiality of the school and personnel. Sunnyside Middle School (Grades 6-8) serves a super diverse (Vertovec, 2007) urban fringe community, including children from Central and South America. There is a large military base nearby that also brings an influx of families to the school from different countries. Table 1 summarizes the student population, staffing, and newcomer/current administration initiation dates.

Table 1

Select Characteristics of Study School

Characteristics	Sunnyside Middle
School Type	Middle
Grades	6 through 8
Location	Urban Fringe
# Teachers (approx)	62
# Students (approx)	1300
% Hispanic/Latino	91%
% English language learner	40%
% Free-reduced lunch	86%
# Administrators	4
# Newcomer students	70
# Newcomer teachers	15*
Start of Newcomer program	2014
Start of current principal	2017

Note. Case uses SARC SY2016-17 data; Administration included 1 principal, 4 APs, 1 TOSA, 2 counselors and 1 registrar (administrative secretary).

*Under recent (2017-18) restructuring, 4 of these 15 teachers were assigned full-time to the Program; the remaining 9 returned to their regular teaching assignments.

Background of the Community and School

Situated along a beautiful stretch of Pacific coastline, Sunnyside School in located in a large city within a southern California County. The city is a combination of a relaxed seaside atmosphere and a thriving business and agricultural environment. The city is an international city enjoying an ethnically diverse population of over 205,000 residents. Sunnyside Middle School was established in 1994 and is one of 20 schools in Oceanside School District. In 2014, the school changed from an intermediate school (seventh and eighth grade) to a middle school; this was the first time sixth-grade students attended school at this site. In addition, the district was awarded a grant, which transformed all middle schools into academies. The Sunnyside staff chose to focus on the sciences and engineering thus adding courses that reflect these strands. Furthermore, a newcomer program and its students were also move to the site. In the 2016-2017 school year, Sunnyside School employed approximately 66 certificated staff, 48 classified and four administrators. Altogether, it serves 1,300 students in grades sixth through eighth. Class sizes are typically 30; in the Newcomer Program (discussed below) they tend to be smaller with a range from 15-30.

Sunnyside students come from primarily low socioeconomic backgrounds. Eighty-six percent of students qualify for free or reduced-price lunch (over 1000 students), which is a national indicator for poverty levels; 91% of students who identify as Hispanic or Latino, and 40% are identified as English language learners (520 students) at differing stages of English language acquisition. It is noteworthy that the designation Hispanic or Latino covers much diversity, such as students from Latin America, Puerto Rico, and Mexico.

Even though the Adequate Yearly Progress, or AYP, a federal measurement

requirement under the federal Elementary and Secondary Act (ESEA) of 2002, also known as No Child Left Behind (Department of Education, 2001) is not currently used (due to the percentage of students considered living in poverty), the school receives federal funding known as Title I.

Background of the Program

As noted earlier, Oceanside School District has two Newcomer Programs, with the present study focusing on the Program serving students district-wide in one middle school, grades 6 through 8. It should be noted that other schools in the county have similar demographics, but Sunnyside is the only middle school with a designated newcomer program. However, other schools in the county serve newcomer students through large and active migrant education programs or their regular education programs.

The stated goals of the district's Newcomer Program are several: to facilitate students' adaptation to a new environment, to develop English fluency, and to develop academic language related to core content areas and master core academic standards. In other words, the students who enroll in this program are not only to receive intensive English instruction, focusing among other things on Common Core standards, but also to learn about the school environment and U.S. culture and customs (system documentation). The remaining overview of the Program at Sunnyside provides background about Program staffing, the structure of student school day, and the professional development offered to teachers.

At Sunnyside Middle, the Newcomer Program has been in place since the 2014-2015 academic year, with faculty and administration serving qualified upper-grade students and refining the Program's management and operation (in previous years, other schools in the same district would host the Program). Currently, the Program is offered in

a "program within a school" format (Short, 2002), and serves about 70 enrolled students across the three grade levels. These students are primarily new arrivals from Mèxico but also include students from Vietnam, India, El Salvador, and Korea.

In addition, the Program has, until the 2018-19 academic year, been staffed with one administrator (myself), 15 Newcomer teachers, one Teacher on Special Assignment (TOSA), three Instructional Assistants, and one Mini-Corp tutor. The students also have access to the school's two Counselors and one Outreach Resource Coordinator (ORC). During two academic years (2017-18 and 2018-19), under Program restructuring, the number of teachers was reduced particularly in eighth grade to reflect smaller numbers of Newcomer students within the district (with the teachers not in the Program reassigned to *general education* or *mainstream* within the school). Thus, this Program staffing changed in the year prior to the study, with fewer teachers assigned to eighth grade but teaching full-time in the Program.

The following description refers to the period until 2017-2018, i.e., prior to restructuring. For most years of the Program's operation, the sixth-grade group (35 students) was taught amongst two teachers. One teacher focused on the Language Arts/ELD and Social Studies strand, while a second teacher focused on Math and Science. In seventh grade (13 students) and eighth grade (22 students) the students were taught by twelve teachers (six for each grade level) each teaching a different content area. Therefore, a total of 14 teachers instructed in the Program. As noted in Chapter Three, some of the teachers (about one-quarter) did not volunteer initially to teach in the Program and were asked or invited to join. A one-year commitment was asked of each teacher who joined the Newcomer Program although all of the teachers interviewed for the study had taught at least three years in the Program.

From the perspective of the students' day, a typical day for sixth-grade Newcomer students begins by attending a two-and one half hour homeroom (led by a Newcomer teacher) in early morning (from approximately 7:45AM to 10:15AM). The students would receive their literacy instruction within that block. Notably, all of the Newcomer teachers teach in a homeroom class. Traditionally in the Program, homeroom Newcomer teachers are those charged with keeping in touch with individual students; i.e., how they are doing in school and arranging and carrying out parent teacher conferences. Following this morning class, the students then attend three separate content area classes (i.e., math, social studies, or science) also taught by a Newcomer teachers. Finally, students attend a mainstreamed physical education (PE) class and participate in nutrition, lunch and extra-curricular activities such as assemblies and sports with the general population. For the seventh- and eighth-grade students there is a similar structure of the day. Also noteworthy is that any time through the school year, in consultation with teachers, administration (i.e., principal or assistant principal) may move a student into the mainstreamed regular schedule, which would change the school day for the student. Mainstreamed students typically take six, fifty-minute classes in the areas of math, language arts, social studies, science, PE, and an elective.

Like all teachers in Sunnyside School, Newcomer teachers are encouraged to participate in content-based professional development, which are facilitated by the district office or county office. Furthermore, Newcomer teachers have received training in SDAIE strategies and multi-modality techniques (e.g., digital technology and use of manipulatives) due to the diverse range of second language development levels and academic progress in the classroom.

In addition, the district's English Learner Services (ELS) department has developed

other professional development for Newcomer teachers. Some of this professional development focuses on early literacy at the middle school level, essential academic vocabulary for all content areas, and supplemental curriculum support and training by publishers of the curriculum that is implemented in the classroom. The district has also hired a TOSA (previously described) to work directly with the teachers and students in the Newcomer Program; the primary goal of the TOSA is to provide curriculum support to teachers. This teacher, for example, often provides sample lessons for the teachers, models how to teach vocabulary pertaining to that content area, assists in scaffolding the lesson, and provides support for assessment.

Although the Newcomer Program has existed since 2002 and at various school sites, it has only been at its current site (Sunnyside Middle) for four years (since 2014, previously described). Every year, as noted, the administration has had to build a schedule for the students, which also includes deciding which teachers will be teaching within the Program. From my work as participant observer in the Program, in years two and three of the program (the 2015-16 and 2016-17 academic years), it became apparent some teachers volunteered to work with this population of students while others were "convinced" to work with the Program. Both groups of teachers were responsible for implementation of curriculum, ELD instruction, monitoring student progress and data use to determine the needs of students and the curriculum that needs to be taught. Therefore, in the current study, there was an effort to include at least one teacher who was asked to participate in the program rather than volunteered to participate in the program.

Data Collection

In accordance with case study methods (Stake, 2010; Yin, 2009), I attempted to collect and reference multiple sources of data. I have served as participant observer

within the school and newcomer program since 2014. To learn more about the school's characteristics and history of the Newcomer Program within the district for the Program description and literature review, I reviewed documents related to the Program including newspaper reports, program descriptions and the school's self-study for accreditation. In addition, I reviewed the school's more current websites and other publicly available documents as information sources.

Interviews were conducted during the summer and fall of 2018 with key informants. The principal was selected for an interview to provide background information. In addition, four teachers who were active in the Newcomer Program were selected, with preference given to those who taught in the Program for at least three years and/or were among the few assigned to teach in the Program full-time during the 2017-18 school year. In addition, preference was given to fully credentialed teachers (discussion of teacher credentials is included in Chapter Four). All but one of the teachers chosen were currently teachers in the Program (with the one having recently taught). It was considered that 14 teachers had taught in the Program until 2016 (previously described); however, under restructuring, with multiple numbers of teachers retiring and transferring out, a fewer number of teachers were assigned to teach for the 2016-17 and 2017-18 academic years. Of this fewer number, most were asked to participate in the present study as well as one teacher (Ms. Ruiz) who had not originally volunteered but taught in the program for three years. At the time of the study, Ms. Ruiz was teaching in the regular program. Further, in selecting the interviewees, some variety of core subject matter disciplines (math and science, language arts) was also sought. To contact the teachers, I approached each teacher individually in classroom visits and explained the ongoing study and asked if they were interested and willing to be interviewed. Working with both their

calendar and my calendar, a time for the interview was set. I interviewed four teachers--one from math/science, one from social studies/language arts, one from language arts, and one from math (see Table 2). All who were approached consented to be part of the study.

Participants were interviewed at a place of their convenience, and one that was comfortable and private for one and one-half hours (Glesne & Peshkin, 1992). Locations that were offered included their classroom or a library close to campus. Although one teacher initially expressed a desire to be interviewed off campus, she delayed the interview due to illness and then changed her decision and was interviewed on campus, as were the other three teachers. Furthermore, the times that were offered to teachers were all after the regular school hours. Table 2 contains interviewee pseudonyms, subject, grades, teaching experience, and other select characteristics.

Table 2

Characteristics of Participants

Name (Pseudonym)	Ethnicity	Age	Subject	Grade	From local Community	Years in NP, school
Mr. Martinez	Hispanic	Late 20s	Math and Science	6	Yes	5, 6
Mr. Hernandez	Hispanic	Late 20s	Social Studies, Lang. Arts	6	Yes	5, 5
Ms. Johnson	Caucasian	Early 30s	Language Arts	8	No	5, 7
Ms. Ruiz	Hispanic	Mid 40s	Math	7	Yes	4, 12

In the interviews, I asked broad questions about the teachers' backgrounds, the school, experiences in the Newcomer Program, perceived changes in the Program, facilitators and barriers of teaching in the Program, and professional development

received. All audio-taped interviews were then transcribed.

Interviews and Interview Guide

This section provides a brief description and rationale for the interview questions in Appendix A. After introducing the study, I shared The Consent to Participate in Research form (Appendix B). Study procedures including recording and transcription were also explained. In addition, I clarified that the school and district name would not be used in any written report, and pseudonyms would be used to ensure confidentiality.

I began by greeting the interviewee and asking for permission to record the interview (Appendix C). I began the interview (Appendix A) by asking for a brief description of the teacher's background and how he/she came to be a teacher at the school. This question not only provided information but established rapport in the interview and a sense of inclusion, whereby "participants feel involved because of the examination of their personal experiences" (Karnieli-Miller, Strier, & Pessach, 2009, p. 279). Then, to obtain a sense of the school context, four additional questions were asked. These proceeded to elicit from the interviewee the following perceptions: (a) what distinguishes the school from others, (b) pressing issues faced in the classroom; (c) ways the school responds to diversity (Gawlik, 2015), and (d) consistent with the literature on caring discussed in Chapter Two, the level of caring and concern the school's educators have for students. Questions turned to a focus on the Newcomer Program. Within this set of questions I initially asked how the interviewee came to teach in the Newcomer Program. This set was followed by probes about what the Program was like, changes that were made to the Program, and who was making decisions about the Program.

The interview then moved on to elicit perceptions about facilitators and barriers of teachers' work in the Newcomer program, perceived challenges of Newcomer students,

and resources that might be used to solve equity problems within the school.

The final set of questions dealt with professional development, pedagogy and professionalism. Questions were asked about the professional development the interviewee had experienced, their perceptions of the professional development, and how the Newcomer program had affected their sense of professionalism, goals for students, and teaching practice. A wrap-up question asked for teachers to add any thoughts, and teachers were later sent a thank you card with an attached Starbucks gift card (Appendix C).

Role of Researcher

As qualitative researchers recommend, it is important to disclose the role of the researcher including "the researchers' personal commitment to the studied population" (Karnieli-Miller et al., 2009). As a former teacher and current administrator working with immigrant students, the researcher recognized that her own experiences in working immigrant students and specifically Newcomer students shaped her own opinion in determining what best practices for the classroom are and in working directly with the students. The researcher also recognized that working as a supervising administrator for the Newcomer Program for the past four years has contributed to the development of her own views and bias towards the needs of Newcomer students, the Program, and what role the teacher plays in such programs. Following Mehra's (2002) recommendations, it is the intent of the researcher to systematically reflect on her own biases and blind spots and continue to understand the role of self in understanding and producing research.

Data Analysis

All interviews were audio recorded for the purpose of transcription and analysis. The results section of this study (Chapter Four) draws heavily from teachers' descriptions

of their experiences in their own words (Mehra, 2002); therefore a full transcription is appropriate. Interview transcripts were studied, searching for key themes and phrases. Then, case studies were written for each teacher.

The transcripts and case studies were re-read several times and color coded by highlighting themes. As Charmaz and Belgrave (2012) suggests, initial coding "forces the researcher to begin making analytic decisions about the data [and] selective or focused coding follows, in which the researcher uses the most frequently appearing initial codes to sort, synthesize and conceptualize large amounts of data" (p. 356). As Dewey (2010) advises, this process can involve highlighting quotes from teachers and administrators that are pertinent to each code, lifting them out to form a list of relevant quotes under each of the subheadings. These codes formed the basis of the comparative analysis in Chapter Four.

CHAPTER FOUR: CASE STUDIES

Introduction

In this chapter, case studies of the four teachers who participated in this research are presented. All of the names for teachers are pseudonyms. These case studies are derived from the interviews of these teachers. For each case study, a brief introduction provides a summary of the educator, including teaching experience. The next sections provide information about each educator related to the research questions. These sections include, for most interviewees: (a) a description of the teacher's personal experiences, (b) a presentation of the teacher's views regarding newcomer experiences and the school's response to diversity, (c) a description of the Newcomer program, facilitators and barriers, (d) professional development and goals. The cases close with teachers' views regarding professional outcomes.

Mr. Martinez

Mr. Martinez was in his sixth year of teaching at Sunnyside middle school when I interviewed him in the Fall of 2018. He worked as a sixth-grade math and science teacher, i.e., one of the teachers who taught a three-hour block in the afternoon (Chapter Three). He has served in the Newcomer program for approximately five years (i.e., since 2014 when the Program began); previously, he taught in the school as a sixth-grade multiple subject teacher. At the beginning of his career, he "subbed" at several schools and worked at a 7-8 middle school in which a drawback was not having "many after school programs."

Personal Experiences

Mr. Martinez grew up in the city surrounding the school, attending Sunnyside in its opening year and counting himself among its first graduating class. After graduation

from a teaching credential program, obtaining a teaching position in the school, however, was a matter of "luck" as he was placed in the school by chance following his interview with the district. He considers the 6-8 school a "true middle school" in contrast to his previous 7-8 school. Although he was not previously a Newcomer student, he expressed a connection with Newcomer students:

> I was not a Newcomer student but I was in Spanish classes [or bilingual classes] and can relate to the kids. It's cool to teach this group because I feel like the kids get to have a role model. . . . They can succeed because I was in their shoes.

He further indicated that the Newcomer program is "why he stayed" at the school. Contrasting his experience at the school with another K-8 school in which he worked previously--that "did not have many after school programs"--there were "more opportunities for extracurricular activities" at Sunnyside.

Newcomer Experiences and School's Response to Diversity

Mr. Martinez's goals for Newcomer students were, simply stated: "Trying to get the kids to learn English and [adapt] to a new environment." The need to help children adapt, and a constant influx of new students, meant for Mr. Martinez extra hard and continuing work in class preparation:

> For me I have to do a better job of prepping [class] that knowing that I am always going to get new kids. I should have extra handouts, extra notebooks . . . you can't get away without teaching 'students' how to log in, how to use an I Pad, or use the agenda. It's pretty time consuming.

He continued to talk about the Newcomers saying

> I have learned a lot from the kids. I like knowing where they come from, what their attitudes [and] and their background [are]. ...If these kids, where everything

> is 20 times harder, ... can make it, you are more optimistic with the other kids [in general education in the school] who have like six years of head start [over] them.

When asked about the school's overall response to diversity, Mr. Martinez pointed to the training and preparation on part of the administration to deal with any "culture clashes" among different groups of students, although in his view such clashes were seldom seen. He described educators as caring individuals, providing the example of his sixth-grade team that he was previously a member who worked after school, sometimes without pay:

> We do a lot of work after school. Most of them stayed after school [and were] involved in [school] committees. Some [after school activities] are for pay and some are not so that's a good level of commitment. All of them could leave at 2:30 if they wanted to.

Newcomer Program, Facilitators, and Barriers

From Mr. Martinez's perspective, the Newcomer Program had experienced many changes during his years at the school. In his remarks about change he appeared to be referencing the reduction of teachers teaching in the program. He also described the Program as difficult to teach, with its curriculum frequently changing. When the Program was brought to the site, there was also a need for teachers to create their own curriculum. Correspondingly, when asked how decisions were made, he indicated that the Program gives teachers "a lot of freedom." However, some of the changes that were made were in his view also related to the number of students enrolled in the program. “Like this year, changes in the schedule, it’s not that they planned it out. It’s just the number of kids [that drove the master schedule]." So, for example, even though he continued to teach a 3-hour block he may have more or fewer students at any given time.

Facilitating teachers' work in the Program, according to Mr. Martinez were primarily the students themselves:

> They are willing to learn, eager to learn. This year I am doing science so they want to do activities, hands on activities. They look forward to it. They tell me "What are we doing tomorrow?' I have willing participants so it's easier to teach the kids who want to learn. I depend a lot on grouping, the kids help me out, the aides help out [with the most recent arrivals], and the leveling [by English proficiency helps]…There is no way I could do it myself.

Among the challenges is the curriculum that has been changing, according to Mr. Martinez. For example, this year he reported an abundance of curriculum for science but would like to have some "better [curriculum] for Social Studies." But, he added, the curriculum has to be in English, at a 6th-7th content [level but only] at a third grade reading level." In addition, he has noticed that when students leave the Newcomer Program and begin to transition into mainstream (i.e., into general education classes) they are "successful but less talkative. I don't know if [lack of talkativeness] stunts their growth [in English literacy fluency]. They spend another six months adjusting [to general education classes]."

Professional Development and Goals

When asked about his experience regarding professional development, Mr. Martinez stated that he has attended many workshops throughout his career as a teacher. Further, it was his philosophy "to have to apply what you learn right away or you are not going to use it." He would like to see some of the workshops like Sheltered Instruction Observation Protocol (SIOP) repeated because "it works, you just have to apply it if not people just revert back."

Mr. Martinez stated that as a goal, he has also applied for and received multiple grants that allow him to do more hands on projects with the students, which he considers a form of professional development that benefits students:

> Students have the opportunity to work more collaborative[ly. It] provides more speaking opportunities for them rather than paper-pencil [work]. I want to do more career minded [activities as well]. I was just approved to visit the Channel Islands and have presenters. I like to try to get more opportunities to do hands-on things and be interactive. I do a lot of extra- curricular activities…I'm just trying to get [students] involved so they can get more comfortable. Maybe if they make it [as an adult] they are better, usually the person that makes it has more influence so I try to get them involved.

Summary

Having grown up in the local community, Mr. Martinez felt that he could relate to the students and serve as a role model because he has been in their shoes. Throughout the interview, he stressed a stronger or more concrete curriculum, more hands-on teaching, and attention provided to the transition from Newcomer to mainstream.

Mr. Hernandez

Mr. Hernandez was in his sixth year of teaching at Sunnyside middle school when I interviewed him. He worked as a sixth-grade social studies and language arts teacher. Like Mr. Martinez, he had served in the Newcomer program for approximately five years; previously, he also taught in the school as a sixth-grade multiple subject teacher. Currently, he is assigned an additional period of math.

Personal Experiences

Mr. Hernandez received his bachelor's degree in business and worked in the

private sector prior to working in the educational field. Mr. Hernandez was encouraged by his three sisters who were teachers to “try subbing, which he did for two-three years.” He finally decided to do “things the right way.” Soon after, he started a multiple subject teaching credential program.

Like Mr. Martinez, Mr. Hernandez grew up in the same city in which Sunnyside School is located. When he speaks to the parents of his students, he lets them know that there are "a lot of teachers who drive from far away and never live in an area close to what this is. I am from here, born and raised down the street.” Even though he was not identified as a Newcomer student, he does recognize that he likes “being with them." As he points out, "30-35 years ago that could’ve been my [older] brothers and sisters sitting there on that chair."

Mr. Hernandez came to work at Sunnyside School soon after finishing his student teaching. The principal working at Sunnyside at that time had observed him working (at a different site) with students, and recommended he be placed at the site to work with the Newcomer students.

Newcomer Experiences and School's Response to Diversity

Mr. Hernandez has worked with newcomer students for several years and can conclude, “Even though we think, we try to put them in a box and say they are all newcomers, they are also very different.” His goal for newcomer students is simply to “figure out how to help all of them and advance them at whatever level they are.” For example, for the three math classes that he teaches:

> I have, we try grouping them--where they are [grouped into] similar levels. [And then] we mixed them, sixth through eighth grade. But even then I get some kids who can’t add or subtract. It gets kind of tough because some kids can do that

and a lot more. A lot of your time and resources get pulled towards those kids who are struggling to do basic stuff…and the kids who are higher get left out…just waiting [for your help].

Mr. Hernandez would like to see some type of enrichment activities for newcomer students via the counselors. (An example might include a workshop on high school requirements using students' native language provided by a bilingual counselor.) He voiced that he would like the school counselors and special education resource specialist in the school to ensure that the services that they need are provided and assist them in getting involved in other activities outside the classroom.

Newcomer Program Facilitators and Barriers

As noted, Mr. Hernandez has taught exclusively in the Newcomer Program. He said that he has always had different configurations of Newcomer classes and would like to have a set structure for the Program. When asked about how the program has changed over time, Mr. Hernandez expressed that he has felt frustration over the years. As he explains, "Newcomers are not a new phenomenon, they have been [here] forever. Why is this so confusing? Why haven't we gotten this down, why are we still struggling?" In this sense, he appeared to reference the change in recent years to a smaller number of teachers (and classes) within the Program. His comments also appeared to reference a changing curriculum.

Mr. Hernandez noted that each year, around the same time, the classes grow drastically. Some Newcomer students in his view are "forced to move out into a mainstream or move into another level (within the Program) but the district has a strict practice that "we only have so many students, you can only have so many classes." (Here Mr. Hernandez is referring to class sections of over 18 students, sometimes as many as

30, that are particularly likely to occur with an influx of students during the winter season.)

A separate problem, Mr. Hernandez noted, was that mainstream teachers might "push back" when they receive a student previously labeled *Newcomer*. According to Mr. Hernandez this "has to do with [mainstream teachers'] flexibility." Here he was advocating that mainstream teachers be more welcoming to the Newcomer students.

Through his experience, he has also noticed that some Newcomer students appear to need more resources than others. Some seem only able to survive the school day due to the one-on-one help from the paraprofessional and thus resources are pulled from the rest of the class. The enrollment center, he suggested, completes the paperwork, but may not look into the implications of a placement:

> Check, check,check,check, Newcomer Program, Sunnyside School. But when the child gets here, they need so much help or the other extreme. Maybe the program was not the best option because they are high academically in Spanish and they move quickly… but because so much work was done from us teachers, the [site] administrators and everyone else trying to put them in the right group and right schedule that the resources were pulled, when there could have been a better way of identifying the students.

Regardless of his frustration, he also recognizes the importance of teachers being flexible because Newcomer students "are so different," including the perspectives of the parents. Some parents have made the comment, "Because you speak Spanish, my kid is not advancing fast enough in English." But right after that another parent may say, "'Thank you for speaking [Spanish]; if it wasn't for that my kid would not want to be in your class.' So everybody is different."

Mr. Hernandez appreciates that when there is an opportunity to place a student into the next level all stakeholders' opinions are taken into consideration. These stakeholders include parents, teachers, and administrators as he states:

> I know some of [the push to place students in the next level] comes from the district or site administration but I like the fact that a lot of people get involved…I like the openness that we have, that always helps even though there is specific ways of doing things, everyone's voice is being heard.

Even though it is difficult to constantly have new students come into the classroom, Mr. Hernandez is "constantly saying, 'OK, because any day, any moment another student is knocking at my door and we have to be welcoming and happy they are here, and make them feel welcomed; otherwise they are [not] going to feel it.'"

Professional Development and Goals

In regards to professional development he has received, Mr. Hernandez mentioned three specific trainings. The first, hosted by Mixteco/Indígena Community Organizing Project (MICOP) focused on the culture, customs, and language of the Mixteco community, which "helped me understand some of my kids, their background and what they might be going through." Second, Mr. Hernandez also identified as helpful the training by Advancement via Individual Determination (AVID) (a program for low-income students who need extra support in getting prepared for college). Third, the California Association for Bilingual Education (CABE) conferences have helped him guide his students through the learning of academic language. According to Mr. Hernandez, "When it comes to learning about [Newcomer students] personally and supporting [them] emotionally, those have been more beneficial for me than the trainings about how to teach math more effectively. It's the human connections, those types of

trainings that have helped me more."

Summary

Being raised in the local community, Mr. Hernandez felt that he could communicate with parents and understand their perspectives for their children in learning English. Throughout the interview, he advocated a more set structure for the Program; a Program that was constantly changing its structure, in his opinion, would not provide sufficient stability to a group of students who already face challenges. He also would like to see enrichment activities for the students that might be delivered, for example, from school counselors.

Ms. Johnson

Ms. Johnson started teaching with the Newcomer Program five years ago. She received a single subject credential in Language Arts through California State University, Northridge. After graduation, her original intent was to teach at the high school level. After a couple of unsuccessful attempts to secure a teaching position at the high school level, she decided to "broaden" her search. In 2010, she applied for a job through Oceanside district and was offered a contract to teach a reading intervention class at Sunnyside Middle School. After two years of working at the site, Ms. Johnson was asked if she was interested in working with a team of teachers who would be working with newcomer students. She agreed to teach English Language Arts and ELD to both seventh and eighth grade students within the Program.

Personal Experiences

When asked about the characteristics that distinguish this school from others she stated, "there is a strong community in teachers being friendly and supporting each other." Through her experience she has seen, however, "every man for himself. There

was sometimes just not the feeling of collaboration or camaraderie. That is big here." She has observed that the level of commitment by the teachers to both students and colleagues is "grand"; "we may not be 100% effective probably because time or big range of needs of our students but commitment and concern are there." She stated that one of the most pressing issues in the classroom

> every day and it haunts me, literally in my dreams, is that my students for the most part are reading and definitely writing below grade level and not a little bit but a lot. That would be true whether it's my newcomers, my college prep or honor kids.

Newcomer Experiences and School's Response to Diversity

Ms. Johnson started working in the Newcomer Program once it was moved to its current school site. One of the first tasks to overcome was to

> piece the program together. We had to get our head above water with curriculum and making sure we had content that was useful for the kids. The program has changed throughout the years and is much better now. We shifted to not just academics but more emotional support and cultural support.

She suggested the Program also had benefitted from having an administrator, an assistant principal, whose job responsibility includes overseeing the Program and having access to a TOSA, that is, "having an intermediary between the district and the school, and that has been helpful."

Newcomer Program Facilitators and Barriers

One of the biggest barriers that Ms. Johnson identified regarding Newcomer students is the political climate we are living in currently, especially for the undocumented students. As she stated, "I am not saying that all our Newcomer students

are undocumented, but the anxiety that goes with that" needs to be addressed. According to Ms. Johnson, newcomer students are:

> normal, middle school aged students but on steroids. They are going through all these wild changes, figuring out the world, figuring out who they are and you want to throw in taking you from another country and not just because it would be fun to move here but something pretty awful is happening where you [are] coming from. And, by the way, you don't speak the language and your teacher is not going to care that you don't speak the language.

As stated earlier, even though the Program has incorporated some emotional support for students, the trauma newcomer student experience is still in Ms. Johnson's judgment not always addressed: "I think it's wild that [the Program does] not have a built in weekly check-in on their emotional health and wellbeing." Ms. Johnson hopes that one day the newcomers have a

> [school] counselor whose entire job would be to work with kids and not just academically but emotionally. I'm always shocked that I can get through a month, two months and suddenly find out that one of my kids has this traumatic past experience. It seems problematic to put them in a system and not address it.

Also, Ms. Johnson has noted that the Program has improved and that there is more "commitment for mobility for the kids." Through the support of the administration, she explains, students are no longer assigned to one teacher [for the year] (i.e., the homeroom Newcomer Teacher, see Chapter Three). In other words, the students are placed on levels and moved according to their needs. (In this instance, Ms. Johnson is emphasizing that homeroom teacher assignments described in Chapter Three appear to have been superseded by assignments of students based on their ability or academic level.)

However, she states: “A student who is in the highest level [based on English proficiency] is not just mainstreamed. The counselors have created a partial [mainstream] schedule” so that students do not fail upon exiting the Program. Both the TOSA and the administrator meet frequently, she points out, to talk about students’ progress in both the Program and those who have exited the Program. There is an increased amount of monitoring then to ensure that the students have success in language acquisition and learned content.

Professional Development and Goals

When asked about her professional development, Ms. Johnson stated that she has participated in workshops for curriculum and SDAIE but more importantly, “I feel like, I just wish I had more time. I feel like if we could work with a professional learning community (PLC)…we could really dig in and talk about best practices.” As a former intervention, Ms. Johnson received trainings in specific curriculum such as language arts but that "the Program taught me the value of assessment… just checking in and sharing [students'] progress with them because that is motivating even for me as a teacher to see growth." She added that the professional development had reinforced her making "constant and exhausting reminders [to the students] and never falling asleep at the wheel giving them access to academic language and holding them accountable for the language they need to be using.”

Summary

A highly motivated and passionate teacher, Ms. Johnson felt very strong in being able to work with Newcomer students. In addition, throughout the interview she stressed camaraderie that was present in the school and in developing the Newcomer Program as well. She also stressed emotional support for students, advocating for the importance of

student well-being beyond academics. She would like to see structured programs that identify particular traumas experienced by students as soon as possible so that these can be addressed and support provided.

Ms. Ruiz

Ms. Ruiz was interviewed in the Fall of 2018. She has been teaching for 20 years. At the beginning of her career, she was working as a first and second grade bilingual teacher but eventually moved to Sunnyside Middle School and has been teaching Mathematics to seventh grade students. Even though she has several years of experience working with Newcomer students and has worked with the other Newcomer Program teachers, her teacher assignments have not always been exclusive or consecutive. She was invited to join rather than being an initial volunteer for the Program.

Personal Experiences

With her many years of teaching experience, Ms. Ruiz is one of Sunnyside's most senior (years of service) teachers. As a young student, she would role-play with her peers about becoming a teacher. In "junior high, a friend needed help, was struggling with reading so we would go to the library during lunchtime, select books and help her read. It just fascinated me." Ms. Ruiz states that even though she "did not know that she wanted to be a teacher [at that] age," she acknowledges that she had "great bilingual teachers" who had a positive impact on her and that she admires. "I always thought about them."

Newcomer Experiences and School Response to Diversity

When she transferred to Sunnyside Middle School from the primary level, she was working with Newcomer students; "Most of my students were recent arrivals, mostly from México and they were placed in my class for math and science. They didn't call

[them] Newcomers but it was bilingual [education]." During these years, Ms. Ruiz had access to both English and Spanish books for her students and according to her, she was teaching the content in a bilingual setting. "When it transferred to [become] the Newcomer Program, it was different because more English was expected and even though the students needed the primary instruction in their primary language it was kinda frowned upon."

When asked about the overall response to diversity on campus, Ms. Ruiz states "Every school has its own personality. I think the administration has a lot to do with the morale of the school, the teachers have a lot to do with the morale of the classroom, and the parents' involvement, or lack of, makes the atmosphere of the school." In terms of making things more equitable for the newcomers, Ms. Ruiz would like to see more resources given to students, particularly books, enhancing equity and access.

> I believe that everyone should have a book in Spanish. According to the [EL] master plan, the books should have been in Spanish and [students would be] able to take them home even though we had a classroom copy in English. And just being able to use that resource. Towards the end, we were being told not to use Spanish, and then we were not given the books. The school or the district chose to not buy the extra copy [for the students].

Newcomer Program, Facilitators and Barriers

When asked to identify some of the facilitators of the program, Ms. Ruiz responded that "the teacher being bilingual ...your being able to give the instruction in primary language especially in Math because it is universal" facilitates the work. The students are assigned to a language arts class and ELD class and as Ms. Ruiz states, "my job is to teach math. I wasn't worried too much about the language because [students]

are going to get it in high school also…They also have bilingual education at the high school level." She also acknowledged that the level of commitment from the teachers to teach the newcomers is a facilitator: "its extra work, embracing the culture, embracing the language and making a positive impact."

As mentioned previously, Ms. Ruiz also believes that being told [by the district] that "you couldn't use that much Spanish" continues to be a barrier for the program. "Teachers were hesitant then to teach it and might have not been asked to teach the next year because of personal philosophies on how it was supposed to be taught, even though we were following the master plan."

As for the students, "[school in the U.S. is] a culture shock. I remember my students, my newcomer students, the boys were very affectionate towards each other. They would walk to class hugging, whereas that would be frowned upon from my other students who were here from, let say kindergarten or they were born here-- they would make fun of the students."

Regardless of the barriers, Ms. Ruiz enjoys working with newcomer students: They keep me grounded. Some of my students who let's say come from México are so happy and delighted and appreciative that they have what they have." She stated that she misses working with newcomers because "the sense of community that she felt is not the same with students who have been attending school here since kindergarten."

Professional Development and Goals

Ms. Ruiz has many years of professional development in both content delivery and language acquisition. In relation to professional development for newcomers students, she has attended institutions and workshops hosted by California Association for Bilingual Educators (CABE). According to Ms. Ruiz " all those workshops are for

'like minded educators'."

Summary

A highly experienced teacher, and from the local community, Ms. Ruiz has felt a strong commitment to teaching from a young age. Her interview stressed what might be considered traditional supports for the program, such as providing textbooks in Spanish and staffing the Program with bilingual teachers. She would like to see the district administrators provide more support for the Newcomer students in their native language, which for the majority of students is in Spanish (Chapter Three).

Comparative Analysis

This section is a comparative examination of the case studies presented in this study. The analysis identifies some similarities amongst the interview participants' answers but also identifies how the participants differed in their responses. Several sections were used to sort out the interview responses. These sections included (a) a description of the teachers' personal experience/background, (b) a presentation of the teachers' views regarding newcomer experiences and the school's response to diversity, (c) a description of the newcomer program, facilitators and barriers, and (d) the teachers views regarding professional development. The same sections will be used to discuss the similarities and differences found amongst the participants responses to the interview questions.

Background Experiences

Regarding background, all study participants were certificated credential teachers through the Commission on Teacher Credentialing (CTC) and chose to work in this particular city of California mainly because of the students its serves. In addition, particularly for three (Mr. Martinez, Mr. Hernandez and Ms. Ruiz), a factor in selecting

the school was having grown up in the community. As Collinson (2012) pointed out, "happenstance of where [teachers] were raised as a child" (p. 327) is likely to influence specific values, attitudes, and intentions in teachers' careers. Further most teachers held several credentials. Three of the teachers (Mr. Hernandez, Mr. Martinez, and Ms. Ruiz) have a multiple subject credential, which allows them to teach student in K-6 and in ELD. Of these three teachers one of them (Ms. Ruiz) is different from the others in that she also has a single subject and administrative credential. Two teachers (Ms. Ruiz and Ms. Johnson) have a Bilingual, Cross Cultural Language and Academic Development (BCLAD) certificate. One teacher (Ms. Johnson) has a certificate in Language Arts and is certificated to teach in Special Education courses. Of the four participants, two of them are between the ages of 25-30 (Mr. Hernandez and Mr. Martinez), one is in her 30s (Ms. Johnson), and the fourth participant is in her mid 40s (Ms. Ruiz) (Table 3).

Two of the participants stated that working in the middle school was not their first career plan (Mr. Hernandez and Ms. Johnson). One of them came from a business background while the other participant wanted to teach at the high school level. Two of the participants (Mr. Hernandez and Mr. Martinez) have been serving the students in the program consecutively and have been one of their first teaching assignments of their career. In addition, one teacher (Ms. Ruiz) is considerably a more experienced teacher; she has been teaching for a total of 20 years. In addition, Ms. Ruiz was a non-volunteer within the Program (i.e., was asked to join). As a non-volunteer, we might have envisioned her as more desirous of a mainstream teaching assignment, but she did return to the Program at several points and expressed strong commitment to Newcomer students.

Table 3

Comparison of Background Information for Study Participants

Teacher	Years Teaching	Gender	Age range	Subject-grade teaching	Volunteer	Raised within community	Bilingual
Ms. Johnson	9	Female	30-35	ELD, ELA	V	No	No
Mr. Martinez	6	Male	25-30	ELD, Science, Math	V	Yes	Yes
Mr. Hernandez	5	Male	25-30	ELD, ELA, Soc. St.	V	Yes	Yes
Ms. Ruiz	20	Female	45-50	Math	NV	Yes	Yes

Newcomer Program, Facilitators and Barriers

One of the greatest similarities in all the participant's responses was their concern for their students' academic achievement. All four teachers expressed that they were concerned for the students' English language development and how that would affect their learning in Language Arts or Math, for example. They also shared their concern of what learning continues to happen after the student exits from the Newcomer Program. Some of the students continue to strive in the mainstream general education classes, while some seemed slower in their progress.

Two (Mr. Hernandez and Ms. Johnson) of the four participants stated that they have seen improvements in the transition process of going from the Newcomer Program to regular education classes, but that mainstream teachers might often find it challenging in working with a students from the Newcomer Program (termed "student placement more fluid" in Table 4). In addition, three (Ms. Johnson, Mr. Martinez and Mr.

Hernandez) of the four participants expressed their concern for the curriculum--or lack of appropriate curriculum--that was being used in the Program (Table 5). The participants would have preferred to have an established and adequate curriculum that was not frequently changing. The same three teachers (Ms. Johnson, Mr. Martinez and Mr. Hernandez) also expressed that they were happy that the students are now "leveled" by English Proficiency instead of by grade level (and felt changes to master schedule based on numbers not need was a barrier, Table 5). They like that the students are able to move from one level to the next within the same academic school year instead on being assigned to only one classroom for the year (as it was done in the beginning years of the program). Finally, most credit administration and/or the morale assisted by school administration as a Program facilitator, particularly Mr. Hernandez, Ms. Johnson, and Ms. Ruiz (Table 4). Administration helped establish an open, trusting climate. As Mr. Hernandez said, although administration might "push" to place students to the next level, "I like the fact that a lot of people get involved…I like the openness that we have, that always helps even though there is specific ways of doing things, everyone's voice is being heard." And according to Ms. Ruiz, "I think the administration has a lot to do with the morale of the school."

One teacher (Ms. Ruiz) expressed that a barrier to the success of the program was that not all teachers working within the program were bilingual, thus creating a lack of bilingual resources (Table 5), or ability to provide instruction in the primary language. She states that using primary language would help the students learn the content while they are learning English. This teacher also stated that students not being allowed to use materials (i.e., books) in their native language has impeded the purpose of the Program and its growth. Her emphasis on native language makes sense in consideration of her

frequent reference in her interview to Stephen Krashen, a specialist on language acquisition whose work was also featured in the professional development she received. It is notable that Ms. Ruiz mentioned this as the sole barrier and did not mention other barriers such as changes to the master schedule.

All facilitators and barriers identified are shown in Tables 4 and 5.

Table 4

Themes of Facilitators

Teacher	Flexibility	Student eagerness	Student placement	Support from site administration	Sense of community
Mr. Martinez	X	X			
Mr. Hernandez	X		X	X	
Ms. Johnson	X		X	X	X
Ms. Ruiz	X	X		X	X

Table 5

Themes of Barriers

Teacher	Lack of curriculum	Changes to schedule	Transition to mainstream	Lack of resources (e.g. counseling)	Lack bilingual resources
Mr. Martinez	X	X	X	X	
Mr. Hernandez	X	X	X	X	
Ms. Johnson	X	X		X	
Ms. Ruiz					X

Newcomer Experiences and School Response to Diversity

In regards to newcomer's experiences, all four participants (Mr. Martinez, Mr. Hernandez, Ms. Johnson and Ms. Ruiz) noted that working in the Newcomer Program required flexibility (Table 6). Each student comes with a unique set of skills, personal experiences, cultural values and customs. Some of the students start at the beginning of the school year while others arrived yesterday, and all come with a varied level of

education. This requires a flexible mindset. Three (Mr. Martinez, Ms. Johnson, and Mr. Hernandez) of the four participants stated that their goal was to get the students to learn English. Each student started at a different proficiency level and the teachers believed that their job was to move them to the next proficiency level (as measured by their curriculum) while the students were in their class roster. In contrast, the fourth teacher (Ms. Ruiz) had a more content-based focus. She stated that her role was to teach Math, regardless of the proficiency level. She also stated that if all teachers in the program were bilingual, they would be able to teach content in the student's primary language, while the ELD teachers taught English. Of the four participants, she is the only one that responded that being bilingual was important requirement of the program. The other participant saw it as helpful but not crucial in the success of the students' learning. Two participants (Mr. Martinez and Ms. Ruiz) emphasized teacher learning from students; and three (Mr. Martinez, Mr. Hernandez, and Ms. Johnson) emphasized the need for improved curriculum and interventions (academic and social).

In response to diversity, all teachers (Mr. Martinez, Mr. Hernandez, Ms. Johnson, and Ms. Ruiz) agreed that the program needed to have "built in systems" to help support the diversity of the newcomer classes (Table 7). As one teacher stated, "not all newcomers are the same." Teachers (particularly Mr. Hernandez and Ms. Johnson) would like to see enrichment programs more accessible to students and if possible have the counselors go into the classroom to work with the students. All four teachers (Mr. Martinez, Mr. Hernandez, Ms. Johnson and Ms. Ruiz) acknowledge that being in the newcomer program is a cultural experience in itself and the school need to support the students by having counselors support and prepared educational programs for when there is cultural clashes amongst the students, especially within their own race. As stated by

Ms. Ruiz

> My newcomer students, the boys were very affectionate towards others. They would walk to class hugging (she demonstrates the hug as two boys walking side by side, arms around their shoulders) whereas that would be frowned upon from my other students that were here, from let's say kindergarten or they were born here, they would make fun of the students.

Ms. Ruiz also emphasized the need for bilingual resources, and two teachers (Mr. Martinez and Ms. Johnson) particularly emphasized school staff as caring individuals.

Table 6

Newcomer Experiences

Teacher	Learn language	Flexibility	Tchr. learning from students	Access to bilingual resources	Need for cur-riculum
Mr. Martinez	X	X	X		X
Mr. Hernandez	X	X			X
Ms. Johnson	X	X			X
Ms. Ruiz		X	X	X	

Table 7

School Response to Diversity

Teacher	Need for support	Need bil. resources	Enrichment accessible	Need for counselor support	School staff are caring
Mr. Martinez	X			X	X
Mr. Hernandez	X		X	X	
Ms. Johnson	X		X	X	X
Ms. Ruiz	X	X		X	

Professional Development and Goals

In regards to professional development, two teachers (Ms. Ruiz and Mr.

Hernandez) agreed that California Association of Bilingual Educators (CABE) conferences were helpful towards them developing as Newcomer teachers (Table 8). Of the two (Ms. Ruiz and Mr. Hernandez) teachers, one (Ms. Ruiz) liked the conference because people that do attend are "like-minded." One teacher (Mr. Hernandez) was also able to attend a yearly conference held in their local community, Mixteco Indigena Community Organization Project (MICOP) because it gave them a chance to educate themselves about the culture, traditions and language of the Mixteco people, a growing community whose children are often part of the newcomer program. Two teachers (Mr. Martinez and Ms. Johnson) believe that the SIOP training should be repeated on a regular basis; one teacher stated that attending AVID (Hernandez) has also helped in developing strategies. Two (Hernandez and Johnson) of the four participants stated that regardless of the quantity of trainings or conferences that they have attended, the most effective trainings have shown them how to learn about their students and how to support them. Mr. Hernandez stated:

> I went to AVID, and that helped me. I learned basic things in terms of academic language strips, where even if they do not have the language, the English as long as they are practicing it at some point they will understand it and hopefully use it more.

Ms. Johnson also mentioned that she was using skills learned in other trainings to support her students. Prior to working with the newcomer classes, she attended trainings as an intervention teacher; "even though we did not use it for a long time [intervention program] it taught me the value of assessment. Just checking in and sharing their progress with them…showing them little progress is motivating even for me as a teacher to see growth." Three teachers (Mr. Martinez, Ms. Johnson and Mr. Hernandez) also stated that

time was a much needed factor in professional development. If time was given to them to work in collaborative groups or PLC they would be able to develop more effective strategies to use in the classroom and discuss student progress. Table 8 summarizes the types of professional development newcomer teachers have participated and made an impact in their teaching.

Table 8

Professional Development

Teacher	CABE and MICOP	Time and PLC	SIOP or SDAIE conferences	AVID and AVID strategies	Conf. focus students
Mr. Martinez		X	X	X	
Mr. Hernandez	X	X	X	X	X
Ms. Johnson		X	X	X	X
Ms. Ruiz	X				

Chapter Five: Summary, Discussion, and Implications

Summary

In Chapter One of this qualitative study, an overview of the problem, the purpose of the study, and the research questions were introduced. As Hersi and Watkins (2012) indicated, although newcomer programs have been around for over a decade, research is only beginning to examine "policies [and] teachers' practices" (p. 99) in the schools. The present study addresses this limitation by exploring and furthering understanding of how educators working in one school describe and experience the Newcomer Program.

In Chapter Two, a literature review was developed based on areas of interest in the study; 1) funds of knowledge, 2) ethic of caring and how it relates to Newcomer Programs, 3) teacher professional development, and 4) organizational culture. This chapter also includes a brief description of a pilot study that was conducted of a newcomer program. The pilot study included a description of the newcomer program used in the current study.

Chapter Three discusses the methodology of the study. It includes a rationale for the case study approach, background about the community, and background on the program. This chapter also included a description of the study's data collection, interview guides, and approach to data analysis.

Chapter Four presented the case studies developed for this study. The four cases in this chapter were developed by conducting interviews and coding the participant's responses into recurring themes. The four teachers interviewed were selected in part because they were currently working or had previously worked in the newcomer program at Sunnyside School. The recurring themes identified in the cases were 1) the

participants' personal experiences, 2) newcomer experiences and schools response to diversity, 3) newcomer facilitators and barriers and 4) professional development and goals. In addition, a comparative analysis was developed, also based on the participant's responses. It compares some of the similarities amongst the interviewees and it identifies how some of the interviewee's responses differed. The same recurring themes, as mentioned above were used to organize the comparative analysis summary.

Discussion

This study sought to examine perceptions of teachers who have worked with newcomer students and newcomer programs. The study looked at a) what are teacher experiences in the Newcomer Program (RQ1) and b) what are teachers' views of the support and professional development they have received for the newcomer program with a focus on their teaching and leadership practices (RQ2). After interviewing teachers and coding their responses from their interview, one major finding in this study was that working with newcomer students and its program requires the teacher to have much flexibility. Traditionally, all teachers start the new school year with a student roster assigned to their classroom. Unlike traditional classrooms, the turnover in the newcomer program is much higher due to the migration patterns taking place in the United States. Newcomer program teachers have to be ready to receive (or lose) students every week, sometimes up to three students per week. This means they have to be ready to adjust their lesson plans, constantly have extra school supplies in their classroom, and integrate the new students into the classroom routine. These established routines develop connections with the new students and families.

Every newcomer student comes to school with a unique set of skills and experiences that the newcomer teacher has to embrace. This perspective is underscored

by a school approach that moves away from a deficit perspective to one emphasizing caring and culturally responsive teaching (Hersi & Watkins, 2012; see also Boske, 2012). Some students come to the United States escaping from countries with much violence, while others choose to migrate in an attempt to seek a better lifestyle. Thus the student's life experiences, literacy and basic knowledge of school varies with each child. For some students, enrolling in the newcomer program is the first time they set foot at a school; others come to the United States with significant gaps in their education; while others have consistently attended school in their native country and are at grade level with the exception of the English language. The interview data indicated teacher's flexibility is crucial because they need to create a balance in their lesson plans, the delivery of English language development and content material to address the needs of all their students. In addition, newcomer teachers have to be flexible because as newcomer students become more proficient in the English language (and sometimes content), they are moved into other newcomer classes that are considered at a higher level in proficiency. In other words, the newcomer program in the school under study was designed to be a fluid program and students can move from class to class (level to level) within the school year. Being able to cope with the constant changes in the classroom requires a strong mindset of flexibility to which a traditional teacher may not be accustomed.

Another major finding in the study was the need for various resources to address the concerns teachers had for their students. One of those resources is the need for a set curriculum. Students in the newcomer program need a curriculum that will address the grade level common core content standards, while it also addresses the English language development of students at their current proficiency level. Newcomer teachers have been working with the current curriculum, which may not lend itself to the learning of the

newcomer students, which is often pitched at a high level. On the other hand, they are given intervention materials to use in their classroom but these materials do not provide the content material needed to reach content level proficiency. Interviews suggested newcomer teachers often have to use a fragment of each curriculum and supplement as needed to create one curriculum for their classroom. Mr. Hernandez expressed this concern, for example, indicating his desire for Newcomer students to have a fuller curriculum than that which currently exists.

The teachers would also like to see that the students have additional access to counselors. They would like them to provide some of the same services to their students as they do to general education students but possibly using a more individualized approach. For example, typically, the counselors start to meet with the sixth grade students to talk about college readiness and they continue to do so every year until promotion to the high school. Newcomer student do not always start in the sixth grade. Often they come to the school under study in the middle of seventh or in eighth grade. Having a counselor assigned to them would give them an opportunity to receive all the information in a timely manner. They could also provide support to the students as they begin to acculturate into U.S. society. They could teach them about the educational system (which they are now part of) and some of its customs and traditions.

As mentioned earlier, some students come from countries that are experiencing a lot of violence and many of our students come to the Program with trauma that may take months to identify. If the students had more access to school counselors, the need for further resources and emotional support may be identified sooner rather than later and the students would receive the services to help in their transition. Teachers also expressed that they would like to have a protocol or procedure that would help students gain access

to special education identification process and services in a timely manner. Often, newcomer students are not deemed qualified for special education because of their lack of previous formal education or their short time enrolled in our schools. In some cases, this is problematic because it only extends the time that the student is not being serviced through the special education department.

Another significant finding in this study was in relation to professional development. The results indicate that not one type of professional development conference or workshop was more important than the other rather it was the strategies that they were able to implement into their classroom that were of most value (Dixon et al., 2014). Teachers have implemented strategies learned at an array of conferences, from CABE, SIOP, and AVID. The teachers also agreed that having time to collaborate with each other would be most beneficial. They would like to develop an PLC (for example) and collaborate on a regular basis consistent with Collinson et al.'s (2009) emphasis on teacher collaboration and learning and dissemination of learning. In this study, teachers indicated PLCs could help ensure that student needs are being met, and the proficiency levels (in all content areas) of students continue to be increased.

Another study finding was the somewhat contrasting perspective of one teacher, Ms. Ruiz, a math teacher. She did not mention the barriers that others did (Table 5) and emphasized the need for teachers to instruct in the students' native language. We can speculate that her long experience in working with bilingual students contributed to this view, with her interest in a model of bilingual literacy (i.e., Krashen) also influential to her perspective. Although she was the only non-volunteer in the study (for the Newcomer Program), her views were similar to the other teachers regarding Program facilitators, teacher motivation, and newcomer experiences.

Finally, it is useful to return to the Hersi and Watkins' (2012) study (Chapter Two) in light of the present research. That study of high school Newcomer students and teachers identified several key themes including (a) a unique context of the school, (b) the ethic of caring, and (c) culturally and linguistic responsive practices. The *unique context of the school*, to Hersi and Watkins, meant a focused mission of serving the needs and offering supports to English language learners. For example, in their study of a high school, "the teachers [might view] this mission with a certain pride and sense of purpose." Similarly, several participants mentioned the uniqueness of the middle school in the present study. For example, Mr. Martinez pointed to the opportunities for extracurricular activities the school made available to students as making it unique, as compared to a previous site where he had worked. As well, for Mr. Hernandez the uniqueness of the school lay in its openness toward decision-making: "everyone's voice is being heard." Ms. Johnson indicated further that there was a feeling of collaboration or camaraderie "that is big here" in comparison with other schools where it was "every man for himself."

To summarize, the challenges facing the teachers of newcomer children identified in this study were:

1. School and class diversity;
2. Class turnover, i.e., students are constantly being added or moved out of the classrooms;
3. Teachers need to readjust the curriculum to fit reconfigurations of classrooms due to new students added or lost; and
4. Student movement to other classrooms due to mastery of language proficiency within particular levels;

5. These challenges required increased teachers flexibility in adjusting to the on-going changes within the classroom/program; and
6. These challenges required students to have more access to counseling, both psychological and special education-related, e.g., guidance counselors, bilingual counselors, psychologists and special education teachers.

A major finding in the present study was that an *ethic of care* was experienced and discussed in teacher interviews. At the middle school level, this ethic of care was particularly difficult to establish given the multiple classes, and less interaction with a primary teacher. In addition, the middle school teachers are standard and content driven. Indeed, this ethic of care was what made the high school in Hersi and Watkins' (2012) study unique as school staff "attend[ed] to the needs, motivations, and perspectives of their students ... [believing] in their students' ability to succeed..and [fostering] relationships with students based on trust and respect" (pp. 104-105). In the present study, two teachers who had grown up in the local community talked about being able to identify with students, consistent with an ethic of care. Mr. Martinez said, for instance:

> I was not a Newcomer student but I was in Spanish classes [or bilingual classes] and can relate to the kids. It's cool to teach this group because I feel like the kids get to have a role model...They can succeed because I was in their shoes.

Finally, *culturally responsive practices* foster creating "an inclusive and safe learning environment, which encourage[s] students to take risks and participate, ...[as well as] work in small groups to solve problems" (Hersi & Watkins, 2012, p. 105). In this study, teachers embraced this perspective. Mr. Martinez included the practice of doing "hands-on activities [whereby students' look forward to it and become eager to learn]."

Mr. Hernandez said that "at any moment another student is knocking at my door and we have to be welcoming and happy they are there, and make them feel welcomed." As well, Ms. Ruiz emphasized Spanish resources throughout the interview, thereby exemplifying the need to create a safe learning environment within the notion of culturally responsive practice.

Implications for Future Research

The limitations of this study suggest directions for future research. This study focused on a small group of teachers within one school's newcomer program. Another study could include a larger number of teachers staffing a program, as well as administrators. The pilot study reported in Chapter Two pointed to some aspects of program management (e.g., end-of-the year ceremonies) that were not mentioned in the teacher interviews. Interviews with administrators in future research could reveal important features of program management and operation. Future research might also utilize quantitative methods by, for example, employing district-wide surveys to gather teachers' perceptions of facilitators and barriers to newcomer programs. A particular aspect that could be examined are a comparison of the views of teachers who volunteered for the program versus those who were recruited to join.

It should also be noted that this study was carried out at the middle school level. A similar study conducted in an elementary school could offer guidance to elementary school administrators. For example, few elementary schools are likely to have an assistant principal assigned to manage the program. It would be useful for research to provide insights about the program and programmatic change to managers, who are not only dealing with the school as a whole but also the newcomer program.

In addition, Chapter Two pointed to the possible relevance of an organizational

culture model in framing research, particularly Martin's (2002) three perspectives on culture. Although this model appears potentially useful, the present study did not include enough teachers to be able identify meaningful subgroups as discussed by Martin (2002) and Enomoto (1994). Such subgroups could include novice versus experienced teachers, and volunteers versus non-volunteers. The difference amongst such groups of teachers may be that teachers who have shown a greater willingness to work in such programs tend to be younger in years of service; come from migrant families themselves, and be more willing to participate in new programs/curriculum including professional development. Further, they might also be involved in various school committees and demonstrate a deeper knowledge of the student and their needs. They might advocate for more support services for their students and their families show a greater interest in meeting to have a common goal, and be willing to participate in professional development sessions. Future research could explore these potential differences in teachers' attitudes and perspectives.

Finally, a previous study (Hersi & Watkins, 2012) explored the views of students about a newcomer program, although at the high school level. They also solicited nominations from students of teachers who were especially impactful on them. A future study could similarly solicit nominations from students for teachers to be interviewed, but be conducted at the middle school level.

Implications for Practice

Over the years, our educational system has endured many changes proposed by policy makers. Currently, the pressure to raise test scores and demonstrate student proficiency in all content areas can be felt at all schools across all grade levels. Many schools have had to implement supports that will continue to enhance student

proficiency, but also provide interventions for students who are struggling academically and socially.

Like many newcomer programs, the goals of the Newcomer Program in this study were several: to facilitate students' adaptation to a new environment, to develop English fluency, and to develop academic language related to core content areas and master core academic standards. The case studies presented here indicated that teachers view systems of support for newcomer students as vital to not only their academic success but also to the success as they acculturate into our society. In order for these transitions to take place, the professional development support that teachers receive also appears crucial to the success of the students.

In the district under study, some of this professional development focused on early literacy at the middle school level, essential academic vocabulary for all content areas, supplemental curriculum support, and training by publishers of the curriculum that is implemented in the classroom. The district also hired a Teacher on Special Assignment (TOSA) to work directly with the teachers and students in the Newcomer Program with the primary goal of the TOSA to provide curriculum support to teachers. This teacher, for example, often provided sample lessons for the teachers. Ms. Johnson noted that the teacher not only provided needed support but also served as an intermediary between the district and the school. That is, the TOSA could advocate on behalf of the teachers and students to district administration. In this context, districts with newcomer programs might consider offering professional development in the form of TOSAs assigned directly to the school to meet the needs of newcomer students and to advocate on the teachers' and students' behalves.

Other measures districts with similar programs or efforts might consider are

including specific trauma supports. Students may have been previously subjected to violence, or be simply facing the reality shock of immigrating to another country. Several teachers advocated systematic counseling efforts whereby, for example, newcomers would have a specific designated counselor "whose entire job would be to work with [Newcomer] kids and not just academically but emotionally" (Ms. Johnson). In addition, bilingual counselors are critical. Even though the newcomer program in this study services students from a variety of countries, the majority of the students are from Mèxico and Central America; it would therefore be most beneficial for the counselor to be bilingual in Spanish and English. Smith-Adcock, Daniels, Lee, Villalba and Indelicato (2006) cites research suggesting

> that language barriers [prevent] counselors from establishing a quality counseling relationship with Spanish speaking students with limited English proficiency. Also, research has shown that similar ethnicity and language helps with establishing trust between the counselor and client. (p. 93)

Further, it has been noted throughout that the school in this study could not obtain enough teachers to volunteer for the program; therefore, a constant administrative effort was to invite teachers to join and entice them to stay. This is an issue districts might consider proactively before beginning such a Program. Initially, for example, stipends might be considered for teachers who volunteer to teach in the program as well as ongoing support. One form of ongoing support could be time allotted for teacher collaboration, action research, and study groups (Collinson et al., 2009).

Another recommendation for practice stems from the study's focus to understand teachers' perceptions with regard to programmatic change. All teachers noted the rapid change within the Newcomer Program over the years. Such changes were often due to a

changing influx of students, as well as alterations in district funding and policy or practice. Most teachers said, however, that administration was quite open to input into decision making regarding changes. Therefore, districts might want to consider providing such Programs with a strong sense of stability (such as in curriculum, staffing, and configuration of classes) at least initially. Districts might also encourage principals who are considering housing such a program to establish a decision-making process that is open, thereby enhancing teacher receptivity and "buy-in" for the program. Further, although not explored in this study it may be that one of the hesitations of teachers to volunteer is the constant change and lack of stable personnel (e.g., reduction of teachers) and curriculum.

A final implication for practice lies in the area of program evaluation. The author has a familiarity with many districts' Advancement Via Individual Determination (AVID) programs that are often evaluated regularly, which use survey methods to gather data from various stakeholders. In one school for example, an AVID survey is conducted annually and small sections of it are analyzed weekly by a team of administrators, teachers, and counselors. A similar process might be considered for a Newcomer Program, thereby providing current data about perceptions of the curriculum, student and parent participation, the culture and attitudes of the school staff and a way for staff to analyze the data and provide input into program decision making.

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Appendix A: Interview Protocol

INTRODUCTORY QUESTION

1. Could you tell me a little bit about your background and how you came to be a teacher at this school?

SCHOOL CONTEXT

2. Now I would like to ask you about the school. What would you say distinguishes this school from others?

3. What are the most pressing issues you currently facing in your classroom (administrators: school)?

4. Thinking about the school, what are the ways that this school responds to student diversity like race ethnicity and language or socioeconomic status?

5. Could you describe the level of concern and commitment educators in this school have for their students as people and learners?

NEWCOMER PROGRAM

6. Now I would like to shift to speaking about the newcomer program in particular. How did you come to be a teacher in the Newcomer Program [administrators: work with the Newcomer Program?]? If assigned what was the conversation you had with the administration? What was the process of moving?

7. Describe what the newcomer program is like at your school?

8. What are the changes that you recall being made to the Program over the years?

9. How would you say decisions are made about the Program?

FACILITATORS AND BARRIERS

10. What would you say facilitates teachers' work in the Newcomer Program?

impedes it or is a barrier?

11. What would you describe as the *Programs* strengths? challenges?

12. What would you describe as the challenges of Newcomer *students*?

13. Are there specific resources that you think the program could use to solve a particular equity problem in your school?

PROFESSIONAL DEVELOPMENT

14. If you see working in the Newcomer Program requiring professional development, what kind of professional development have you had? (probe have you had any specific kinds of PD, e.g., bilingual, leadership). What helpful skills did you bring to the Newcomer Academy? [omit for administrators]

15. How helpful has the PD you have received been for your current role? (probe: are there shortcomings in PD or ways that it could be improved)

PEDAGOGY AND PROFESSIONALISM

16. Has the newcomer program affected your sense of what it means to be a teacher [administrative leader]?

17. Have your goals for students been affected by the newcomer program, the educational goals for your students [for students in the school]?

18. How if at all was your teaching practice changed in the Newcomer classroom [admin: leadership practice changed?], including the content of your teaching?

CONCLUDING QUESTION

19. Is there anything else you would like to add or say in particular, any recommendations that you would have about the newcomer program or to policy makers or educators in general?

Appendix B: Research Participant Consent Form

Purpose:
You are being asked to participate in a research study. The purpose of this study is to examine what kind of support teachers need when working with newcomer students. I am specifically investigating what types of professional development would lead to teacher success within the classroom. I am also looking at "ethic of caring" and how that contributes to teacher success and the need for professional development.

Procedures:
If you decide to participate, you will be asked to complete a one-time interview that should take 60-90 minutes. In the interview, I will ask you a series of questions about your experience in working with newcomer students. I will ask questions relating to what types of professional development you have received while working with newcomers students and in your opinion was it beneficial or challenging to you or the students. I will also be asking questions about changes you have seen within the program and their benefits and challenges.

Risks:
There are no known or foreseeable risks to completing the interview.

Benefits:
The results of this study may be used to encourage the development of intentional professional development for teachers who are working with newcomer students.

Confidentiality:
Results from this study may be published in the future. Your individual responses will be used in reports, but you (and anyone you mention) will be given a pseudonym. Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, to ensure confidentiality, I have taken the following precautions:

- Your name (any anyone you mention) will not be revealed at any point during this study and will not appear in any publications. Although quotes from your interview may be published, all identifying information will be stripped from the quote(s).
- Any digitally recorded audio files that I collect from your interview will be stored on a secure, password-protected computer. Your voice will never be

published or shared without your expressed consent, which I would request separately from you, should its use ever become necessary.

Emergency care and treatment for injury:
N/A

Right to Refuse or Withdraw:
You may refuse to participate and still receive any possibly benefits you would receive if you were not in the study. At any time, you may change your mind about participating in the study and quit after the study has started.

Questions:
If you have any questions about this research study or if you think you may have been injured as a result of your participation, please contact: Maria Cristina Saucedo, maria11 @ucsb.edu. If you have any questions about regarding your rights and participation as a research subject, please contact the Human Subjects Committee at (805) 893-3807 or at hsc@research.ucsb.edu. Or you may write to the University of California, Human Subjects Committee, Office of Research, Santa Barbara 93106.

PARTICIPATION IN RESEARCH IS VOLUNTARY. YOUR SIGNATURE BELOW WILL INDICATE THAT YOU HAVE DECIDED TO PARTICIPATE AS A RESEARCH SUBJECT IN THE STUDY DESCRIBED ABOVE. YOU WILL BE GIVEN A SIGNED AND DATED COPY OF THIS FORM TO KEEP.

_____ I consent.

_____ I do not consent.

Signature: _____

Printed Name: _____

Date: _____

Appendix C: Interviews

The following protocol was used during the data collection process
Prior to the interview:
1. Met with the teacher and invited them to participate
2. Set up and agreed to the interview time, date and place
Interview:
1. Had interview questions ready.
2. Brought an extra copy for the interviewee to have as reference if they requested it.
3. Greeted the interviewee, orientated to informed consent form and requested permission to record.
4. Signed and dated consent form.
5. Began recording apparatus upon permission.
6. Thanked the interviewee and requested permission to follow up for any clarification or missed information.
After the interview:
1. Transcribed interviews.
2. Sent a thank you card with gift card attached.