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High School Educators' Perceptions of Their Schools' Conduciveness to English Language Learners' Success

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Learners' Success

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by

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ABSTRACT

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The purpose of this study was to investigate the perceptions of administrators, guidance counselors, and classroom teachers in the high schools of Northeast Tennessee regarding their schools' academics, climate, culture, parent engagement, and their English Language Learners' school experiences. The researcher sought to ascertain if significant differences exist between the perceptions of different groups of educational professionals in the school, with those groups to include school administrators, guidance counselors, and classroom teachers. Data were analyzed from 50 survey questions with 42 of those questions measured on a 5-point Likert scale, 5 questions as multiple choice, and 3 questions as open-ended. Data were collected through an online survey program, Survey Monkey. The survey was distributed to 12 school districts consisting of 39 high schools. There was a 23% response rate among administrators, a 29% response rate among counselors, and a nearly 10% response rate among teachers. There were no significant variations of the participants' perceptions of their schools' conduciveness to ELLs' success with regard to classroom practice, student resilience, school climate, school culture, and the strength of home and school partnership.

DEDICATION

To my best friend, strongest supporter, and loving husband, Daniel

Your willingness to cheer me on, hold me up, and stand by my side

Has freed me to realize this dream and reach for more.

Our journey together never grows old.

I look forward to the next bend in the road.

To my first-born son, Joshua

From the moment of your birth, you changed my life.

My wishes for you are joy, fulfillment, adventure, and a life devoid of strife.

As I complete this journey, yours is just beginning;

With steadfastness, a loving heart, positive attitude and strong work ethic, your future is for the

winning.

Be strong and courageous!

The Lord is with you¸ and so am I.

To my precious son, Benjamin

Watching you live your life, overcoming challenges and obstacles, inspires me daily.

Truly you are a son of my right hand and a believer in what is right.

Know that I will always have faith in you. I trust that your

Faithfulness and obedience will be greatly rewarded in this life

and the one beyond.

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Lastly, I thank my ESL colleagues who piloted my survey, listened to my concerns, and spurred me forward through the trials and tribulations of graduate school and full-time work. I appreciate each and every one of you.

My success is through the supportive hands and love of many. Thank you, every one!

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INTRODUCTION

According to the National Clearinghouse for English Language Acquisition (2006) the

English Language Learner (ELL) population is the fastest-growing student group in American

schools, with enrollment increasing 150% since 1990. The 2006 American Community Survey

(ACS) revealed that 11 million, or 20.3%, of the 53 million school children aged 5-17 spoke a

language other than English at home (Sheng, Sheng, & Anderson, 2011). Furthermore, ELLs, of

whom 73% are Hispanic, are especially at risk for drop-out, as they face additional challenges in

academics. Short and Fitzsimmons (2007) stated that the drop-out rate for ELLs is triple that of

non-ELL students or native English speakers. With demographic trends postulating continued

growth of the ELL population, this stark reality must be confronted for the future of our state and

our country.

Under the assessment and accountability mandates of No Child Left Behind (NCLB),

ELLs must complete high stakes testing in English, a language in which they are not yet

proficient. Nationally ELLs score an average of 20-50 percentage points below native English

speakers on state assessments and, thus, fail to meet adequate yearly progress goals. As a result

of such student scores, the schools that serve these students then become vulnerable to

punishment, with disproportionate numbers labeled failing under NCLB (Menken, 2010). Such

punitive measures may evoke negative emotions regarding this student population.

Yet, the achievement gap exhibited by these students is not an accurate reflection of their

abilities and potential. In truth, it simply reinforces that these students are actually ELLs, and that

language is a barrier reflected in their test performance. In order to make effective gains in closing the achievement gap for this population, it is vital to understand ELLs, their risk factors, their challenges, and their strengths in order to be equipped to implement appropriate strategies that address their needs. Educators face a daunting challenge as they seek to meet the needs of a diverse student body. The leading factors influencing ELLs' school outcomes are limited English proficiency, low socioeconomic status, and different cultural background (Sheng et al., 2011).

To overcome the obstacles facing these students educators should develop an understanding and appreciation for ELLs and their specific learning challenges and recognize, embrace, and implement research-based practices for increasing and enhancing these students acquisition of the English language, promoting their academic achievement, and developing their resilience. These efforts can have the desired result of staying the attrition of this group of students from high school and empowering them to function as productive citizens in a global economy. Equipping all ELLs to realize their dreams is a serious challenge that lies before our nation's educators.

Statement of the Problem

English Language Learners are becoming a presence within the nation's public education system that simply cannot be ignored. The academic performance and achievement of this group of students will likely have far-reaching effects upon the nation's ability to meet the future challenges of a global economy and upon its social and moral framework. Though the numbers in this subpopulation continue to grow, ELLs continue to be highly represented within the achievement gap and in drop-out statistics. These students bring special learning challenges to

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school that must be addressed in order for them to access the curriculum, develop language proficiency, and make the transition to improved academic achievement within our educational system.

Successfully supporting and developing ELLs requires a concerted and collaborative effort of all school personnel including administrators, guidance counselors, and classroom teachers. Furthermore, any strategies or efforts must encompass multiple fronts of teacher perspectives, rigorous and culturally relevant instruction, curriculum, and assessment, classroom culture, student resilience factors, school climate and school culture as overseen by administrators, and strong home and school partnerships. Such a multitiered approach cannot only reduce risk factors but also promote social and academic competencies, school connectedness, and family involvement while conveying high expectations and hope to ELLs.

Through caring relationships, high expectations and academic standards, and opportunities for participation and contribution, this oft-overlooked population can begin to realize its potential and find its place in the future of the nation.

The purpose of this study was to investigate the perceptions of administrators, guidance counselors, and classroom teachers within the high schools of Northeast Tennessee regarding their schools' academics, climate, culture, parent engagement, and their English Language Learners' school experiences. The researcher sought to ascertain if significant differences exist between the perceptions of different groups of educational professionals in the school, with those groups to include school administrators, guidance counselors, and classroom teachers. In addition, the study outlines these groups' perceptions while noting recommended practices as outlined in the research.

The following research questions were investigated:

RQ1: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and classroom culture?

RQ2: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs' student resilience factors?

RQ3: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and school climate?

RQ4: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and school culture?

RQ5: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the strength of home and school partnership?

Limitations and Delimitations

The study is delimited to administrators, guidance counselors, and classroom teachers with experience teaching ELLs in high schools within Northeast Tennessee. Limitations existed with this study due to the population that was chosen. The results of this study may not be universally applicable or reflect the characteristic of any other educational system. Fifty school

districts in Northeast Tennessee were invited to participate in the survey. The responses of those who chose to participate in the study may be different from those who chose not to participate.

The survey used in this study was designed and implemented for the first time during the research. As the researcher's background is in the area of English as a Second Language (ESL), there may be limitations or bias associated with the wording, phrasing, ordering of questions, or other aspects of the instrument. To lessen these limitations the researcher piloted the survey with teachers enrolled in an administrative endorsement cohort and with colleagues in the ESL Department of the Johnson City School system. This piloting resulted in revision of the survey and greater validity of the study.

The validity of the study is also dependent upon the candor of the study participants. It is hoped that the findings can aid others in investigating educational professionals' perceptions and help guide school systems in developing practices, climates, and cultures that will better support the learning and academic performance of ELLs.

Definition of Terms

The following terms are described and explained for the purpose of this study:

Achievement gap – A significant and persistent disparity in academic performance or educational attainment between or among student groups.

Culture – Customs, lifestyles, traditions, behavior, attitudes, and artifacts of a given people. Culture also encompasses the ways people organize and interpret the world and the way events are perceived based on established social norms.

English Language Learners (ELLs) – Individuals who are learning English as a second or additional language. This term may apply to learners across various levels of English proficiency. ELLs may also be referred to as English learners (ELs), non-English speaking (NES), limited English proficient (LEP), or a nonnative speaker.

English as a Second Language (ESL) – Programs or classes that serve to teach ELL students English as a second or additional language using specific language-acquisition methodologies. ESL programs may take various forms, including sheltered instruction, pull-out, push-in, or a combination of two or more.

Guidance Counselor – For the purpose of this research, the term *guidance counselor* is used. Those in this role are also referred to as *school counselors* or *counselors.*

Home Language(s) – Language or languages spoken in the student's home by people who live there; it may also be referred to as first language (L1), primary language, or native language.

Language Proficiency – An individual's competence in using a language for basic communication and for cognitive purposes.

Limited English Proficient (LEP) – Students with restricted understanding or use of written and spoken English or a learner who is still developing competence in English usage.

Scaffolding – Supports and strategies provided by teachers to enhance the learning and student mastery of a learning objective.

School Climate – "The quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures" ("School Climate," 2014, para. 3).

School Culture – "Beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions" and includes the "physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity" ("School Culture," 2013, para. 1).

Sheltered instruction – English-language instruction that is modified so as to make content more comprehensible to students with limited vocabularies.

Student Resilience – A set of assumptions or attitudes a student has about himself or herself that influences his or her behaviors and the skills he or she develops.

Students with Limited and/or Interrupted Formal Education (SLIFE) – Suggestion that the student has had 2 or more years of education interrupted in their native country; has attended school in the United States, returned to their native country, then once again returned to the States; has attended U.S. schools since kindergarten but has language and literacy gaps due to ineffective instruction; and/or attended school in one location for a short time but then moved to another location (Robertson & Lafond, 2008).

<u>Significance of the Study</u>

Kohler and Lazarin (2007) note that Tennessee has experienced a significant growth in its ELL student population, with this population's numbers increasing by 370% between the years of 1995 and 2005. In addition, No Child Left Behind requires that every child in the United States must make adequate yearly progress and requires that schools meet the instructional needs of students. However, in recent years, statistics show ELLs consistently performing at levels

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below their English-speaking peers and falling within the achievement gap. Then, as the students grow to be high school students, they often become part of the drop-out statistics. Teacher quality, reduction of student risk factors and bolstering of student resilience, a safe and inclusive school climate, a collaborative and positive school culture, and a positive school and home connection are all factors that have been shown integral in closing the gap.

This study could provide valuable insight into the perceptions of current administrators, guidance counselors, and classroom teachers in Northeast Tennessee high schools regarding their schools' performance in these different factors and their ELLs' educational experiences. Analyzing the data from this study could help leaders identify areas that will increase support for ELLs' academic and social growth and could provide leaders with areas to strengthen through professional development and in-service training opportunities for school faculty.

Overview of the Study

This study is organized into five chapters. Chapter 1 contains an introduction to the study, context and history of the issue, statement of the problem, significance of the study, definition of terms, and limitations and delimitations. Chapter 2 includes a review of literature organized by topic. Chapter 3 consists of details regarding the research methodology, research questions, research design, and population of the study. Chapter 4 outlines the results of the study, and Chapter 5 provides a summary of the findings, conclusions, and recommendations for future practice and research.

CHAPTER 2

REVIEW OF THE LITERATURE

In the educational arena now shaped by the No Child Left Behind Act (2001) and Race to the Top (2009), school districts and their administrations and teachers face an increased emphasis upon accountability as measured by standardized assessments as well as implementation of change elements on multiple fronts. Some of these changes include teacher evaluation models, curriculum standards, and curriculum content. To further complicate the attainment of achievement and improvement goals our nation continues to undergo considerable demographic shifts within our school populations, with a large majority of our immigrant students classified as limited English proficient.

To experience success in such a climate of change and upheaval requires administrative and classroom practices that foster teacher and student resilience and retention. By gaining greater understanding of capacity-building leadership practices administrators can better support and increase teacher resilience and retention. Furthermore, by ascertaining possible principles for resilient educational outcomes educators can be better equipped to serve students at high academic risk.

A survey of the current literature reveals a call for increased teacher efficacy and the resulting impacts on classroom culture, awareness of and support for student resilience factors, a positive school climate, a school culture that includes distributed and participatory leadership, and strong home and school partnerships.

Teacher Efficacy and Classroom Culture

Self-efficacy of both teachers and students has been strongly connected to student achievement (Hoy & Miskel, 2013). Teacher efficacy points to the teacher's belief in his or her ability to successfully accomplish a teaching task. In addition a school culture of efficacy seems to promote high student achievement as it leads to acceptance of challenging goals, organizational effort, and persistence. Baker and Cooper (2005) emphasized the evidence that teachers with strong academic backgrounds produce better student outcomes and appreciate working with and for principals with strong academic backgrounds as well. Not surprisingly, teachers who exhibit self-efficacy also tend to possess the resiliency characteristics of being reflective, flexible and adaptable, problem solving, open to advice, persistent, positive and optimistic, and able to cope with stress (Mansfield, Beltman, & McConney, 2012). Teacher resilience, bolstered by personal efficacy, may play an important role in helping these individuals become more capable, confident, and committed in their teaching through the years, effectively ensuring retention and staying off attrition.

Bandura (1997) posited that self-efficacy emerges from four main sources: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. Of these four, mastery experiences seem to foster the strongest sense of efficacy. In addition to his or her preparation and delivery of instruction, a teacher's efficacy is also impacted by his or her ability to maintain an orderly classroom environment, engage students in the learning process, and enlist parental involvement and other support resources. Those with a high sense of self-efficacy have the confidence and belief that they can overcome the challenges that arise and tend to create dynamic, student-centered learning environments. In contrast, those with a low sense of

self-efficacy may face discipline issues and feel helpless to reach unmotivated students and may feel their influence is outweighed by environmental factors that are beyond their control. In their longitudinal study Swan, Wolf, and Cano (2011) measured changes in teacher self-efficacy from the student teaching experience on through the third year of teaching and found the participant's highest levels of self-efficacy to be at the conclusion of student teaching while their lowest were at the conclusion of the first year of teaching. With each added year of teaching experience beyond the first difficult year, participants reported an increase in teacher self-efficacy as they persevered and continued in the teaching profession. However, a number of participants left teaching after the first challenging year, not pushing through until confidence developed.

<div align="center">Professional Development</div>

Unfortunately, many educators working with ELLs have had very little preparation through their teacher education programs or professional development opportunities to equip them for working with students from different language and cultural backgrounds. Thus, their feeling of efficacy in working with these students may be low. Likewise, administrators often lack a knowledge base for effective instruction of ELLs. Thus, the majority of those involved in developing policies, school culture and climate, and classroom instruction do so while lacking an understanding of an important group within their student body. Yet, research has underscored a direct relationship between teacher implementation of research-based practices and ELLs' achievement (Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011). Furthermore, Lewis-Moreno (2007) has found that the success of students with limited English skills need not be the sole

responsibility of the ESL teacher; rather ELLs' achievement can be a shared responsibility of administrators, content area teachers, and ESL teachers.

To aid teachers in the development of resilience and self-efficacy for themselves and their ELLs, school leaders can ensure teachers receive needed resources, time, professional development opportunities, caring collegial relationships, and shared decision making and planning (Tait, 2008). Knobloch and Whittington (2002) proposed that novice teachers gain feelings of efficacy and confidence through receiving positive feedback and guidance from students, fellow teachers, and administrators; and upon receiving such, these teachers may be more inclined to remain in the teaching profession. Thus, Tait (2008) emphasized that mentoring should be a part of every teacher induction program.

<div align="center">Culturally-Relevant Instruction, Curriculum, and Assessment</div>

Bridging the cultural gaps of home, school, culture of origin, and American culture requires pragmatic knowledge, academic skills, and interpersonal capabilities (Sommerfeld & Bowen, 2013). Waxman, Padron, and Arnold (2001) listed explicit teaching practices effective with at-risk students such as ELLs: cognitively guided instruction, culturally responsive teaching, technology enriched instruction, cooperative learning, and instructional conversations. These factors become even more important for the subset of ELLs referred to as Students with Limited or Interrupted Formal Education (SLIFEs), those whose experience with formal education has been reduced by poverty, disaster, persecution, or civil unrest. DeCapua, Smathers, and Tang (2009) emphasized that when these students enroll in United States' schools they must learn much more than the English language in order to fully function at school. In addition, they

must often learn how to read, how to follow instructions and routines, how to complete different types of assignments, how to take the bus, how to interact with students of other cultures, and how to participate in school activities, all while perhaps suffering from posttraumatic stress disorder, culture shock, and/or identity issues.

DiCerbo and Loop (2003) emphasized these students may have never developed literacy skills in their native language and may also lack background knowledge, content knowledge, and critical thinking skills their new grade-level peers have already mastered. The teacher will need to provide instruction in basic concepts and skills, even helping students learn to study, take notes, and participate in class discussions, but also must scaffold development of critical knowledge to provide these students access to increasingly comprehensive standards and assessments.

DeCapua et al. (2009) stated that although finally attending school regularly may at first excite the SLIFEs, these students' initial excitement can quickly dissipate with their realization of and frustration over how far behind they are in comparison to their peers. Even while making gains, they may see their grade-level peers are making gains as well and, thus, see that they are chasing a moving target. Realizing the gap that exists between their present achievement and their academic goals can be devastating and places them at high risk for dropping out. Thus, all staff members need to be well-educated in the needs and backgrounds of their students in order to begin bridging the gaps. Also, they should be highly attuned to the emotional wellbeing of these students, aware of the stress and strain these students may experience as they adjust to a new country, language, culture, and school.

Robertson and Lafond (2008) noted that an ideal supportive school environment would include bilingual staff, training in cross-cultural communication and relevant instructional methods, access to support services, and peer helpers or tutors. Teachers from the different subject areas or academic departments can accelerate ELLs and SLIFEs academic progress by working collaboratively to support linguistic development and a climate of acceptance. Together, teachers can "integrate concepts across content areas," making "connections across content areas to reinforce learning" while "being intentional about the academic language and skills they want students to learn and practice" (p. 5).

DeCapua and Marshall (2011) emphasized that even though standards in their original format may be too advanced for these students, teachers can adapt standards-based lessons to cover the most important information in a culturally-relevant, accessible, age-appropriate way. For example, although a high school student may be reading at a second grade level, the teacher would not give the student a second grade book but would instead seek ESL materials on the subject matter that would be age-appropriate. Rather than placing students in remedial courses, teachers can provide sheltered instruction, a method in which instruction is modified to make the subject matter more comprehensible to students with limited vocabularies. This method may involve the increased use of visuals, modelling and demonstrations, and collaborative learning.

Furthermore, these students need to be explicitly taught learning strategies they can use in the future. These strategies could include recognizing cognates or prefixes and suffixes, using a dictionary, skimming a chapter using headings, subheadings, and subtitles, and taking effective notes, to name a few. Robertson and Lafond (2008) listed 10 classroom and instructional practices to implement with ELLs:

1. Activate prior knowledge. Once the teacher establishes what the students know, he/she can link new information to what they already understand.

2. Provide print-rich environment.

3. Engage students in hands-on learning so students are physically involved.

4. Keep the amount of new vocabulary in control. The teacher can rephrase, define in context, and simplify explanations.

5. Give frequent checks for communication, avoiding yes/no answers. Have students summarize what they understood, allowing extra wait time for their formulation.

6. When assessing understanding, be open-minded. Emphasize formative assessment versus evaluative assessment and individualize what students are asked to do.

7. Allow students to work in cooperative groups.

8. If possible, build the native language content and literacy instruction in order to build on English. Use graphic organizers, reading logs, and journals.

9. Use teaching strategies that weave together language and content instruction, such as the Sheltered Instruction Observation Protocol (SIOP). Start with the concrete then build to the abstract.

10. Keep your expectations realistic at the beginning of the year. Don't have such high expectations that the students give up. If you expect success from your students, supply them with the necessary tools, remain optimistic, and offer to help as they need it, they will gain the self-confidence to be successful. (pp. 6-7)

Cummins (2012) provided personal narratives of two ESL teachers in Canadian schools and their experience with the Literacy Engagement framework, which is designed to offer a core knowledge base for effective ELL instruction. His study reinforced the importance of literacy engagement and identity affirmation to the literacy achievement of ELLs. According to Cummins relevant ELL instruction must involve scaffolding meaning with specific instructional strategies, connecting instruction to students' lives, affirming students' identities, and encouraging them to make comparisons to concepts and vocabulary in their native language.

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DeCapua and Marshall (2011) stressed the importance of addressing the cultural dissonance that often exists between an ELL's home and school cultures, emphasizing success with ELLs of interrupted formal education to require culturally and emotionally responsive teaching, covering the need for interconnectedness, immediate relevance, and combination of oral and written communication in the classroom.

Padron, Waxman, Powers, and Brown (2002) created and implemented a teacher development program to improve the resiliency of low achieving ELLs, and the study found that treatment teachers' classroom instruction included more provision of explanations, encouragement of extended student responses and student success, and focus on the actual learning processes involved in academic tasks and that the students reported higher satisfaction and teacher support while showing higher reading achievement gains.

Ultimately, teachers can create classroom cultures that foster community and interconnectedness and can provide instruction that emphasizes immediate relevance and focuses on the academic tasks required. As Tomlinson and Javius (2012) stated, "Student potential is like an iceberg – most of it is obscured from view – and that high trust, high expectations, and a high support environment will reveal in time what's hidden" (p. 33).

<u>Interconnectedness</u>

DeCapua and Marshall (2011) posited that the most effective teachers of ELLs provide culturally responsive instruction and show genuine care and concern for their students. They value diversity and cultivate a learning community that is accepting and inclusive and in which students feel safe enough to take risks. Personal greetings, sharing about school and personal

events, and interacting regularly with students aid in fostering such an environment. Such inclusive classrooms reflect the overall school climate with high expectations for all, respect and honor of all students' cultural and linguistic backgrounds, involve students in their own goal-setting and educational journey, and involve the participation of parents and community members.

Attention should be given to the instruction, curriculum, and assessment practices in the classroom as well. Many ELLs, particularly those with limited or interrupted formal education, rely more heavily upon oral practices over print. Therefore, it becomes vital to combine oral and written modes of learning with these students, providing written instructions while also reading them aloud, requiring written responses but then having students share their responses orally with the class or one another. Continuously connecting the oral and the written enable ELLs to learn to derive meaning from print (DeCapua & Marshall, 2011). Using body language or total physical response (TPR) can also reinforce learning with these students. For example, in explaining exponents the teacher might refer, while pointing, to her body as the base and then, with left hand held above her head, make reference to the left hand as the exponent.

<center>Immediate Relevance</center>

Ample studies have provided a cadre of research-based strategies and approaches for working with ELLs. Steinmayr and Spinath (2009) pointed to motivation as one of the most important foundations for students' academic development. Although classroom practices need to be grounded in sound theory, to motivate students instruction must also be relevant and meaningful while possessing rigor and academic challenge. Coming from a former framework of

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pragmatic learning, many ELLs must see material as immediately relevant in order to engage

(Decapua & Marshall, 2011). Teachers can meet this need by communicating the immediate

benefit for the students, beyond knowing it for a test or standardized assessment. For example,

modelling how certain higher mathematical concepts, such as exponents, can make work easier

could help them grasp the importance of the new skill. In addition, one might explain how the

concept will be seen across the curriculum in science classes and through high school and

college math courses. Also discussing students' career interests and how school will help them

reach their goals will help them see the connection of a concept to their lives and can help with

motivation (Rowell, 2013).

Many ELLs, particularly those with limited or interrupted formal education, rely more

heavily upon oral practices over print. In addition, using sheltered instruction strategies such as

use of visuals, collaborative learning activities, and practical demonstrations can make content

more comprehensible to these students struggling with limited vocabularies (Sheppard, 2001).

Academic Tasks

DeCapua and Marshall (2011) suggested that in addition to facing a new language,

educational culture, and social dynamic when entering U.S. schools, ELLs encounter academic

tasks new to them as well. To help them transition to understanding these new tasks, teachers

need to instruct the students in both the language used for the task and the content being

incorporated. Thus, if teaching exponents one must first support learning of the math content-

specific meanings of *power,* the order of operations, the concept of exponents, and the process

used to solve the problem, or process analysis. When guiding students in comparison and

contrast, the teacher might teach students to create T-charts or Venn Diagrams, first using personal information with which they are familiar and then using academic content, and then help them transfer and incorporate the facts in their graphic organizers into a paragraph or essay format. By combining the familiar with the new, teachers can introduce these academic tasks, acknowledging students' assets even while forging and supporting new pathways.

Open communication and collaboration among teachers in all subject areas and grade levels can help provide seamless curriculum and instruction and affords the opportunity to outline the academic skills and language students need. Alignment of curriculum standards, assessments, and professional development that is scoped and sequenced across grade levels reinforces academic goals and coordinates instructional vision and design. Such collaboration supports acceptance and accountability and secures students' success academically on many levels (DiCerbo & Loop, 2003).

<u>Student Resilience Factors and Student Efficacy</u>

Similar to teachers' growth in efficacy and resilience, student efficacy and resilience is strongly connected to positive relationships. Bandura (1997) defined student efficacy as student confidence in his or her ability to complete a task at hand, whereas resilience is the state of a student succeeding or bouncing back and persevering despite the presence of adverse conditions. Students with high self-efficacy tend to have an internal locus of control, willingly take responsibility for their own successes or failures, take on challenging tasks, persist when confronted with difficulties, and believe they can succeed; those with low self-efficacy tend to avoid tasks they deem difficult and quit when they encounter difficulties (Rowell, 2013).

Benard (1993) outlined four personal characteristics typical of resilient students: social competence, problem-solving skills, autonomy, and a sense of purpose. The Connor-Davidson Resilience Scale, which is widely used within education, includes resiliency characteristics such as adaptability, existence of close relationships, a strong sense of purpose, self-control, pride, and goal-setting. Nettles, Mucherach, and Jones (2000) discovered that supportive teachers, caring parents, and participation in extracurricular activities had positive impacts on students' academic achievement and development of resilience.

Lopez (2010) reinforced the importance of teachers' beliefs in their approach to instructing ELLs; she found that teachers espousing additive theories of language and culture as complementary to education empowered their ELLs, while those espousing subtractive theories, thus not viewing students' native languages as assets, caused ELLs to be resistant to learning. The presence of even one supportive and caring adult can provide students with opportunities to plan for and experience academic success.

Waxman, Gray, and Padron (2003) cited various studies in which resilient ELLs reported greater educational support from their teachers and friends and enjoyed coming to school. In their 2001 study using data from the National Educational Longitudinal Study of 11,000 high school students, Croninger and Lee found that teacher-based forms of social capital reduced dropout rates by half, with an even higher impact upon those students from socially disadvantaged backgrounds. Tomlinson and Javius (2012) emphasized that teachers who teach in a challenging manner support students in developing independence, self-direction, collaboration, and production and demonstrate the satisfaction that comes from accepting a challenge and doing

one's best to achieve it. Thus, teachers who are efficacious and resilient foster the same in their students.

DeCapua and Marshall (2011) highlighted two of the challenges facing ELLs as the Western-style of schooling, with its emphasis on problem-solving and scientific reasoning, and Americans' individualist orientation with its emphasis on self-actualization and personal accomplishments. A large percentage of the foreign-born population in the United States comes from Latin America and Asia, both regions with collectivist cultures, which emphasize loyalty and commitment to one's familial network or clan over and above individual goals and ambitions. Thus, these learners may be accustomed to pragmatic learning and group interdependence in a school setting, quite different from the theoretical frameworks and individual accountability encountered in U.S. schools.

To aid in these students' transition and acculturation to our educational system, they must feel welcomed and valued. DeJesus and Antrop-Gonzalez (2006) discovered Latino students consistently stressed the importance of strong and caring social relationships with each other and their teachers in helping them enjoy school. In addition, teachers can help ELLs take responsibility for their learning outcomes, thereby increasing their self-efficacy, or their belief that they have the capability of completing a task successfully.

In their study of ninth-grade English learners in Korea, Hsieh and Kang (2010) found that those with higher self-efficacy tended to attribute academic performance to internal and personal control factors while those with lower self-efficacy did not. Students with low self-efficacy may become easily discouraged, develop low expectations for themselves, and even begin to give up on future tasks, which can result in lower achievement and motivation. Thus, Hsieh and Kang

recommend that teachers focus not just on ELLs' performance but also on their "cognitive beliefs," helping them become aware of factors in failure over which they have control, including lack of effort, inadequate studying, or missed steps or strategies (p. 622). This "attribution retraining" involves specific teacher feedback that uplifts learner abilities while also stressing the "effort and perseverance" needed for ultimate success (p. 622).

Benard (1997) referred to such teachers as "turnaround teachers" and stated that they buffer risk and support positive growth by meeting ELLs needs for safety, belonging, accomplishment, and learning through caring relationships, high expectations, and opportunities to participate and contribute. These teachers use student strengths, interests, and dreams as beginning points for learning, thereby keying into intrinsic motivation for learning. Students can express opinions, make choices, problem-solve, collaborate, and become involved in their community.

Furthermore, ELLs' resilience can be fostered through strong partnerships with local businesses, higher education and adult education programs, and community resources such as health care organizations, after-school tutoring, job programs, and ethnically or linguistically based community groups (Robertson & Lafond, 2008). The more connected and supported these students feel, the more likely they will be to rebound and develop resilience when facing challenges.

School Climate

Hoy and Miskel (2013) emphasized a positive organizational climate and culture is essential to improving the overall effectiveness of a school. School climate can be defined as a

set of internal characteristics that distinguish one school from another and influence the behavior

of each member of the school. The organization and structure of a school can have either

beneficial or deleterious effects upon the teachers and students. Gregory, Cornell, and Fan (2011)

showed those schools that exhibited few characteristics of an authoritative school, or were

marked by a culture of uncertainty or even chaos, had the highest school-wide suspension rates

for black and white students. In contrast, a nurturing school climate can not only reduce risk

factors and improve the resilience of children but also can promote the resilience of educators;

such climates are those in which there exists caring and support, setting and communication of

high expectations, and opportunities for meaningful participation (Malloy, 2007). Similarly,

Gehrke and McCoy (2007) noted key components of a school climate that encouraged special

educator retention included welcoming colleagues, mentors, a broad network of support, and

relevant professional development opportunities.

Safe and Culturally Competent

A positive school climate is one in which everyone feels responsible for maintaining a

safe and orderly environment conducive to learning. Students and faculty feel not only physically

safe but also emotionally and socially safe. In addition, the school community affirms and values

racial and cultural differences in such an environment, with everyone treated fairly and

equitably. Tomlinson and Javius (2012) posited that by being culturally competent a school can

support student identity and create a sense of safety for students and their families. To develop

such competence requires that teachers become familiar with students' backgrounds and

identities and family situations. By so doing, teachers can then create an environment that is respectful of and responsive to each student.

<u>Supportive</u>

By developing a school climate and culture that develops teacher and student resilience and efficacy, leaders can increase teacher and student retention and improve student performance. At-risk students need added support that positive student-teacher relationships bring. Researchers underlined the importance of these relationships when comparing high-risk Mexican-American students with significantly high grades with those with significantly low grades; the higher performing students reported higher levels of family and peer support, positive ties to school, high levels of teacher feedback, and higher value on school (Gonzalez & Padilla, 1997). Cummins (2012) stated that coercive relations of power are subtractive while collaborative relations of power are additive, challenging that closing the achievement gap between dominant and marginalized group students must include a challenge to "the operation of coercive relations of power within the school and classroom" (p. 32).

Allowing for teacher collaboration has been foundational in a supportive climate. In-service professional development as well as provision of meeting times for study groups, grade level teams, or content teams is vital. Teachers can then focus on curriculum, instruction, and assessment together and can coconstruct model units and lessons. Tung, Uriarte, Diez, Gagnon, and Stazesky (2011) found that ELL student achievement is high in schools where "adults work collaboratively through structures that enhance professional community" (p. 12).

A key factor in drop-out of ELLs has been the cultural gulf that exists between their school and home lives. Cultural differences include teaching methods, student behavior expectations, daily routines, and teacher and student relationships (Sheng et al., 2011). A school that understands second-language acquisition, provides effective language training programs, and develops teacher knowledge of their students' ethnic and cultural diversity addresses risk factors of this student population.

However, schools that have low numbers of ELLs rarely offer support programs specific to the needs of these students or provide content-area teachers with professional development or in-service training in teaching this population (DeCohen, Deterding, & Clewell, 2005). Hernandez (2009) noted a definitive difference in the responses of teachers and administrators within rural districts with small ELL populations as opposed to those working within urban districts with larger ELL populations. Those schools containing higher numbers of ELLs had more experience in supporting and encouraging ELLs and had more professional development opportunities in research-based practices for ELLs. These facts could then impact the attendance, retention, and achievement rates of the ELLs within these districts. Yet, no matter the percentage of ELL students within the school population, the training and professional development of teachers is crucial to closing the achievement gap for ELLs.

Challenging

Hupfeld (n.d.) delineated the characteristics of the climate and culture of schools and classrooms that support student retention and achievement. Schools as a whole can foster student resilience and retention by providing challenging and engaging curricula and the necessary

supports for student mastery. Successful dropout prevention programs essentially provide opportunities for success, emphasize the importance of education to one's future, support the development of problem solving skills, and create caring and supportive environments with meaningful relationships between teachers and students.

Within the classroom teachers can model resilient behaviors through expressing excitement about learning, building on student interests, engaging in goal-oriented behaviors, and having high expectations for themselves and their students. When students are separated according to ability and/or race and socioeconomic status, no one group fully understands or values the others and an "us vs. them" attitude often emerges and the gap between those who have and those who do not widens (Tomlinson & Javius, 2012). ELLs should have equal access to curriculum, resources, and programming but with appropriate accommodations for their level of English language proficiency (Williams, Hakuta, & Haertel, 2007).

Empowering

Lastly, a positive school climate is one that empowers students and faculty. Community members are supported in becoming emotionally intelligent and culturally competent, are expected to be responsible and persistent, and are encouraged to contribute. Student engagement is essential in creating a positive school climate. Kort-Butler (2012) outlined that having opportunities to participate in social activities, including sports, band, orchestra, choir, theater, and clubs, with the support of caring, positive adult figures provides students with a sense of belonging and identity and offers them experiences that will help them thrive.

<div align="center">School Culture</div>

Defining school culture can be challenging, as culture is pervasive and impacts on many levels. It encompasses "beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions" ("School Culture," 2013, para.1). The culture includes student safety, classroom and facility orderliness, and inclusivity. It is affected by staff expectations of student behavior and academic achievement, school policies and procedures, the treatment of students, equity in and access to resources and support services, and student and family engagement.

Distributed and Participatory Leadership

Even as the emphasis on high-stakes testing and accountability measures reinforces the importance of qualified teachers within our schools, high teacher turnover rates continue to be a reality across the country. Smith and Ingersoll (2004) revealed that 50% of teachers drop out of the profession in the first 5 years of their career. Woods and Weasmer (2004) identified teacher job satisfaction as the key to reducing attrition, improving job performance, and boosting student outcomes. Furthermore, they delineate sources of teacher dissatisfaction to include lack of support from administration, lack of authority in designing curriculum, and lack of a sense of personal importance to the culture of the school. To offset such issues ample research posits fostering collegiality through shared leadership, sometimes referred to as distributed or participatory leadership.

Brown and Wynn (2007) completed a qualitative study within a small urban school district in the Southeast with the purpose of identifying leadership characteristics and school

culture that foster teacher retention. Their study found that certain themes regarding principal

leadership styles emerged within schools that exhibited low attrition and transfer rates: leaders

who encouraged and supported collaboration, rather than competition; made collective learning

possible; created a "family-like" atmosphere; served as an advocate, protector, and mentor to

new teachers; provided a balance of flexibility and support with direction and guidance;

maintained high expectations; and served as an instructional leader. All of these characteristics

could be classified as attributes of distributed or participatory leadership.

Research exists directly connecting distributed leadership practices to outcomes of

greater job satisfaction, higher teacher efficacy, and lower employee turn-over. Angelle (2010)

completed a qualitative case study of one middle school in Tennessee and outlined three primary

practices vital to the school's success: the principal's organizing teacher teams used in decision-

making processes, creating a positive school culture with trust as its foundation, and forming

positive relationships. Decentralization provides flexibility and can increase productivity, but a

balance must be found between centralized control, which makes change difficult, and total lack

of control, which can lead to chaos (Jacobs & Kritsonis, 2006). Yet, if the balance can be found

and maintained, shared decision making has been found to be positively related to teacher

commitment to change (Leech & Fulton, n.d.).

Open and frequent communication between the principal and faculty and staff as well as

teachers and their students aids in developing an atmosphere of collegiality, teamwork, and

community. In addition, as the administration strongly supports teachers and recognizes

individuals and teams for their successes, all feel part of a team that is committed to student

success. Furthermore, supporting faculty and staff in professional development opportunities

allows for continued learning and growth to develop mastery in research-based practices for reaching these students.

Schlechty (2009) called for schools to become learning organizations in which leaders establish direction, create and transmit knowledge, but also develop people empowered for self-direction and self-control. If able to consider other's viewpoints and recognize the validity of different perspectives and abilities, such leaders liberate their staff to act on what they know so that they can be flexible enough to respond to the unexpected and to persist in the midst of challenges.

Ultimately, the principal stabilizes the school so that teachers can focus on the classroom. Tung et al. (2011) denoted that ELL achievement improves when the principal communicates a clear vision of high expectations and learning outcomes and reinforces that ELL achievement is the responsibility of all, not just the ESL staff.

High Expectations for All

All students, including ELLs, need rigorous academic standards. An unwavering commitment to student achievement is a hallmark of schools closing the achievement gap for those who are not yet proficient in English. Teachers must not lower expectations for ELLs but simply adapt instruction according to the needs and language proficiencies of these students within their classroom. To be equipped for the challenges of a diverse student body, teachers need access to current research and best practices and must be kept abreast of ESL strategies, information regarding ELL's culture and background, and ELL's language proficiency levels.

Tomlinson and Javius (2012) stressed the importance of teaching in a challenging manner, with teachers developing a growth mind-set and emphasizing that effort can result in growth and goal accomplishment. These teachers provide clear learning targets, guidelines, and feedback in a safe learning environment and give students "equal access to excellence" (p. 30).

Furthermore, all students, including ELLs, should be expected to successfully complete their high school education. Whiting (2006) stated that the degree to which students envision themselves as learners impacts their achievement and confidence in academic settings. Strong schools have programs in place to support and nurture student achievement and retention, with faculty and administrators holding themselves accountable and taking responsibility for the success of all students. A strong instructional program can empower students to meet the demands of the future. In fact, as Ford, Moore, and Whiting (2006) emphasized, schools must ensure access to and inclusion of all students regardless of race, ethnicity, or linguistic background in gifted and talented programs as well as Advanced Placement coursework.

<u>Home and School Partnership</u>

In the elementary and secondary school years parents and educators serve as the greatest resources of social and cultural capital for students. Thus, the awareness, experiences, and resources of the parents and the teachers determine to what students are exposed (Sommerfeld & Bowen, 2013). Parents of ELLs may hold very different expectations and sense of responsibility for learning and home and school communication based on their own school experiences in their home country. As American educators, we generally expect parents to deem involvement in their children's education important; however, the teachers and administrators may know little or

nothing of the parents' reality and experiences. Panferov (2010) noted three factors impacting second language school literacy: access to books and/or technology, structured study time, and exposure to reading and writing. "Building literacy in the home…supports school literacy, which is essential to academic success" (p. 110). Yet, with the children in immigrant and refugee families often quickly surpassing the fluency of their parents in the new language, issues soon emerge regarding parents' abilities to offer homework help or to read or write with their children in English. Thus, the school can serve as a partner to support the parents in this area.

In order to better bridge the achievement gap and ease the dissonance between home and school, a partnership between home and school should be forged. It is vital that parents feel welcome within the school and are treated as partners in the education process so that home and school can have shared responsibility and ownership for student success. To more easily engage parents, a school must have a climate of caring, belonging, and friendliness: it must be positive, encouraging, and inviting for teachers, ELLs, and their families. Employing bilingual staff and providing many opportunities for family involvement with the school are two ways to make the school more welcoming. Tung et al. (2011) noted the importance of acknowledging the varied parental working hours among ELL parents and responding to this fact through phone calls with families in their native languages, home visits before the start of school, and planning different social events.

Panferov (2010) emphasized the importance of establishing positive lines of communication from the outset, conveying progress and successes prior to any negative reports regarding behavior or performance. Furthermore, Panferov pointed out the value of multimedia outlets for communication, including telephone call trees, texting, Web-communication systems,

multilingual media outlets, and buddy parents as well as bilingual parent workshops about how parents can help their children with school work. Making resources available in multiple languages as well as creating opportunities for ELL parents to share their home culture forge positive bonds between the school and home environments.

Lastly, schools can build partnerships with local businesses, adult basic education programs, and higher education institutions to help ELLs with the transition beyond high school. In addition, community resources in the form of health care organizations, job programs, ethnically or linguistically based community groups, and after-school tutoring or mentoring programs can serve as powerful tools for students and their families (Robertson & Lafond, 2008).

<div align="center">Accountability vs. Responsibility</div>

Along with the accountability mandates in No Child Left Behind legislation comes added stress and pressure upon school administrators, guidance counselors, and classroom teachers. As more and more accountability schemes lead to an increase in management tasks required of administrators and teachers, an unfortunate side effect is a decrease in time and effort towards anything that is not mandated. As Glover (2013) decried, "More accountability equals less responsibility" (p. 154).

Seeking to accommodate the academic and emotional needs of ELLs is an effort that can have both present and future impact. However, the impact may be in ways that are not immediately measurable. To reach out and support ELLs requires a step beyond accountability into the arena of responsibility. Teachers no longer structure their classroom climate and

instruction solely for measurable benefits of higher test scores but rather for the joy of

connecting with and positively impacting the lives and futures of their students. Sulkowski,

Demaray, and Lazarus (2012) reinforced the connection of academic and life success to students

feeling emotionally engaged in the school environment. With such a mindset teachers come to

feel responsible for something beyond the 1 year the ELL is in their class; they make impacts

that will be seen in the future.

In his 1965 Oberlin College commencement address, Martin Luther King, Jr.,

summarized the truth of responsibility well. In his words, we are…

> caught in an inescapable network of mutuality, tied in a single garment of destiny.
> Whatever affects one directly affects all indirectly. I can never be what I ought to be
> until you are what you ought to be, and you can never be what you ought to be until I
> am what I ought to be. This is the interrelated structure of reality. (para. 8)

Conclusion

To bolster the development of resilience people need to experience successes that bring

hope that transformation is possible. Encouraging the development of community enables vision

to flourish and individual and organizational transformation to occur. Everyone needs to know

they have abilities and play a role. Furthermore, it is vital to recognize and develop leadership

within those one leads. Wiseman (2010) referred to such leaders as "multipliers," people who

apply "their intelligence to amplify the smarts and capability of people around them" (p. 5).

Through shared decision making and distributed and participatory leadership administrators can

foster the development of collegiality and collective teacher efficacy, which should, in turn, have

positive impacts upon the development of student resilience and efficacy as well as student achievement.

With so much at stake in this age of accountability, educational leaders are challenged to close the achievement gap for ELLs even in the face of considerable demographic shifts, with issues of immigration, language proficiency, and teacher and student retention a part of the mix. Through shared and instructional leadership, administrators can build professional capacity and foster a positive school and learning climate that will hopefully result in teacher efficacy and job satisfaction, student academic learning, engagement, and retention, and increased student achievement. Furthermore, by ascertaining possible principles for resilient educational outcomes, educators can be better equipped to serve students at high academic risk, including ELLs.

Taking steps to make high schools more conducive to ELLs' academic success may not be mandated for accountability at this time, but it is a hallmark of responsibility. Whiting (2006) posited that the degree to which students envision themselves as "learners and intellectual beings" impacts their confidence and achievement in academic settings (p. 223). These students from all over the world have entered the doorways of our schools, enriching our student bodies with diversity. As emphasized by Tomlinson and Javius (2012), we undercut our nation's democratic ideals when the educational systems we create contribute to a widening gap between those who have and those who do not rather than to an empowering of every individual to achieve. To help our ELLs feel connected and to support their academic and linguistic proficiency may make positive future opportunities a possibility.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to investigate the perceptions of administrators, guidance counselors, and classroom teachers in the high schools of Northeast Tennessee regarding their schools' academics, climate, culture, parent engagement, and their English Language Learners' school experiences. The researcher sought to ascertain if significant differences exist between the perceptions of different groups of educational professionals in the school, with those groups to include school administrators, guidance counselors, and classroom teachers. Specifically, this research was an analysis of these groups' perceptions while noting best practices as outlined in the research. This chapter includes the research questions and null hypotheses, research design, population, instrumentation, data collection, and analysis of the data.

The population consisted of high schools in 12 school districts in Northeast Tennessee. A survey was used to collect data to determine the perceptions of high school administrators, guidance counselors, and classroom teachers in Northeast Tennessee regarding their schools' academics, climate, culture, parent engagement, and English Language Learners' school experiences.

The main focus and objective of the survey was to analyze and establish the current atmosphere and outlook for ELL students present in Northeast Tennessee high schools as measured through the perceptions of practicing administrators, guidance counselors, and classroom teachers within those schools. The use of a quantitative approach required a course of action that included collecting, analyzing, interpreting, and recording the outcomes of the study conducted. The study used descriptive statistics in order to focus on the level of support ELL

students receive in Northeast Tennessee high schools. Nonexperimental designs examine relationships that exist between different variables without changing conditions directly (McMillan & Schumacher, 2006).

Research Questions

Five research questions, along with their corresponding null hypothesis, were addressed in this research. The questions related to the perceptions of administrators, guidance counselors, and classroom teachers regarding ELLs and classroom culture, student resiliency factors, school climate, school culture, and the strength of the home and school partnership. The questions and null hypotheses were as follows:

RQ1: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and classroom culture?

H_{01}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and classroom culture.

RQ2: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELL student resilience factors?

H_{02}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELL student resilience factors.

RQ3: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and school climate?

H_{03}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and school climate.

RQ4: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and school culture?

H_{O4}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and school culture.

RQ5: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the strength of home and school partnership?

H_{05}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the strength of home and school partnership.

<u>Population and Sample</u>

As various educational professionals impact the educational experience of ELLs, the population included ESL teachers as well as content area teachers, guidance counselors, and administrators in high schools throughout Northeast Tennessee. The sampling method employed was purposeful sampling, as the researcher made a judgment regarding which subjects should be

selected to best fulfill the purpose of the research questions (McMillan & Schumacher, 2006). The researcher sought to survey administrators, guidance counselors, ESL teachers, and content area teachers within high schools representative of each major district within Northeast Tennessee, inclusive of both rural and urban districts, which have ELLs in attendance.

The request for permission to conduct research was sent to the superintendents of 50 school districts within Northeast Tennessee. From this initial request, 12 superintendents replied with permission to conduct research. In turn, the survey was then sent to the principals of each high school within these 12 districts, or, in certain instances, to the appropriate central office personnel, depending upon the superintendent's preference. The introductory email, informed consent letter, and survey link were then forwarded to the faculty and staff of each high school in the participating districts by either the principal or the central office personnel. In the 12 districts, there were 39 high schools that could participate. Administrators who were invited to participate in the study included 105 principals, assistant principals, and associate principals. In addition, there were 73 guidance counselors and 1,341 classroom teachers invited to participate.

The self-selected sample for this survey consisted of 24 practicing administrators, 21 guidance counselors, and 129 classroom teachers within 39 high schools in 12 school districts of Northeast Tennessee. Participants of the study were selected based upon the permission granted from the district's superintendent. Once permission was granted, the researcher sent an email inviting the administrators to participate in the study with the survey link embedded; the administrators were also asked to forward the email and survey link to their faculty. The high schools involved in this research represented rural, suburban, and urban areas of the state. Those who had never worked with or taught ELLs were removed from the data results.

<u>Instrumentation</u>

To complete this quantitative study, the researcher used a survey to collect data. The instrument emerged from a conceptual framework founded from research-based practices in improving student achievement and retention through school policies, school climate and culture, and classroom instruction. The survey consisted of five-point Likert scale items, multiple-choice items, and open-ended items. Such a format simplifies participant completion and is expected to increase the response rate.

The instrument was formatted into an online public survey platform, Survey Monkey. In its online format the survey was divided into nine sections: a welcome with introductory information, introductory questions, classroom practice, ELLs' resiliency factors, school climate, school culture, home and school partnership, input, and conclusion. Items in each section were created based upon information gained from the literature review as well as from personal interest of the researcher. The five central sections highlighted factors research emphasizes as conducive to ELL success in the areas of classroom instruction and practice, student resilience, school climate and culture, and the strength of home and school partnership. In the online survey participants clicked to indicate their response, had a progress bar in view to help them gauge their progress through the survey, and could skip any item or stop participation at any point.

The survey began by welcoming the participants and providing introductory information. The term *English Language Learner* is defined, the purpose of the survey given, general explanations for button choices and survey progress provided, and confidentiality and anonymity assured. The remaining sections of the survey included the highlighted factors of a school's

conduciveness to ELL success. The introductory items focused on the participant's years of experience in the current school and in education as a whole, his or her role in the school, the size of the student population in his or her school, and the number of ELLs he or she has personally worked with while in the district. Following these introductory items, the survey continued with the five main categories, with each including an introductory paragraph that clarified terms and directions for completing the respective section.

Following the introductory items, the first category section was classroom practice. This section contained 11 items, all presenting a five-point Likert scale, and with items organized in a matrix, which eased completion and lessened the sense of length. The items highlighted practices of modelling, differentiating, progress monitoring, personal connection, and social and academic support within the classroom. The second category section focused on student resilience factors of ELLs and contained nine items. With this section occurring midway through the survey, the researcher included three items with negative wording to ensure participant awareness. These items were then reverse coded during data analysis. Resilience items pertained to student motivation, goal-setting, perseverance, work ethic, attitude, and social interactions.

The third category centered on school climate and consisted of 10 items. These items related to the participant's perceptions of his or her school's safety for, support of, and challenging and empowerment of ELLs. Then, the fourth category highlighted school culture with seven items regarding degrees of distributive or participatory leadership in the schools, the expectations for students, ELLs' access to academic interventions, and the use of inclusionary practices. After the section on school climate came that of the strength of home and school partnership. This section contained five items about educating parents in ways to support and

monitor their student's progress, contacting the parents for positive reasons, and providing consistent and timely communication with home that is comprehensible to the parents.

The five main category sections with five-point Likert-scaled items were followed by the input section, which contained three open-ended items. The first inquired about the participant's perceptions of the greatest areas of struggle for their ELLs. The second asked about any strategies, methodologies, or programs the participant had witnessed as being successful in supporting ELL success. Finally, the last simply provided an entry blank for the number of ELLs in the participant's school, if that information was known. Then, the participant came to the closing statement, which offered thanks and appreciation and noted his or her ability to view the published dissertation upon its completion.

A survey consisting of 5 introductory multiple-choice items, 11 items on classroom practice, 9 items on student resilience factors, 10 items on school climate, 7 items on school culture, 5 items on the strength of home and school partnership, and 3 open-ended items was developed in and provided through Survey Monkey. Validity was reinforced by piloting the survey with students in the Administrative Licensure cohort at East Tennessee State University, most of whom were practicing classroom teachers. In addition, the survey was piloted with the researcher's colleagues in the ESL Department of Johnson City School district. Changes were made to the instrument based on feedback given by those taking the piloted survey. A copy of the survey in its original format can be found in Appendix B, and the survey in its online format can be found in Appendix C.

Data Collection

In order to obtain the list of all public high schools in Tennessee, the researcher used the Tennessee Department of Education's SDE database (2014), which is online and available for public use. This database allows filtering with certain delimitors, such as sorting by region, district, or city. The age levels taught at each school as well as the administrators' names and contact information are also provided.

To determine the ELL population at the various high schools, the researcher used the State Report Card for each school and district (2014). These report cards are available on the Tennessee Department of Education website and include the number of ELLs as well as attendance and graduation rates and state achievement test performance scores of this group of students.

Prior to collecting data, permission to conduct research was obtained from the superintendents of the participating school districts and the Institutional Review Board (IRB) of East Tennessee State University. The original request for permission to conduct research was sent to the superintendents of the 50 school districts within Northeast Tennessee. Twelve superintendents responded affirming their support and permission to conduct research within their districts. An introductory letter, copy of informed consent letter, and a survey link to the online survey were then sent to either principals of participating high schools or central office personnel within the district. The principals or central office administrators then forwarded the information and link on to their faculty.

Data were obtained via surveys completed by administrators, guidance counselors, and classroom teachers in high schools of Northeast Tennessee. Names and emails for administrators,

guidance counselors, and content area teachers were obtained via school websites and district

central office contacts. Participants of the survey were advised that all of their responses were

confidential and that the demographic information within the survey would not identify them.

Data were collected and analyzed in Survey Monkey. Two reminder emails were sent to

participants prior to the closing of the survey link. Once all the surveys were collected, the

researcher requested and received a data summary sheet.

<div align="center">Data Analysis</div>

Each of the research hypotheses was analyzed through quantitative analysis. Each

research question was designed to compare the means derived from the survey responses of two

distinct groups of educators in regard to the school experiences of ELLs. *Statistical Package for

Social Sciences* (SPSS), Version 20, data analysis software was used in the analysis procedures

in this study. The data sources that were analyzed included a survey containing 50 questions, 42

of which were presented on a five-point Likert scale, 5 multiple-choice questions, and 3 open-

ended questions.

Each of the five research questions had a single corresponding null hypothesis. Null

hypotheses were tested by a series of Analysis of Variances (ANOVAs). All data were analyzed

at the .05 level of significance.

<div align="center">Chapter Summary</div>

Chapter 3 reports the procedures and process for conducting the survey. After a brief

introduction, a description of the research design, the selection of the population, data collection

procedures, the research questions with null hypotheses, and the data analysis procedures were

presented.

CHAPTER 4

FINDINGS

The purpose of this study was to investigate the perceptions of administrators, guidance counselors, and classroom teachers within the high schools of Northeast Tennessee regarding their schools' academics, climate, culture, parent engagement, and their English Language Learners' school experiences. Specifically the researcher sought to ascertain if significant differences exist between the perceptions of different groups of educational professionals in the school, with those groups identified as school administrators, guidance counselors, and classroom teachers. Participants in the study included 24 administrators, including principals, assistant principals, and associate principals; 21 guidance or school counselors; and 129 teachers from 12 school districts in Northeast Tennessee. The school districts involved included both county and city systems and incorporated responses from individuals working in rural, suburban, and urban settings.

In this chapter research findings are presented and analyzed in order to address five research questions and five null hypotheses. Data were analyzed from 50 survey items with 42 of those items measured on a five-point Likert scale, five items as multiple choice, and three items as open-ended. The request to participate was sent along with the survey link to the identified administrators or central office personnel within each district that granted permission for research participation. The link was then to be forwarded to the guidance counselors and teachers by the administrators or central office personnel. Twelve school districts granted permission for research, consisting of 39 high schools, 105 administrators, 73 counselors, and 1,341 teachers. There was a 23% response rate among administrators, a 29% response rate among counselors,

and a 10% response rate among teachers. Due to confidentiality and protocol for the majority of the districts involved, the researcher had to rely upon the administrators and/or central office personnel to forward the survey link to other administrators, guidance or school counselors, and teachers; and the researcher was unable to verify whether the survey link was forwarded in all cases. Participants were notified in advance that their survey responses were anonymous and confidential and that the information given in the demographics portion of the survey could not identify them.

Research Question 1

Research Question 1: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and classroom culture?

H_{01}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and classroom culture.

A one-way analysis of variance (ANOVA) was conducted to evaluate the differences in the perceptions of individuals of various school roles regarding ELLs and the classroom culture within the school. The independent variable, school role, included three levels: administrator, guidance counselor, and teacher. The dependent variable was the individual's perceptions of the classroom culture and ELLs' educational experience. The ANOVA was not significant, $F(2,171) = .818$, $p = .443$. Therefore, the null hypothesis was retained. The strength of the differences between the individual's school role and his or her perceptions regarding ELLs and the classroom culture as assessed by η^2 was small (.009). The results indicated that the

individual's school role did not affect his or her perceptions regarding ELLs and the classroom culture of the school. Figure 1 shows the distribution of the participant responses. The 95% confidence intervals for the pairwise differences, means, and standard deviations for the three groups are reported in Table 1.
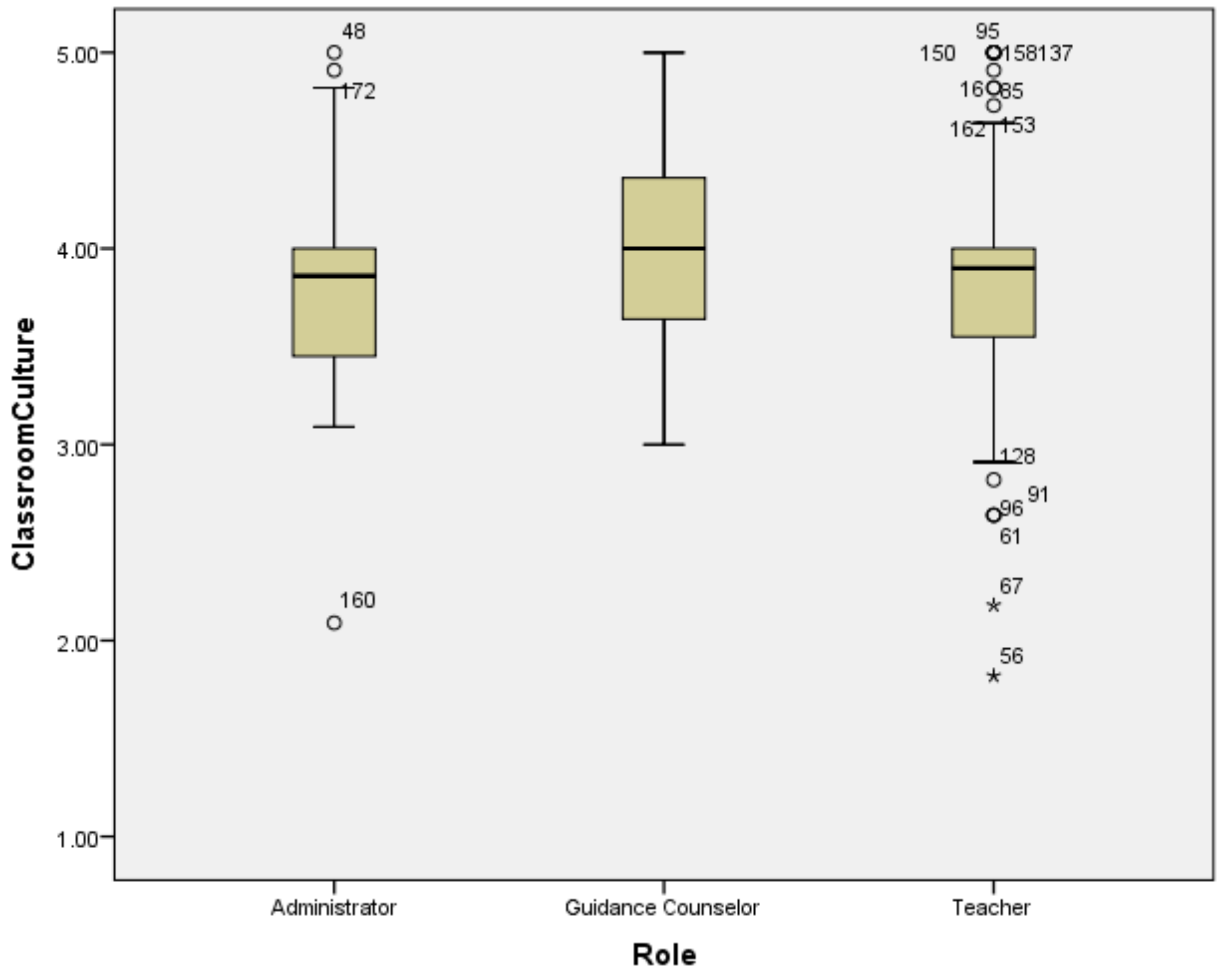

Figure 1. Perceptions With Regard to ELLs and Classroom Culture. Outliers have been identified using the SPSS guideline greater or less than 1.5 X the 50th percentile. Median of sample is represented in each category.

Table 1

95% Confidence Intervals of Pairwise Differences in Mean Changes in Perceptions of Administrators, Guidance Counselors, and Teachers With Regard to ELLs and Classroom Culture

Role	*N*	*M*	*SD*	Administrator	Guidance Counselor
Administrator	24	3.82	.61		
Guidance Counselor	21	3.99	.53	[-.26, .60]	
Teacher	129	3.82	.56	[-.33, .33]	[-.48, .15]

Research Question 2

Research Question 2: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELL student resilience factors?

H_{02}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and student resilience factors.

A one-way ANOVA was conducted to evaluate the differences in the perceptions of individuals of various school roles regarding ELL student resilience factors observed in the ELLs within their school. The independent variable, school role, included three levels: administrator, guidance counselor, and teacher. The dependent variable was the individual's perceptions of the ELL student resilience factors of the ELLs in his or her school. The ANOVA was not significant, $F(2,168) = .804$, $p = .449$. Therefore, the null hypothesis was retained. The strength of the differences between the individual's school role and his or her perceptions regarding ELL

student resilience factors as assessed by η^2 was small (.009). The results indicated that the

individual's school role did not affect his or her perceptions regarding ELL student resilience

factors of ELLs in his or her school. Figure 2 shows the distribution of the participant responses.

The 95% confidence intervals for the pairwise differences, means, and standard deviations for

the three groups are reported in Table 2.

Figure 2. Perceptions With Regard to ELLs and Student Resilience Factors. Outliers have been identified using the SPSS guideline greater or less than 1.5 X the 50th percentile. Median of sample is represented in each category.

Table 2

95% Confidence Intervals of Pairwise Differences in Mean Changes in Perceptions of Administrators, Guidance Counselors, and Teachers With Regard to ELLs and Student Resilience Factors

Role	*N*	*M*	*SD*	Administrator	Guidance Counselor
Administrator	23	3.50	.56		
Guidance Counselor	20	3.36	.79	[-.68, .39]	
Teacher	128	3.33	.60	[-.49, .14]	[-.50, .43]

Research Question 3

Research Question 3: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the school climate?

H_{03}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the school climate.

A one-way ANOVA was conducted to evaluate the differences in the perceptions of individuals of various school roles regarding ELLs and the school climate. The independent variable, school role, included three levels: administrator, guidance counselor, and teacher. The dependent variable was the individual's perceptions of the school climate and ELLs' educational experience. The ANOVA was not significant, $F(2,162) = .206$, $p = .814$. Therefore, the null hypothesis was retained. The strength of the differences between the individual's school role and his or her perceptions regarding ELLs and the classroom culture as assessed by η^2 was small (.003). The results indicated that the individual's school role did not affect his or her perceptions

regarding ELLs and the school climate. Figure 3 shows the distribution of the participant

responses. The 95% confidence intervals for the pairwise differences, means, and standard

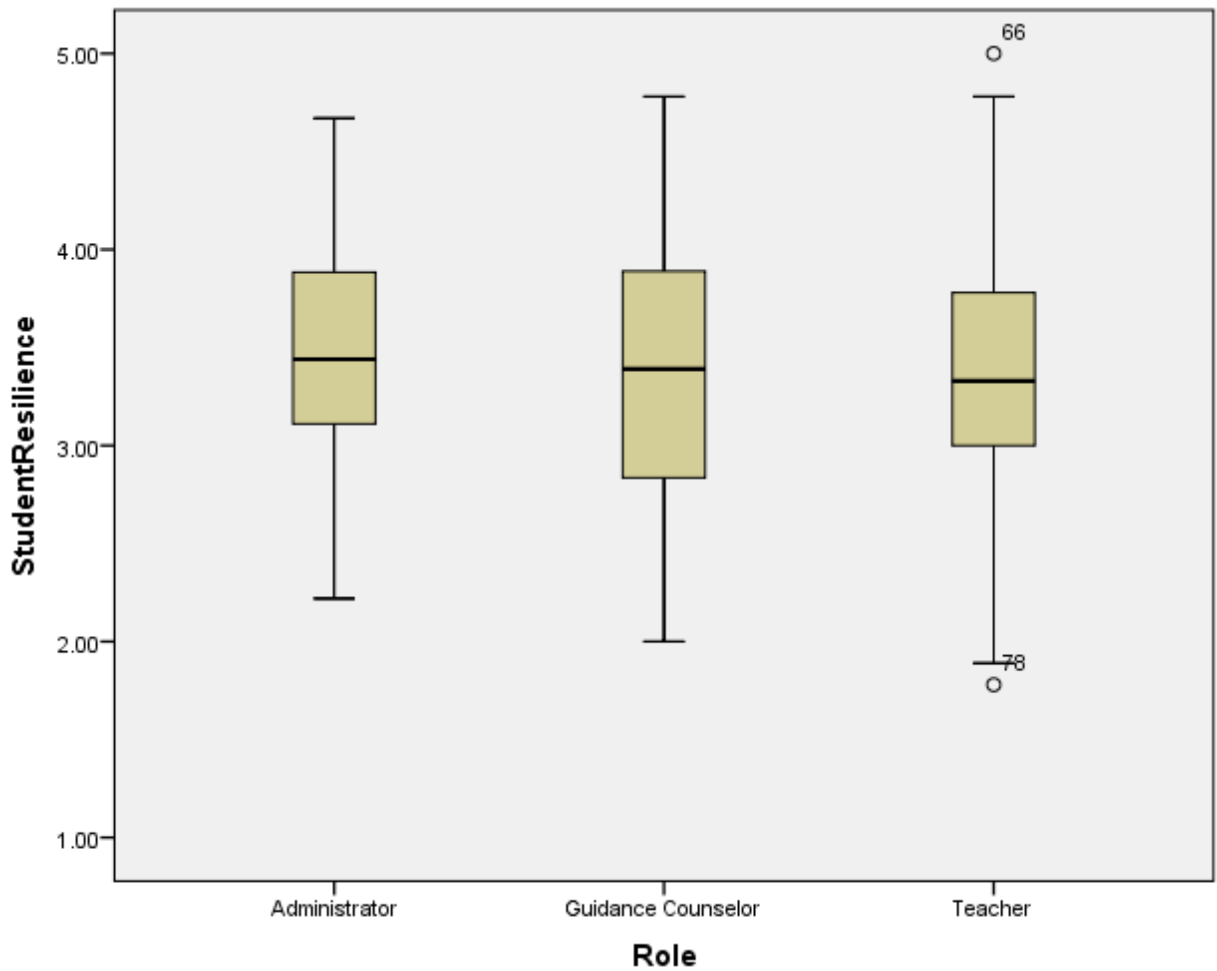deviations for the three groups are reported in Table 3.

Figure 3. Perceptions With Regard to ELLs and School Climate. Outliers have been identified
using the SPSS guideline greater or less than 1.5 X the 50th percentile. Median of sample is
represented in each category.

Table 3

95% Confidence Intervals of Pairwise Differences in Mean Changes in Perceptions of Administrators, Guidance Counselors, and Teachers With Regard to ELLs and School Climate

Role	*N*	*M*	*SD*	Administrator	Guidance Counselor
Administrator	23	4.05	.54		
Guidance Counselor	20	3.99	.46	[-.45, .32]	
Teacher	122	3.98	.46	[-.37, .23]	[-.29, .27]

Research Question 4

Research Question 4: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the school culture?

H_{04}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the school culture.

A one-way ANOVA was conducted to evaluate the differences in the perceptions of individuals of various school roles regarding ELLs and the school culture. The independent variable, school role, included three levels: administrator, guidance counselor, and teacher. The dependent variable was the individual's perceptions of the school culture and ELLs' educational experience. The ANOVA was not significant, $F(2,161) = .409$, $p = .665$. Therefore, the null hypothesis was retained. The strength of the differences between the individual's school role and his or her perceptions regarding ELLs and the classroom culture as assessed by η^2 was small (.005). The results indicated that the individual's school role did not affect his or her perceptions

regarding ELLs and the school culture. Figure 4 shows the distribution of the participant responses. The 95% confidence intervals for the pairwise differences, means, and standard deviations for the three groups are reported in Table 4.
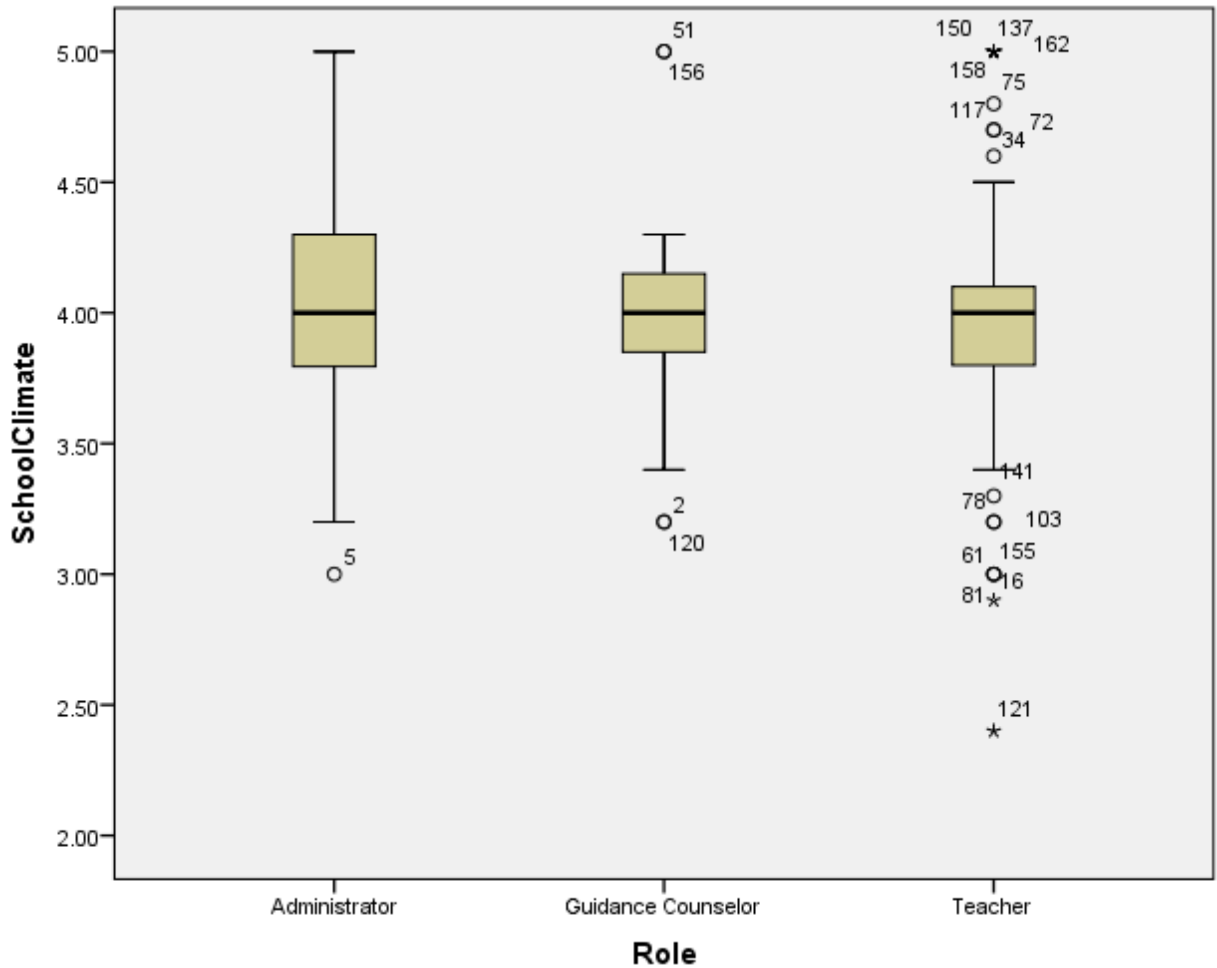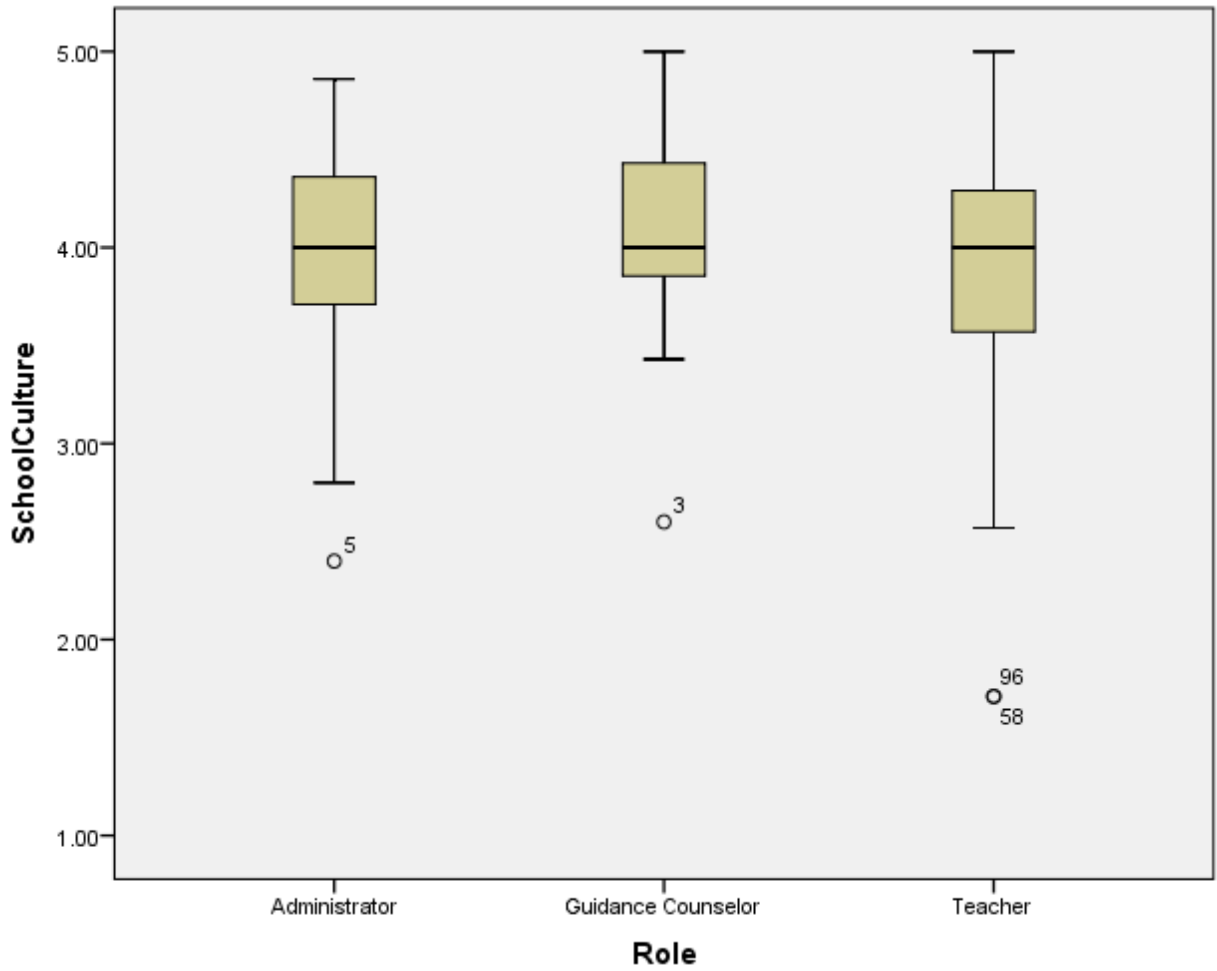

Figure 4. Perceptions With Regard to ELLs and School Culture. Outliers have been identified using the SPSS guideline greater or less than 1.5 X the 50th percentile. Median of sample is represented in each category.

Table 4

95% Confidence Intervals of Pairwise Differences in Mean Changes in Perceptions of Administrators, Guidance Counselors, and Teachers With Regard to ELLs and School Culture

Role	N	M	SD	Administrator	Guidance Counselor
Administrator	23	3.93	.60		
Guidance Counselor	19	4.02	.55	[-.36, .54]	
Teacher	122	3.88	.67	[-.41, .29]	[-.49, .21]

Research Question 5

Research Question 5: Are there significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the strength of the home and school partnership?

H_{05}: There are no significant differences in the perceptions of school administrators, guidance counselors, and classroom teachers with regard to ELLs and the strength of the home and school partnership.

A one-way ANOVA was conducted to evaluate the differences in the perceptions of individuals of various school roles regarding the strength of the home and school partnership with ELLs. The independent variable, school role, included three levels: administrator, guidance counselor, and teacher. The dependent variable was the individual's perceptions of the strength of the home and school partnership with ELLs. The ANOVA was not significant, $F(2,160) = 1.469$, $p = .233$. Therefore, the null hypothesis was retained. The strength of the differences between the individual's school role and his or her perceptions regarding ELLs and the strength of the home and school partnership as assessed by η^2 was small (.018). The results indicated that

the individual's school role did not affect his or her perceptions regarding ELLs and the strength

of the home and school partnership. Figure 5 shows the distribution of the participant responses.

The 95% confidence intervals for the pairwise differences, means, and standard deviations for

the three groups are reported in Table 5.
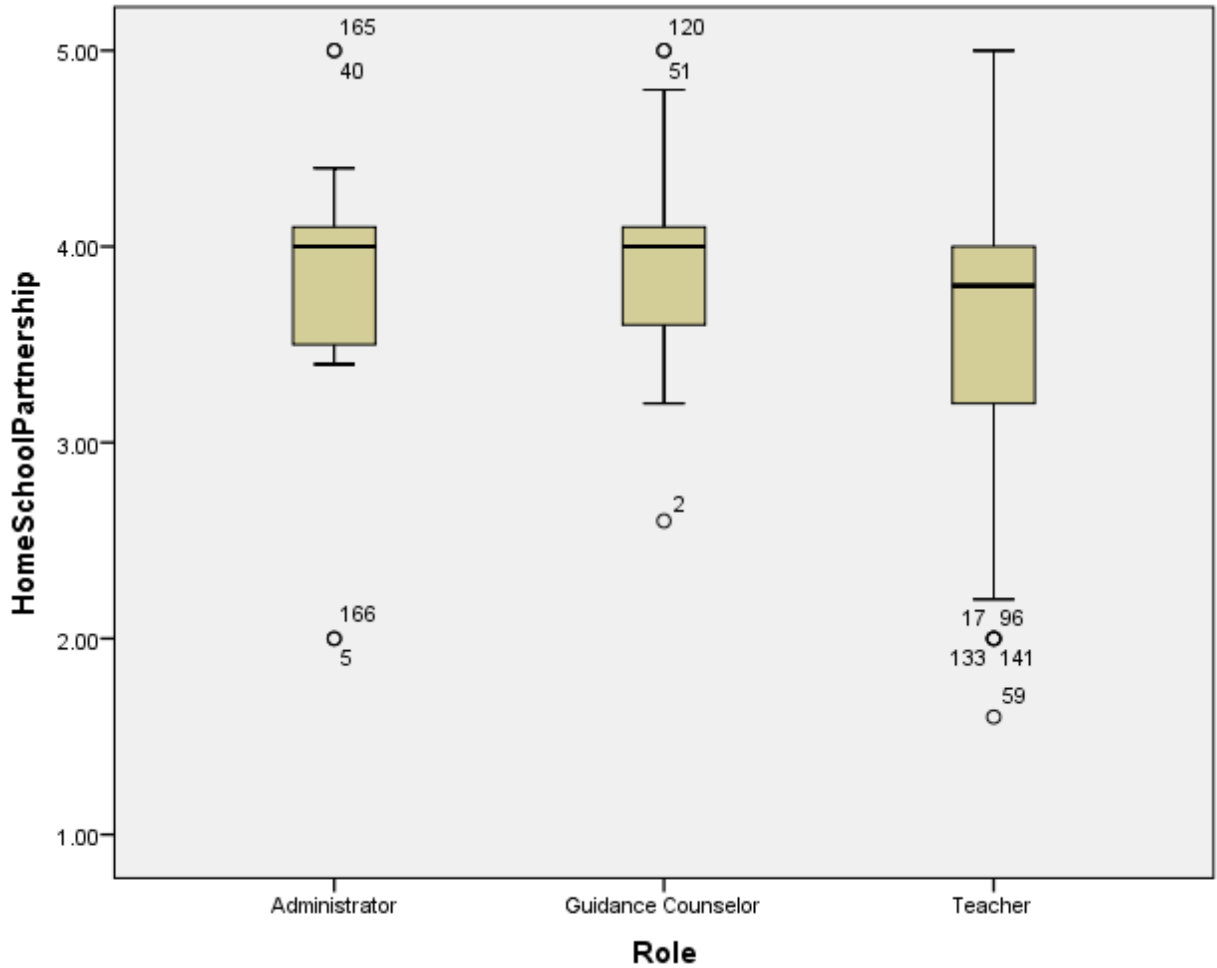

Figure 5. Perceptions With Regard to ELLs and Strength of Home and School Partnership.
Outliers have been identified using the SPSS guideline greater or less than 1.5 X the 50th
percentile. Median of sample is represented in each category.

Table 5

95% Confidence Intervals of Pairwise Differences in Mean Changes in Perceptions of Administrators, Guidance Counselors, and Teachers With Regard to ELLs and Strength of Home and School Partnership

Role	*N*	*M*	*SD*	Administrator	Guidance Counselor
Administrator	23	3.82	.72		
Guidance Counselor	19	3.96	.60	[-.38, .64]	
Teacher	121	3.69	.70	[-.54, .27]	[-.65, .11]

Chapter Summary

Data from administrators, guidance counselors, and teachers were presented and analyzed in this chapter. There were five research questions and five corresponding null hypotheses. All data were collected and analyzed. The survey was distributed to 12 school districts within Northeast Tennessee, consisting of 39 high schools, 105 administrators, 73 counselors, and 1,341 teachers. There was a 23% response rate among administrators, a 29% response rate among counselors, and a nearly 10% response rate among teachers. Participants in the study included 24 administrators (principals, assistant principals, and associate principals), 21 guidance or school counselors, and 129 teachers.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the perceptions of administrators, guidance counselors, and classroom teachers in the high schools of Northeast Tennessee regarding their schools' academics, climate, culture, parent engagement, and their English Language Learners' school experiences. Specifically the researcher sought to ascertain if significant differences exist between the perceptions of different groups of educational professionals within the school, with those groups identified as school administrators, guidance counselors, and classroom teachers. This chapter contains a summary of the findings, conclusions, and recommendations for practice and future research.

<u>Summary</u>

The analysis presented in this study was based upon 50 survey items with 42 of those items measured on a five-point Likert scale, 5 items as multiple choice, and 3 items as open-ended. Each research question had one null hypothesis and was analyzed using one-way ANOVA.

The 174 participants were grouped according to their role in the school: Administrator, Guidance Counselor, and Teacher. The number of participants who identified themselves as Administrator was 24. The number of participants who identified themselves as Guidance Counselor was 21, and 129 participants identified themselves as Teachers.

Conclusions

The purpose of this study was to investigate the perceptions of administrators, guidance counselors, and classroom teachers within the high schools of Northeast Tennessee regarding their schools' academics, climate, culture, and parent engagement and their English Language Learners' school experiences. Specifically this researcher analyzed whether significant differences exist between the perceptions of different groups of educational professionals in the school, with those groups identified as school administrators, guidance counselors, and classroom teachers. The following conclusions were based on the findings from the data in this study:

1. There were no significant differences in the perceptions of administrators, guidance counselors, and teachers regarding ELLs and the classroom culture within the school. Little difference was found in each group's mean: Administrator with a mean of 3.82, Guidance Counselor with a mean of 3.99, and Teacher with a mean of 3.82. A possible explanation for the similar responses is the existence in the participating schools of a sense that strong efforts are being made within the classroom to reach ELLs.

Of the participants, 92% of the administrators, 57% of the guidance counselors, and 42% of the teachers indicated they had taught or worked in K-12 education for 11 years or more. In contrast, considerably smaller percentages of participants had little experience in the educational profession, with 0% of administrators, 9% of guidance counselors, and 30% of teachers indicating they had taught or worked in K-12 education for only 1 to 3 years. In addition, 40% of administrators, 56% of guidance counselors, and 45% of teachers indicated they had taught or worked with 11 or more ELLs within their current district. With greater experience often comes

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increased efficacy and confidence in the work at hand, providing a possible explanation for the responses regarding classroom culture.

Yet, all three groups had means below that of 4, or "Agree," and not approaching that of 5, or "Strongly Agree." Thus, none of the three groups noted strong confidence that all the positive factors listed under the subheading of "Classroom Culture" were being provided in their schools. Of the 174 participants, only 5, one administrator and 4 teachers, had responses with a mean of 5, or "Strongly Agree," regarding ELLs and classroom culture.

2. There were no significant differences in the perceptions of administrators, guidance counselors, and teachers regarding ELLs and student resilience factors. Little difference was found in each group's mean: Administrator with a mean of 3.50, Guidance Counselor with a mean of 3.36, and Teacher with a mean of 3.33. The means for perceptions of student resilience factors of ELLs were lower than those for perceptions of classroom culture, in which Administrator had a mean of 3.82, Guidance Counselor had a mean of 3.99, and Teacher had a mean of 3.82. These mean differences could signify stronger confidence of participants in a realm that they sense is under their control or sphere of influence, classroom culture, than in a realm that seems out of their sphere, that of ELLs and their motivation, pride in their work, and positive engagement at school.

Of note is the fact that student efficacy and resilience has been strongly connected to positive relationships (Bandura, 1997; Rowell, 2013; Waxman et al., 2003). Although 151 participants indicated "Agree" or "Strongly Agree" to giving individual assistance and attention to ELLs within the classroom, 61 indicated either "Not Sure," "Disagree," or "Strongly Disagree" to knowing the background, challenges, and interests of the ELLs within their

classroom and/or school. Thus, a large number of the participants do not know much about the ELLs outside of the classroom environment; and it would stand to reason that the ELLs also know little about or are not strongly connected to the teachers, guidance counselors, or administrators.

DeJesus and Antrop-Gonzalez (2006) discovered Latino students consistently stressed the importance of strong and caring social relationships with each other and their teachers in helping them enjoy school. Furthermore, Benard (1997) emphasized that teachers could buffer risk and support positive student growth through caring relationships, using student strengths, interests, and dreams as a beginning point for learning, keying into their intrinsic motivation for learning. Thus, the lack of personal relationships and knowledge of students indicated by a considerable number of participants in this study could have an impact on their ELLs' student resilience factors.

3. There were no significant differences in the perceptions of administrators, guidance counselors, and teachers regarding ELLs and school climate. Little difference was found in each group's mean: Administrator with a mean of 4.05, Guidance Counselor with a mean of 3.99, and Teacher with a mean of 3.98. The means for perceptions of ELLs and school climate were higher than those for perceptions of classroom culture (Administrator = 3.82, Guidance Counselor = 3.99, and Teacher = 3.82) or for perceptions of student resilience factors (Administrator = 3.50, Guidance Counselor = 3.36, and Teacher = 3.33). School climate incorporates the quality and character of school life, including norms and values, interpersonal relations and social interactions, and organizational processes and structures. A climate that is safe, supportive, challenging, and empowering is most conducive to ELL academic success. Although the roles of

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the three groups differ and are unique, their consistent responses could be due to all being involved in helping to create and maintain the school climate.

Of the 10 questions in this section of the survey, 4 ended up with responses of "Not Sure" or "Disagree," with 1 of the 4 even resulting in "Strongly Disagree" responses. When responding to whether their faculty and staff cultivate academic achievement and self-efficacy, 29 indicated "Not Sure" or "Disagree." When responding to whether their faculty and staff helped ELLs develop positive relationships with others, 39 indicated "Not Sure" or "Disagree," giving the same response for their faculty and staff encouraging ELLs' involvement in social and extracurricular activities.

The one item that garnered three "Strongly Disagree" responses was the last, which inquired about their faculty and staff encouraging ELLs to enroll in challenging, college-preparatory coursework. To this item, 62 responded from "Not Sure" to "Strongly Disagree," with one of the "Strongly Disagree" responses entered by a guidance counselor. These responses would align with the prior 61 responses of "Not Sure" to "Strongly Disagree" in the subheading of "Classroom Culture" for knowing the background, challenges, and interests of ELLs. Helping students negotiate relationships with others, navigate involvement in social and extracurricular activities, and set a course for future college attendance and/or career planning requires more interaction than can occur within the parameters of course instruction (Kort-Butler, 2012; Sheng et al., 2011).

4. There were no significant differences in the perceptions of administrators, guidance counselors, and teachers regarding ELLs and school culture. Little difference was found in each group's mean: Administrator with a mean of 3.93, Guidance Counselor with a mean of 4.02, and

Teacher with a mean of 3.88. These means were quite similar to those regarding perceptions of ELLs and school climate: Administrator with a mean of 4.05, Guidance Counselor with a mean of 3.99, and Teacher with a mean of 3.98. School climate and school culture are so closely related that the terms are often used interchangeably, and differentiating between the two can become challenging. Yet, for the purpose of this research, school climate refers to emotional and academic supports and issues of safety, while school culture refers more to the style of administrative leadership, the school's policies and procedures that guide behavior and expectations, and the access students have to resources. Of note are the responses to the item regarding availability of training in practices of high-quality teaching for ELLs and other at-risk students; to this item, 57 participants indicated "Not Sure" to "Strongly Disagree," including 9 administrators and 45 teachers.

Also interesting is the difference in perception identified in responses to the item regarding involvement of faculty and staff in decision-making. To this item, all 23 administrators answering indicated either "Agree" or "Strongly Agree." However, 41 of the 121 teachers responding indicated "Not Sure" to "Strongly Disagree," which denotes a difference of opinion from those in administrative roles.

Lastly, 35 participants indicated "Not Sure" to "Strongly Disagree" to both the use of inclusionary practices and to access to tiered-intervention opportunities for ELLs. In the open-ended section of the survey, the responses provided for the item regarding the areas of greatest struggle for ELLs reinforces the need for inclusivity and academic interventions and supports at the high school level. Twenty-four participants addressed the need for inclusivity and personal relationships by noting ELLs' struggles with acceptance, language barrier, social interaction, and

feeling connected. Furthermore, reinforcing the need for access to interventions and supports, 18 participants mentioned the lack of formal school background in ELLs within their schools, lack of resources and/or training available to teachers, and the students' need for greater individual assistance to keep pace with their English-speaking peers.

5. There were no significant differences in the perceptions of administrators, guidance counselors, and teachers regarding ELLs and the strength of home and school partnership. Little difference was found in each group's mean: Administrator with a mean of 3.83, Guidance Counselor with a mean of 3.96, and Teacher with a mean of 3.69. To the item regarding educating parents about ways to support their child's learning, 60 participants indicated "Not Sure" to "Strongly Disagree," with 4 of those being "Strongly Disagree" and 54 of the 60 being teachers. In addition, a similar number of respondents, 56 participants, indicated "Not Sure" to "Disagree" to the item regarding teaching parents how to monitor their student's progress; of these 56, 42 were teachers. Finally, 39 participants, 30 of which were teachers, noted "Not Sure" to "Disagree" to the item regarding the existence of comprehensible communication with the ELL's parents. The need for attention to the home and school partnership was reiterated in the open-ended section of the survey, as individuals commented on the struggle to get ELLs to complete assignments at home, the need for more parent involvement, the lack of translators, and difficulty with communicating with parents.

6. In the Input section of the survey, 122 participants entered open-ended responses to the item regarding their perceptions of the areas of greatest struggle for ELLs in their school. Of these responses, 24 centered on ELLs' struggles with social acceptance and feelings of isolation, while 18 focused on these students' need for more resources and academic support.

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Furthermore, a number of responses had negative tones regarding ELLs' attitudes and work ethic. Some examples of these responses include the following:

"They feel that school is just a burden to be borne until they can leave (not necessarily by graduating) and get a job (restaurant server, construction worker, etc.)."

"Lack of respect"

"Some of our ELL students don't seem to understand the importance of education."

"Those who do not choose to do ANYTHING are not held to any standards and are unable to fail any classes and must be passed by law."

"Not being academically driven"

"ELLs do not understand, so they don't try – hoping they will just get passed through."

"Those that struggle often do not learn, but are merely pushed on through."

"They do not seem to understand what it means to be in class when the bell rings."

These comments underscore the importance of educational leadership encouraging and developing cultural competence and ELL-friendly perspectives among teachers (DeCapua et al., 2009; DiCerbo & Loop, 2003; Lopez, 2010; Somerfeld & Bowen, 2013).

<center>Recommendations for Practice</center>

The findings and conclusions of this research have informed the researcher's recommendations for practice to administrators, guidance counselors, and teachers, as noted below:

1. Regarding classroom culture, administrators are encouraged to provide staff development and training in the areas of cultural competence, research-based methods and

strategies for supporting academic success of diverse learners, and techniques in teaching comprehensible academic and social language in all subject areas. Teachers and guidance counselors identify the difficulty culture differences, language barriers, interrupted education, and lack of formal schooling present to ELLs' academic success, but many also cite the lack of resources, training, and experience to know how to support these students' development of language proficiency, resilience, and academic growth.

2. Regarding ELL student resilience factors, administrators, guidance counselors, and teachers should prioritize learning about the background, interests, challenges, and aspirations of the ELLs within their classrooms and schools. Understanding more about these students' academic backgrounds and future hopes can inform culturally-relevant classroom instruction and guidance towards club, sports, or other extra-curricular involvement and can be used as motivation to fuel the students' current persistence to meet future goals. The presence of even one supportive and caring adult can provide students with opportunities to plan for and experience academic success (Lopez, 2010).

3. Regarding school climate, administrators can be instrumental in leading the way in fostering a climate that demands high expectations for all students, including ELLs. ELLs and their parents need to be informed about the educational pathways for various careers in the United States and be made aware of the value of Advanced Placement, Honors, and college-preparatory coursework on those paths. This information needs to be provided in linguistically-comprehensible formats to the parents and students, and students need one-on-one guidance and direction in developing and monitoring their progress in their 4-year plans.

4. Regarding school culture, administrators have an opportunity to make it a priority to provide ELL access to academic supports while also fostering a culture that brings greater cultural awareness to the student body, increasing inclusivity and ELLs' sense of connection and belonging. In the area of academics, ELLs would benefit from tiered-intervention opportunities, after-school or during-school tutoring programs, and ongoing support of an on-site ESL teacher. In the area of social interaction and inclusion, the entire student body would benefit from greater global awareness as well as increased knowledge of the diversity, and the value and benefits increased diversity brings, within the school community. Thus, with an increased sense of belonging and connection along with added support to make academic success a possibility, ELLs' resilience and academic persistence should also increase (Croninger & Lee, 2001; DeJesus & Antrop-Gonzalez, 2006; Waxman et al., 2003).

5. Regarding ELLs and the strength of home and school partnership, administrators can request translators be available for system use for as many languages as possible. These translators could serve as liaisons between school and home and serve to bridge the language barrier in parent-teacher conferences, disciplinary meetings, guidance appointments, and 4-year, financial aid, and other informational meetings. The school might also use translation software to ensure forms requiring parent or guardian signatures are comprehensible.

6. Additionally, regarding the strength of home and school partnership, administrators could use the services of home and school liaisons, graduation coaches, ESL teachers, and/or community agencies to ensure both ELLs and their parents receive training in ways to monitor student progress, be it through use of online report card programs, teacher websites, or other methods. These individuals could also train the parents in ways to support student learning, as in

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assigning a place at home for studying, finding access to the internet and printers, or locating

bilingual dictionaries and websites, to name a few. Increased parent awareness of resources can

result in increased possibility of student success (Panferov, 2010; Sommerfeld & Bowen, 2013).

<center>Recommendations for Future Research</center>

1. The results of this study indicate that the professional role of an individual within the

school, be it administrator, guidance counselor, or teacher, does not significantly impact his or

her perceptions regarding the classroom culture, student resilience factors, school climate and

culture, or strength of home and school partnerships and ELLs' educational experience. This

study included 12 school districts within Northeast Tennessee. Recommendation for future

research includes broadening the scope of participants to include the entire state of Tennessee or

other states known to have large ELL populations, such as Georgia, Florida, or Texas.

Broadening the scope of the study to include a more diverse group of participants would possibly

reveal differences in perceptions.

2. A study could compare the subjective perceptions of administrators, guidance

counselors, and teachers to objective data for their districts, possibly including ELL graduation

and drop-out rates, ELL enrollment in Advanced Placement, Honors, or college-preparatory

coursework, ELL participation in school clubs, sports, or other extracurricular activities, and

ELL disciplinary referrals and attendance or truancy rates.

3. This study could be completed with a focus upon ELLs themselves. Thus, the study

could be replicated using a qualitative design, surveys, ELL interviews, parent interviews, and

classroom observations.

4. This study could be replicated using a qualitative design. Administrators, guidance counselors, and teachers could be interviewed and observed in action on site.

5. Quantitative and/or qualitative studies could be completed within districts that have exhibited success with ELLs in academics and social engagement so as to highlight and document policies and practices that have worked and are working with this student population.

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APPENDICES

APPENDIX A

IRB Exemption

ETSU

East Tennessee State University
Office for the Protection of Human Research Subjects • Box 70565 • Johnson City, Tennessee 37614-1707
Phone: (423) 439-6053 Fax: (423) 439-6060

IRB APPROVAL – Initial Exempt

October 9, 2014

Winiger Jill

RE: Perceptions of High School Administrators, Guidance Counselors, and Teachers
    Regarding Their School's Conduciveness to English Language Learners' Success
IRB#: c0914.14e

On **October 9, 2014**, an exempt approval was granted in accordance with 45 CFR 46. 101(b)(2). It is understood this project will be conducted in full accordance with all applicable sections of the IRB Policies. No continuing review is required. The exempt approval will be reported to the convened board on the next agenda.

- xform New Protocol Submission; Survey Intro Consent; Letters to Superintendents; Survey; References; CV; External Site Permissions for all sites

Projects involving Mountain States Health Alliance must also be approved by MSHA following IRB approval prior to initiating the study.

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,
Stacey Williams, Chair
ETSU Campus IRB

Full AAHRPP Accreditation

Accredited Since December 2005

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APPENDIX B

Letter of Informed Consent

Dear Participant:

My name is Jill Winiger, and I am a graduate student at East Tennessee State University. Currently, I am gathering research for my dissertation, entitled "Perceptions of High School Administrators, Guidance Counselors, and Teachers Regarding Their School's Conduciveness to English Language Learners' Success."

The purpose of this study is to investigate the perceptions of administrators, guidance counselors, and classroom teachers within high schools of Eastern Tennessee regarding their schools' academics, culture, climate, and parent engagement and their English Language Learners' school experiences.

I request that you complete a survey questionnaire that contains 50 questions, including multiple choice, Likert-scaled, and open-ended questions. It should take 10-15 minutes to complete.

To complete the survey, you may click on the provided link. This method is completely anonymous and confidential. In other words, there will be no way to connect your name with your responses. Although your rights and privacy may be maintained, the ETSU IRB and personnel particular for this research have access to the study records. When you have completed the survey, you click to submit online; and your questionnaire will be complete.

Participation in this research is voluntary. You must be 18 years of age or older in order to participate. If you do not want to fill out the survey, it will not affect you in any way. You may refuse to participate or may quit taking the survey at any point in the process. If you refuse to participate or quit, the benefits or treatment to which you are otherwise entitled will not be affected.

Your participation in this study would be greatly appreciated.

If you have any questions or concerns, please don't hesitate to contact me, Jill Winiger, at (423) 431-8293. I am working on this study under the supervision of Dr. Eric Glover, (423) 439-7566. Furthermore, the chairperson of the Institutional Review Board of East Tennessee State University is available at (423) 439-6055, if you have questions about your rights as a research subject. If you have any questions or concerns about the research and wish to talk to someone independent of the research team, you may call an IRB Coordinator at (423) 439-6055 or (423) 439-6002.

Sincerely,

Jill Winiger

APPENDIX C

Instrument

<u>Survey of Administrator, Guidance Counselor, and Teacher Perceptions of Their School's
Conduciveness to English Language Learners' Success</u>

This survey is designed to investigate the perceptions of high school administrators, guidance counselors, and classroom teachers as to their school's classroom and campus culture and climate and its support of English Language Learners' (ELLs) success. The results from this survey will be used to inform analysis and recommendations in my dissertation research. Your participation is vital providing the most current data from those who work in the high school arena every day.

Please take 10-15 minutes to answer the questions below, and submit upon completion. Your answers are totally confidential, and you will not be specifically identified in the research. Thank you in advance for your time and your participation.

1. Please indicate the number of years you have taught/worked at this school:
   - 1-3
   - 4-6
   - 7-10
   - 11 or more

2. Please indicate the number of years you have taught/worked in K-12 education:
   - 1-3
   - 4-6
   - 7-10
   - 11 or more

3. Please select your job category at this school:
   - Administrator
   - Guidance Counselor
   - Teacher

4. Please select the range that best describes the student population in your high school:
   - 0-300
   - 301-600
   - 601-900
   - 901-1200
   - Greater than 1200

5. Please indicate the number of English Language Learners (ELLs) you have taught/worked with while in this district:
   - 0
   - 1-5
   - 6-10
   - 11-20
   - 21 or more

Classroom Practice: Please rate how you feel regarding the statements below, ranging from "Strongly Disagree" (SD), "Disagree" (D),"Not Sure (NS), "Agree" (A) to "Strongly Agree" (SA).

In our school, teachers …
6. Help ELLs learn to manage their time

	1	2	3	4	5
	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

7. Show ELLs examples of high-quality work

	1	2	3	4	5
	SD	D	NS	A	SA

8. Assign work that requires creativity and problem-solving

	1	2	3	4	5
	SD	D	NS	A	SA

9. Provide timely and helpful feedback

	1	2	3	4	5
	SD	D	NS	A	SA

10. Teach ELLs how to set goals and track their progress

	1	2	3	4	5
	SD	D	NS	A	SA

11. Help ELLs understand and overcome their limitations

	1	2	3	4	5
	SD	D	NS	A	SA

12. Teach ELLs different strategies for solving problems

	1	2	3	4	5
	SD	D	NS	A	SA

13. Help ELLs learn how and when to ask for help

	1	2	3	4	5
	SD	D	NS	A	SA

14. Give ELLs individual attention and assistance

	1	2	3	4	5
	SD	D	NS	A	SA

15. Use strategies for supporting ELLs success in the classroom

	1	2	3	4	5
	SD	D	NS	A	SA

16. Know the background, challenges, and interests of the ELLs in my classroom

1	2	3	4	5
SD	D	NS	A	SA

ELLs' Resiliency factors: Please rate how you observe the ELLs in the classroom and school, ranging from "Strongly Disagree" (SD), "Disagree" (D), "Not Sure (NS), "Agree" (A) to "Strongly Agree" (SA).

Most ELLs in our school…

17. Push themselves to meet high standards

1	2	3	4	5
SD	D	NS	A	SA

18. Set goals for doing better and keep track of their improvements

1	2	3	4	5
SD	D	NS	A	SA

19. Take pride in the quality of their work

1	2	3	4	5
SD	D	NS	A	SA

20. Show a can-do attitude when faced with a new challenge

1	2	3	4	5
SD	D	NS	A	SA

21. Need constant reminding to do what they are supposed to do

1	2	3	4	5
SD	D	NS	A	SA

22. Fail to complete their homework

1	2	3	4	5
SD	D	NS	A	SA

23. Get picked on or excluded

1	2	3	4	5
SD	D	NS	A	SA

24. Treat teachers and staff with respect, even when they disagree

1	2	3	4	5
SD	D	NS	A	SA

25. Know how to balance school and other commitments

1	2	3	4	5
SD	D	NS	A	SA

School Climate: Please rate how you would rate the faculty and staff of your school, ranging from "Strongly Disagree" (SD), "Disagree" (D), "Not Sure (NS), "Agree" (A) to "Strongly Agree" (SA).

The faculty and staff of our school…

26. Provide support for ELL growth and improvement

1	2	3	4	5
SD	D	NS	A	SA

27. Help ELLs feel safe and cared for

1	2	3	4	5
SD	D	NS	A	SA

28. Prevent negative student interactions, such as hazing or peer cruelty, with ELLs

1	2	3	4	5
SD	D	NS	A	SA

29. Cultivate academic achievement and self-efficacy

1	2	3	4	5
SD	D	NS	A	SA

30. Help ELLs develop positive relationships with others

1	2	3	4	5
SD	D	NS	A	SA

31. Always treat students with respect

1	2	3	4	5
SD	D	NS	A	SA

32. Provide tutoring and other academic supports for ELLs

1	2	3	4	5
SD	D	NS	A	SA

33. Encourage involvement of ELLs in social and extracurricular activities

1	2	3	4	5
SD	D	NS	A	SA

34. Strive to form positive relationships with ELLs in the school

1	2	3	4	5
SD	D	NS	A	SA

35. Encourage ELLs to enroll in challenging, college-preparatory coursework

1	2	3	4	5
SD	D	NS	A	SA

School Culture: Please rate your administrator(s) and colleagues of your school, ranging from "Strongly Disagree" (SD), "Disagree" (D), "Not Sure (NS), "Agree" (A) to "Strongly Agree" (SA).

36. Fostering a culture of excellence and ethics is important to building administrators.

1	2	3	4	5
SD	D	NS	A	SA

37. Administrators provide opportunities for faculty and staff to study and discuss research and practices of high-quality teaching for ELLs and other at-risk students.

1	2	3	4	5
SD	D	NS	A	SA

38. Administrators involve faculty and staff in decision-making.

1	2	3	4	5
SD	D	NS	A	SA

39. Faculty and staff engage in open dialogue with colleagues about important issues facing the school.

1	2	3	4	5
SD	D	NS	A	SA

40. Faculty and staff feel personally responsible for student achievement.

1	2	3	4	5
SD	D	NS	A	SA

41. Administrators, faculty, and staff utilize inclusionary practices to recognize and embrace cultural diversity that exists within the student body.

1	2	3	4	5
SD	D	NS	A	SA

42. Tiered-intervention opportunities are provided for ELLs and other at-risk students.

1	2	3	4	5
SD	D	NS	A	SA

Home/School Partnership: Please rate your school on its collaboration and partnership with the homes of your ELL students, ranging from "Strongly Disagree" (SD), "Disagree" (D), "Not Sure (NS), "Agree" (A) to "Strongly Agree" (SA).

43. Faculty and staff educate parents about ways to support their child's learning at home.

1	2	3	4	5
SD	D	NS	A	SA

44. Faculty and staff work with parents when their child is having academic, social, emotional, or character challenges.

1	2	3	4	5
SD	D	NS	A	SA

45. Faculty and staff contact the parents if the student has done something well or has shown improvement in an area.

1	2	3	4	5
SD	D	NS	A	SA

46. Faculty and staff teach parents how to monitor their student's progress in school.

1	2	3	4	5
SD	D	NS	A	SA

47. Faculty and staff provide consistent and timely communication to parents in a way that is comprehensible to them.

1	2	3	4	5
SD	D	NS	A	SA

Input: Please offer your personal insight on the three (3) questions below. Your responses are important.

48. What do you perceive to be the areas of greatest struggle for ELLs in your school?

49. What are some strategies/methodologies/programs you have personally used or have seen used in your school to support ELL success?

50. If known, please provide the number of ELLs currently enrolled in your school:

Thank you for your time and attention in completing this survey. The results of the survey study will be available for viewing upon publication of my dissertation. Once again, your participation is greatly appreciated.

Online Instrument

Perceptions Regarding School's Conduciveness to ELL Success

Welcome to My Survey

This survey is designed to investigate the perceptions of high school administrators, guidance counselors, and classroom teachers regarding their school's classroom and campus culture and climate and its support of English Language Learners' (ELLs) success. An *English Language Learner (ELL)* is a student whose native language is a language other than English and who has been determined to lack the English language skills necessary to successfully achieve in classrooms where the language of instruction is English. The results from this survey will be used to inform analysis and recommendations in my dissertation research. Your participation is vital to providing the most current data from those who work in the high school arena every day.

Please take 10-15 minutes to answer the questions following, and submit upon completion. On each page, click "Next" when ready to proceed to the next page or on "Prev" if you wish to return to the previous page. When you have completed the survey, you will click on "Done" on the last page.

Your answers are confidential, and you will not be specifically identified in the research.

Thank you for your time and your participation.

Perceptions Regarding School's Conduciveness to ELL Success

Introductory Questions

1. Please indicate the number of years you have taught/worked at this school:

○ 1-3

○ 4-6

○ 7-10

○ 11 or more

2. Please indicate the number of years you have taught/worked in K-12 education:

○ 1-3

○ 4-6

○ 7-10

○ 11 or more

3. Please select your job category at this school:

[　　　　]

4. Please select the range that best describes the student population in your high school:

○ 0-300

○ 301-600

○ 601-900

○ 901-1200

○ Greater than 1200

5. Please indicate the number of English Language Learners (ELLs) you have taught/worked with while in this district:

○ 0

○ 1-5

○ 6-10

○ 11-20

○ 21 or more

Perceptions Regarding School's Conduciveness to ELL Success

Classroom Practice

Please rate how you feel regarding the statements below, ranging from "Strongly Disagree," "Disagree," "Not Sure," "Agree," to "Strongly Agree."

6. *In our school, teachers...*

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Help ELLs learn to manage their time	○	○	○	○	○
Show ELLs examples of high-quality work	○	○	○	○	○
Assign work that requires problem-solving	○	○	○	○	○
Provide timely and helpful feedback	○	○	○	○	○
Teach ELLs how to set goals and track their progress	○	○	○	○	○
Help ELLs understand and overcome their limitations	○	○	○	○	○
Teach ELLs different strategies for solving problems	○	○	○	○	○
Help ELLs learn how and when to ask for help with academics	○	○	○	○	○
Give ELLs individual attention and assistance	○	○	○	○	○
Use strategies for supporting ELLs success in the classroom	○	○	○	○	○
Know the background, challenges, and interests of the ELLs in their classroom	○	○	○	○	○

Perceptions Regarding School's Conduciveness to ELL Success

ELLs' Resiliency Factors

Please rate how you observe the ELLs in the classroom and school, ranging from "Strongly Disagree," "Disagree," "Not Sure," "Agree," to "Strongly Agree."

7. Most ELLs in our school....

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Push themselves to meet high standards	○	○	○	○	○
Set goals for doing better and keep track of their improvements	○	○	○	○	○
Take pride in the quality of their work	○	○	○	○	○
Show a can-do attitude when faced with a new challenge	○	○	○	○	○
Need constant reminding to do what they are supposed to do	○	○	○	○	○
Fail to complete their homework	○	○	○	○	○
Get picked on or excluded	○	○	○	○	○
Treat teachers and staff with respect, even when they disagree	○	○	○	○	○
Know how to balance school and other commitments	○	○	○	○	○

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Perceptions Regarding School's Conduciveness to ELL Success

School Climate

Please note how you would rate the faculty and staff of your school, ranging from "Strongly Disagree," "Disagree," Not Sure," "Agree," to "Strongly Agree."

8. The faculty and staff of our school....

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Provide support for ELL growth and improvement	◯	◯	◯	◯	◯
Help ELLs feel safe and cared for	◯	◯	◯	◯	◯
Prevent negative student interactions, such as hazing or peer cruelty, with ELLs	◯	◯	◯	◯	◯
Cultivate academic achievement and self-efficacy	◯	◯	◯	◯	◯
Help ELLs develop positive relationships with others	◯	◯	◯	◯	◯
Always treat students with respect	◯	◯	◯	◯	◯
Provide tutoring and other academic supports for ELLs	◯	◯	◯	◯	◯
Encourage involvement of ELLs in social and extracurricular activities	◯	◯	◯	◯	◯
Strive to form positive relationships with ELLs in the school	◯	◯	◯	◯	◯
Encourage ELLs to enroll in challenging, college-preparatory coursework	◯	◯	◯	◯	◯

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Perceptions Regarding School's Conduciveness to ELL Success

School Culture

Please rate the administrator(s) and colleagues of your school, ranging from "Strong Disagree," "Disagree," "Not Sure," "Agree," to "Strongly Agree."

9. Evaluate the following statements.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Fostering a culture of excellence and ethics is important to building administrators.	◯	◯	◯	◯	◯
Administrators provide opportunities for faculty and staff to study and discuss research and practices of high-quality teaching for ELLs and other at-risk students.	◯	◯	◯	◯	◯
Administrators involve faculty and staff in decision-making.	◯	◯	◯	◯	◯
Faculty and staff engage in open dialogue with colleagues about important issues facing the school.	◯	◯	◯	◯	◯
Faculty and staff feel personally responsible for student achievement.	◯	◯	◯	◯	◯
Administrators, faculty, and staff utilize inclusionary practices to recognize and embrace cultural diversity that exists within the student body.	◯	◯	◯	◯	◯
Tiered-intervention opportunities are provided for ELLs and other at-risk students.	◯	◯	◯	◯	◯

Perceptions Regarding School's Conduciveness to ELL Success

Home/School Partnership

Please rate your school on its collaboration and partnership with the homes of your ELL students, ranging from "Strongly Disagree," "Disagree," "Agree," to "Strongly Agree."

10. Evaluate the following statements.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Faculty and staff educate parents about ways to support their child's learning at home.	◯	◯	◯	◯	◯
Faculty and staff work with parents when their child is having academic, social, emotional, or character challenges.	◯	◯	◯	◯	◯
Faculty and staff contact the parents if the student has done something well or has shown improvement in an area.	◯	◯	◯	◯	◯
Faculty and staff teach parents how to monitor their student's progress in school.	◯	◯	◯	◯	◯
Faculty and staff provide consistent and timely communication to parents in a way that is comprehensible to them.	◯	◯	◯	◯	◯

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Perceptions Regarding School's Conduciveness to ELL Success

Input

Please offer your personal insight on the three (3) questions below. Your responses are important.

11. What do you perceive to be the areas of greatest struggle for ELLs in your school?

12. What are some strategies/methodologies/programs you have personally used or have seen used in your school to support ELL success?

13. If known, please provide the number of ELLs currently enrolled in your school:

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Perceptions Regarding School's Conduciveness to ELL Success

Conclusion

Thank you for your time and attention in completing this survey. The results of the survey study will be available for viewing upon publication of my dissertation. Once again, your participation is greatly appreciated.

VITA

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                                    1997 - 1998
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TESOL Leadership Academy Certificate
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