

VOICES FROM THE FIELD: THE IMPACT OF PROPOSITION 203 ON THE
INSTRUCTION OF ENGLISH LANGUAGE LEARNERS IN A LOCAL SCHOOL
DISTRICT

by

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Tú eres mi hermano del alma, realmente el amigo,
Que en todo camino y jornada estás siempre conmigo.
Aunque eres un hombre, aún tienes alma de niño,
Aquel que me da su amistad, su respeto y cariño.
Recuerdo que juntos pasamos muy duros momentos,
Y tú no cambiaste por fuertes que fueran los vientos.
Es tu corazón una casa de puertas abiertas.
Tú eres realmente el más cierto en horas inciertas.

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ABSTRACT

The passage of Proposition 203 in Arizona in November 2000, virtually replaced bilingual education with a default program for English Language Learners—Structured English Immersion (SEI). The requirement is for nearly all instruction to be in English, with a minimal amount of the native language allowed. This mixed-method study chronicles the implementation of Proposition 203 in a local school district and examines its effects on instructional practices, student achievement, as well as on school climate and culture. Also described are the mitigating requirements of NCLB and Arizona Learns and their effect on instruction for ELL students.

Eight teachers in grades K-3 in both SEI and bilingual education programs, and two elementary bilingual special education teachers participated in the study. Six of the ten total participants hold an endorsement in bilingual education. Student achievement data included an analysis of AIMS scores in reading, writing, and math for 2005 and 2006. Qualitative research methodologies were used to obtain classroom observation data. Teacher interviews consisted of open-ended questions related to teachers' understanding about Proposition 203 and its effects on their instruction and school climate.

This study suggests that SEI has not been successful in raising student achievement and English proficiency to the levels its proponents had promised. High-stakes testing and other requirements of NCLB and Arizona Learns have exacerbated district attempts to expand bilingual education programs. The study concludes with a

summary of continued challenges regarding effective ELL instruction and recommendations and proposed solutions from the literature and the field.

CHAPTER I

INTRODUCTION

Statement of the Problem

The issue of how best to educate language minority students¹ and students identified as English Language Learners (ELL)² has been central in political controversies, ideological battles, and pedagogical debates. The controversies have escalated intensely in the last decade as the number of ELLs has increased exponentially, and the texture of United States schools has become increasingly diverse. Intersecting variables, including language, culture, socio-economic status, and opportunity to learn, contribute to the challenges of properly addressing the needs of all students. Additionally, mounting pressures precipitated by federal and state accountability systems, including high-stakes assessments and sanctions for underperforming schools, have propelled the educational focus onto several exigent realities: (a) the number of ELLs in our nation's schools continues to increase each year; (b) achievement among ELLs, especially among Latino students has continued to lag behind that of other student groups; and (c) ELLs, notably Latino students, continue to drop out of school at unacceptably high rates. These realities have significantly affected language and

¹ The reference to language minority students will be used for students who come from a home where another language other than English is spoken but who are not necessarily limited in English proficiency.

² The population represented by the term *English Language Learner* is far from being a monolithic group. A variety of labels exist, including Limited English Proficient (LEP) and English Learner (EL); definitions are often highly debated. However, for purposes of this paper, the term *English Language Learner (ELL)* and English Learner will be used interchangeably in reference to students who were not born in the United States, or whose primary or home language is a language other than English. Also, these students may have difficulty in one or more of the domains of English listening, comprehension/understanding, speaking, reading, and writing). These difficulties may impede their opportunities to be successful in all-English instruction (U.S. Department of Education, 1998).

educational policies, legislation, programs, pedagogy, and the teaching force itself. Also glaringly evident is the urgent need for more research in the area of effective instructional practices for English Language Learners, especially in light of new mandates that restrict the amount of native language allowed for instruction.

Growing Numbers of Latino and English Language Learners

The ELL population is the fastest growing demographic in schools across all regions of the United States. Between 1990 and 2000, the number of ELL students rose by 46 percent (National Clearinghouse for English Language Acquisition, 2002). Nationally, the number of ELL students in the public schools increased from about two million students in 1993-1994 to over three million students in 1999-2000, representing an increase of 900,000 students during this period (National Center for Educational Statistics, 2004). In 2000-2001, over four million ELL students were enrolled in public schools, or about 9.6 percent of the total student population in grades Pre-K through grade 12. Nearly one in nine, or over five million students in the public schools, are ELL (Goldenberg, 2006).

In the Southeastern states, the number of ELLs grew by approximately 400 percent between 1993-94 and 2003-2004. However, the West region of the United States had the largest number of public school students designated as ELL, with 1,738,000 students or 16.3 percent of the total school population in 1999-2000, as compared to 1,142,000 students or 12.3 percent of all students in 1993-1994 (NCES, 2004). Projections indicate that by the year 2025, one in four public school students in grades K-

12 will come from a home where a language other than English is spoken (Goldenberg, 2006).

Surprisingly, the majority of ELLs, or 53.7 percent, are concentrated in a relatively small number of districts across the United States; these districts have large ELL student populations of 5,000 or more. A larger number of school districts (60.8 percent), however, have 99 or fewer ELLs enrolled (Zehler, et al, 2003).

Latinos³ constitute the largest number of ELLs in the nation. The number of Latinos in the United States doubled between 1980 and 2002 (Saenz, 2004). In 2002, there were 37.4 million Latinos residing in the United States that represented 13.3 percent of the nation's total population (Ramirez & de la Cruz, 2003). Birth rates and immigration account for the significant increases. In 2002, two of five, or 4.2 percent of Latinos were foreign born (Ramirez & de la Cruz, 2003); among the foreign-born Latinos, more than 52 percent entered the United States between 1990 and 2002 (Zurita, 2005). A significant portion of the Latino population, therefore, is made up of recent immigrants and predominantly students.

Latinos now represent more than 13 percent of the United States population of 284.8 million, as compared to the White population, numbering 199.3 million and constituting about 70 percent of all United States residents (García, 2001). In 2003, the U.S. Census Bureau designated Latinos as the largest minority group in the nation. In 1980, the Latino population was only slightly over half the size of the African American population (García, 2001, Saenz, 2004) In 2002, one of every eight residents of the

³ The term *Latino* will be used in this dissertation to refer to a broad and diverse range of students also called Hispanic, Chicanos, and Mexican Americans.

United States was Latino, and according to the 2000 U.S. Census projections, by 2035, Latinos will account for one of every five residents, one of every four by 2055, and one of every three by 2100 (Saenz, 2004). About two-thirds, or 66.9 percent, of all Latinos are of Mexican origin (Ramirez & de la Cruz, 2003).

Arizona is one of the fastest growing states in the nation. According to the latest estimates from Arizona's Department of Economic Security Population Statistics Unit, as of July 1, 2005, the population in the state exceeded 6 million (Arizona Department of Commerce). By 2055, Arizona's population is expected to reach 13.34 million, a 160 percent increase from the state's population of 5.13 million in 2000.

Similarly, the Latino population in Arizona has increased substantially to over 1.29 million (U.S. Census, 2001), a growth of 88% since 1990. Between 2000 and 2004, the number of Latinos grew by 22 percent or 1.5 million and is expected to continue in its growth (Santiago, 2006). By the year 2045, the Latino population in Arizona is projected to become the largest of Arizona's language minority population groups (Arizona Town Hall Report, 2002).

The Latino population in Arizona is on the average younger than the general population (González & Szecsy, 2002; Ramirez & de la Cruz, 2003). Between 1990 and 2003, the Latino student population grew by 164,903, a 95 percent change during this time period (Santos, et. al., 2006). Conversely, the number of White students increased by only 10% or 44,083 students over this same time. Thirty-eight percent of Latinos are under the age of 18, as compared to 23% of other persons under 18 not of Latino origin.

In both Phoenix and Tucson, half of the K-12 population is now Latino and accounts for 85 percent of the growth in the 18-years-and-under population during the last 10 years.

Low Academic Achievement

Considerable efforts have been made to reform the nation's public K-12 educational system. The standards-based education reform movement has proliferated substantial changes in assessment and curriculum in schools across the United States. Though the standards movement greatly impacts ELLs at all grade levels, state and local efforts to include ELLs in the new system of accountability have not been sufficient (Menken, 2001). The pivotal expectation that all students will attain high levels of achievement does not, however, specifically provide instructional blueprints for students who are not proficient in English, especially in the area of reading instruction (García & Beltrán, 2003). In general, the over-emphasis on high-stakes testing, together with the pervasiveness of transmission-oriented approaches to instruction, has overshadowed the potential for standards to guide instructional practices.

The new wave of state and federal policymaking in education focuses on standards. Advocates contend that standards clarify the purposes and set the direction in which schools should be moving (Elmore & Fuhrman, 1995). Furthermore, standards are purported to increase school accountability and provide policymakers and the public a gauge to determine whether or not schools are measuring up to expectations. Content and performance standards define what students should know and be able to do in the various subject areas (i.e., reading, writing, mathematics, etc.). A third type, opportunity-to-learn (OTL) standards, charge schools, districts, and states with the responsibility to

put in place a set of conditions so that all students have equal opportunities to meet the expectations described by the performance and content standards. The premise of OTL standards is that it is unfair to hold students and teachers accountable for meeting the lofty expectations of the standards if they are striving to do so under conditions that would make it ultimately impossible to achieve them. The issues raised by the OTL standards have not been sufficiently reflected in state educational policies. Howe (1995) summarizes this educational conundrum: “Better educational standards can eliminate low achievement under these conditions no more effectively than better nutritional standards can eliminate hunger under famine conditions” (p. 2).

Two main challenges in the implementation of standards in relation to ELLs have been proposed by Menken (2001). First, even though most school districts have processes in place for using standards, efforts to include ELLs in the instructional process have been insufficient. Secondly, limited attention has been placed on the implementation of standards in the classroom. Instead, the focus has been on accountability and high-stakes testing, which may be diminishing the possibility of standards as tools to guide and inform instruction. Current federal legislation further emphasizes the importance of ensuring student attainment of the standards. Consequently, standardized tests have become high-stakes measures of student progress. Assessments designed for ranking students are generally not good instruments for helping teachers improve their instruction, or to modify their practices in order to assist individual students (Guskey, 2003). In addition, teachers need training in using assessment results

to help them view their assessments as integral to the instructional process and crucial measures to help students learn (Schmoker, 2006).

Still, the requirements from No Child Left Behind (NCLB) and other federal and state policies, demand success for all subgroups of children, including cohorts by ethnicity, gender and ELL status. Thus, the achievement of English language learners has taken on even a greater importance, as schools strain to prevent being labeled as “underperforming.” Thousands of schools are now at risk of not meeting their adequate yearly progress (AYP) goals, for example, unless their ELL cohorts make adequate academic gains (Slavin, R.E., & Cheung, A., 2003).

At a national, state, and classroom level, Latino students are performing somewhat better than they have in the past in many areas; however, their test scores continue to lag behind their White and Asian peers, and in some cases Blacks as well, on measures of academic achievement and other measures of academic success (Fashola, Slavin, Calderón, & Durán, 1996; Zurita, 2005). According to the National Assessment of Educational Progress (NAEP), often referred to as the “nation’s report card,” results demonstrate that achievement gaps between Latino and White students have decreased at all grade levels since the 1970s, but Latino students continue to score below their White peers in NAEP assessments for reading and math (American Federation of Teachers, 2004). According to NAEP scores, over one-third of Latino students are performing below grade level. Recent NAEP results (NCES, 2003) indicate that only 11 percent of Latino eighth-graders scored at or above the proficient level in math, as compared to 36 percent of White eighth-grade students. In reading, only 14 percent of Latino eighth-

grade students scored at or above “Proficient,” in comparison to 39 percent of White eighth-graders. NAEP assessments, which exclude students with the lowest levels of English proficiency from testing, show that at fourth grade, only 44% of Latino students scored at or above the “Basic” level, as compared to 75% of Anglo students. Furthermore, only 15% of Latino fourth-graders scored at Proficient or Better compared to 41% of Anglos (Slavin & Cheung, 2003; Grigg, Danne, Jin, & Campbell, 2003).

In Arizona, the AIMS assessment has been used since 1995 to measure student performance in reading, writing, and math against the state’s standards of performance expected in Grades 3, 5, 8, and 10. The yearly AIMS results play a role in determining whether or not schools and districts meet the requirements of Arizona LEARNS, the state’s accountability system. Schools are labeled as “Excelling,” “Highly Performing,” “Performing,” “Underperforming,” or “Failing,” depending on the number of students whose performance levels “fall far below,” “approach,” “meet,” or “exceed” the standards in the three content areas. The expectations for Adequate Yearly Progress (AYP) in the federal regulations of No Child Left Behind (NCLB) are that 100% of students be proficient in the state’s academic standards in reading and math by the year 2013-2014. One of the variables in a school or district’s making AYP is the percentage of students by subgroup (e.g. race/ethnicity, special education, ELL, economically disadvantaged) who pass the AIMS.

On the 2001 AIMS Reading Assessment, Latino students performed poorly in comparison to White, Asian, Black, and Native American students in Grades 3, 5, and 8 (González & Szecsy, 2002). Latino students in third and fifth grades performed at the

“falls far below” the standard at about three times the rate of their White counterparts. In math, a larger number of Latino third, fifth, and eighth-grade students were in the lower range of scores and were underrepresented in the higher performance levels. Twenty-one percent of Latino third-grade students “fell far below” standard in math, while only 7% of White third-graders were in this level.

A comparison of 2004 and 2005 AIMS scores demonstrates an increase in 2005 for Latino students in both reading and math across Grades 3, 5, 8, and 10. Despite the slight upward trend, the scores for Latinos were significantly lower than those of the White student group. For example, the number of 3rd grade Latino students who passed the 2005 AIMS Reading test rose to 51% from 48% in 2004; scores for White 3rd graders increased from 78% passing in 2004 to 81% passing in 2005. In 2004, only 17% of Latino high school students passed the math portion of the AIMS, when compared to 45% of White students. In reading, the number of Latinos who scored at or above the standard was 31%, while the passing rate for Whites was 68% and for Asians, 64% (Santos, et. al., 2006). In writing, the passing scores for Latinos (41%) and Native Americans (40%) were the lowest in the state.

A pattern of improved AIMS scores in 2003 scores resulted in fewer public elementary schools receiving the label of “Underperforming” (Wright, 2005). Nevertheless, scores for English Language Learners declined in 2004 on both Reading and Math subtests. Wright (2005) points out the sudden increase in the number of ELLs passing the 2004 Writing subtest, but questions this growth as a sign of true improvement, given that other AIMS subtests and the Stanford 9 scores showed a decline

or no significant growth. The fact remains that serious achievement gaps still exist between ELLs and their counterparts.

AIMS data also suggests that Arizona's Latino students are not demonstrating the minimum competencies to apply and enroll in post-secondary institutions (Santos et. al., 2006). Sadly, many students drop out long before the post-secondary level.

Drop-out Rates

The drop-out rate among Latinos is higher than for any other ethnic group, exceeding by 2.5 times the rate for Blacks and 3.5 times the rate for Whites (Hispanic Dropout Project Report, 1998; U.S. Department of Labor, 2003). In 2000, 64 percent of Latino students between the ages of 18 and 24 completed high school, in comparison to 92 percent of Whites and 84 percent of Blacks (Llagas & Snyder, 2003). Drop-out rates among Latinos born outside the United States are at about 43%, and the rate for all Latinos is rapidly approaching the 50 percent mark (Thornburgh, 2006). Although the Latino population accounts for 56 percent of all US immigrants, Latinos account for nearly 90 percent of all drop-outs among foreign-born students. In 2000, the drop-out rate for first-generation Latinos was 15 percent. Although this figure is significantly lower than for foreign-born Latinos, it is still higher than the rate for their White and African American counterparts (Zurita, 2005).

Research also suggests that the processes leading to students dropping out of school begin much earlier than high school (Ekstrom, 1986; Lloyd, 1978; Rumberger, 1995). Indicators such as poverty, low achievement levels, and retention in grades, as early as third grade, can predict high school dropout with a high degree of reliability.

Latino students are far more likely than White students to come from homes in poverty and are five times as likely to have parents who have less than a high school education (American Federation of Teachers, 2004; National Center for Education Statistics, 1995). Forty percent of Latino children are living in poverty, almost twice the rate for all United States children. About 45 percent of Latino students attend schools in areas of high-poverty (American Federation of Teachers, 2004). School achievement among Latino students from poor families is lower, and they are more likely to drop out than those from middle or upper-income families. However, even within income categories, Latino students are still more likely to drop out than other students (Knapp & Woolverton, 1995).

Poverty and the Teaching Force

ELLs also tend to be concentrated in areas in more high-poverty areas and schools, which also experience higher rates of teacher turn-over (Hanushek, Kain, and Rivkin, 2004; National Education Association, 2003). Teachers in high-poverty public schools are twice as likely to move to another school, in comparison to teachers in low-poverty schools.

While the student population has become increasingly diverse, teachers as a group remain predominantly White, middle-class, and female (Banks et al, 2001). Hence, the result is a wide cultural, racial, and economic gap between teachers and the growing number of culturally and linguistically diverse students in our nation's schools. Moreover, there is a shortage of teachers across the nation, especially teachers who are trained in working with culturally and linguistically diverse populations. Due to this

shortage, it is not uncommon for school districts to hire teachers who do not possess the necessary credentials and experience (Davies, Samway, & McKeon, 1999). States, including Arizona, have not appropriated sufficient funding and opportunities to ensure teachers are appropriately trained to meet the needs of the growing number of ELL students (Mahoney, MacSwan, & Thompson, 2005).

Bilingual Education and Structured English Immersion

One of the most controversial aspects about the schooling of both United States and foreign-born Latino students has centered on bilingual education (Goldenberg, 1996). Within the last decade, bilingual education has been under fire as the cause for the poor achievement of Latino students. Numerous studies report the effectiveness of high-quality bilingual education programs (Thomas & Collier, 1997, 2002; Christian, 1994; Ramirez, Yuen, & Ramey, 1991). Others point out the mixed evidence regarding effectiveness and continued low achievement for Latino students despite the use of Spanish for instruction (Goldenberg, 1996). Additional reports suggest that no single model can serve all students; rather, the program model used depends on the community context, the needs of the students, and the available resources (August & Hakuta, 1997; Genesee & Hamayan, 1994).

English immersion has been cited as a promising alternative to bilingual education (Baker & de Kanter, 1981; Rossell & Baker, 1996), but there is a paucity of well-designed studies about immersion programs. The major longitudinal study of this model in the United States (Ramirez et al., 1991) found that after one year of English immersion instruction, only 4% of ELLs had attained proficiency in English and after

four years, 33% were still classified as ELL. Studies show that students in late-exit bilingual education programs exhibit greater growth toward national achievement norms in reading than peers in SEI or early-exit transitional programs (Cummins, 1983; Krashen, 1996; Thomas & Collier, 2001). Studies also demonstrate the strong positive correlation between native language proficiency and English proficiency (Collier & Thomas, 1992; Snow, Burns & Griffin, 1998).

The successful pedagogy that inspired Structured English Immersion (SEI) is based largely from French immersion programs in Canada designed for English-speaking children seeking bilingualism and biliteracy (Genesee et al, 1989; Lambert & Tucker, 1972). Keith Baker and Adriana de Kanter claim to be the first to name and describe a program of “structured English immersion,” asserting that it was modeled after the “impressive Canadian Immersion method” for teaching English to non-English speakers (Baker, 1998). Baker refuted the earlier work of Ramirez and colleagues regarding the benefits of bilingual education over English-only instruction. Baker contended that the Ramirez study emphasized the fact that the only hypothesized difference in actual practice among three programs—immersion, early-exit, and late-exit bilingual programs—was the percentage of instructional time teachers taught in English as opposed to Spanish. Baker claimed the following in regard to the findings in Ramirez: “In all likelihood, classroom teachers are exercising their good judgment by ignoring a lot of academic mumbo jumbo that has no practical application” (Baker, 1998, p. 200). Earlier, Gersten and Woodward (1985) described successes with SEI programs in California and Texas.

SEI is described as a program in which (a) English is used and taught at a level appropriate for the proficiency of the students, and used differently than the way English is used in the mainstream classroom; and (b) teachers use English for instruction for 70-90% of instructional time, averaged over the first three years of instruction. Baker admitted that a minimal use of the student's native language was effective in helping students feel more comfortable in school and boost their self-esteem, motivate them and help communication between teacher and student during the time the student was learning English. Baker's comments do not include support for use of the native language for instruction.

A major emphasis of SEI programs involves language minority students being assimilated into all-English environment. Since the passage of the *Bilingual Education Act* in 1968, policy decisions on the education of ELLs have focused on one single and narrow issue—the language of instruction. This fixation has led to oversimplification and political arguments on how to close the achievement gap between ELLs and English-only students. Furthermore, these decisions have encouraged program evaluations that often neglect other critical factors such as pedagogy and school effectiveness; factors that significantly affect student achievement (Antunez, 2004; August & Hakuta, 1997; Marzano, 2003). Still, policy makers and the public at large have adhered to the notion that prolonged reliance on the native language reduces students' motivation to learn English, and that bilingualism results in confusion and lower achievement. Long-standing attacks on bilingual education resulted in initiatives that have significantly restricted the

use of bilingual instruction for English language learners (Crawford, 2001): Proposition 227 in California, Proposition 203 in Arizona.

Propositions 203 and 227

The passage of Proposition 203 in Arizona led to more restrictive changes in programs for ELL students, as compared to those required by Proposition 227 in California. The major change required by the 2001 implementation of Proposition 203 was the requirement for ELL students to be placed in the default Structured English Immersion (SEI) program, for a period not normally to exceed one year (English Language Education for Children in Public Schools, §15-752). Another crucial change brought about by Proposition 203 severely limited the number of ELL students who could be placed in bilingual education programs (Mahoney, Thompson, and MacSwan, 2004): Bilingual education options, such as transitional bilingual, bilingual/bicultural, and dual-language programs, became available only by special waivers. Waivers are available only to ELL students younger than age ten if they demonstrate oral proficiency in English. These more restrictive state guidelines for waivers became effective for the beginning of the 2003-2004 school year through a pronouncement by Superintendent of Public Instruction, Tom Horne (Letter to School Districts by Tom Horne, February 12, 2003). Horne defended his stance regarding the tougher directives: “My success and legacy will depend on teaching students who are not native English speakers and how well they learn. Their numbers are large and growing” (Kossan, 2003).

Significance of the Issue/Research Questions

In its sixth year since its implementation and amid dramatic declines in bilingual education enrollments and fluctuating achievement scores across the state, SEI's promise of helping to close the achievement gap among ELL students remains in question. Recent studies indicate that in general, ELL students in Arizona are making little progress in learning English and in meeting academic standards (Mahoney, MacSwan, & Thompson, 2005; Wright, 2005; Wright & Choi, 2005). More studies are needed that reveal the factors associated with the achievement of language minority and ELL students.

My study draws attention to a mid-sized local school district and chronicles the effects of Proposition 203 on instruction and achievement among ELL students. My study is entitled, *Voices from the Field: The Impact of Proposition 203 on the Instruction of English Learners in a Local School District*. The key questions in this research study (henceforth, referred to as the *Voices* study) address whether or not Proposition 203, with its mandated, "one-size-fits-all" instructional approach has been able to deliver the results that proponents of the initiative have promised (Combs, Moll, & Crawford, 2001), or whether this mandate has, in fact, intensified the already low achievement of the ever-increasing number of Latino and ELL students in our schools.

The major research questions of the *Voices* study will focus on the following areas of impact (Alamillo & Viramontes, 2000):

1. What is the effect of Proposition 203 on instructional practices?
2. What is the impact of Proposition 203 on student performance indicators?

3. What impact has Proposition 203 had on school culture and teacher relationships?

Table 1 summarizes the research activities in my study. Using a mixed-method research approach, I will address each of the three major research questions through the analysis of both qualitative and quantitative data. The effects of Proposition 203 on instructional practices, as well as on school climate and teacher relationships (Questions 1 and 3), will be analyzed through data collected from classroom observations and teacher interviews, as well as from district-wide surveys. An analysis of student performance indicators will address the effects of Proposition 203 on academic achievement and language proficiency (Question 2). An analysis of AIMS scores for Spring 2005 and Spring 2006 will examine student performance in reading, math, and writing from Grades 3 through 10. Quasi-cohort methods will be used to examine ELL and former ELL student performance on the AIMS assessment. Analysis of progress on English language proficiency measures presents challenges, because of the changes made to the state's mandated proficiency assessment instruments. Therefore, the scores from the state-mandated assessment for 2004-2006, the Stanford English Language Proficiency (SELP) test, will be analyzed.

Table 1

Summary of Research Activities—The Impact of Proposition 203

| Research Question | Data Collection | Data Analysis |
|---|--|--|
| 1. What is the effect of Proposition 203 on instructional practices? | 1a. Classroom Observations | 1a. Analysis of instructional practices of teachers with and without in bilingual education or ESL endorsements in SEI, bilingual education, and special education classrooms in grades K-3. |
| | 1b. Teacher Interviews (structured and open-ended questions) | 1b. Discuss major themes; description of response by teacher. |
| 2. What is the impact of Proposition 203 on student performance indicators? | 2a. Student achievement (AIMS) data for 05-06 and English proficiency data (SELP) from 04-06 | 2a. Quasi-cohort analyses of 2005-2006 AIMS;—data comparing ELLs to other ELLs and to non-ELLs at the district level and at different sites. |

Table 1 (*continued*)

| Research Question | Data Collection | Data Analysis |
|--|---|--|
| | 3b. Teacher interview (structured & open-ended questions regarding grading practices for ELLs) | 3b. Analysis of responses by teachers in different instructional models; analysis of major themes |
| 3. What impact has Proposition 203 had on school culture and teacher relationships? | 3a. Teacher interview questions related to school culture and climate. | 3a. Analysis of responses by teacher participants. |

Demographic changes, low achievement and high dropout rates among Latinos and English language learners in the United States present an urgent need for close examination of what we are doing in schools (Thomas & Collier, 1997). Studies that focus on instruction and achievement of ELL students, in light of major shifts in policy initiatives, are critical contributions to the educational field. Although it is uncertain what many of the long-term effects of Proposition 203 achievement of ELLs may be, it is important to report the issues that have arisen in the interpretation and the

implementation of the law. Equally important is the review of the impact of Proposition 203 on current instructional practices and school environment, as well as on student achievement.

CHAPTER 2

REVIEW OF THE LITERATURE

My study concentrates on three key research questions related to the effects of Proposition 203 on student achievement, classroom practices, and school climate and teacher relationships. The following literature review addresses the issues at the heart of the often acrimonious clashes about instruction for ELL students: (a) language of instruction, (b) effective instruction, and (c) support for ELL students.

Three major conclusions from two recent government-funded reviews of research on English language learners provide key information regarding the education of ELL students: (a) instruction in the primary language aids achievement, (b) good instruction for English-language learners is similar to good instruction for native English speakers, and (c) English-language learners require instructional accommodations (Goldenberg, 2006).

These conclusions support previous research related to bilingual education and second language learning. Moreover, Goldenberg asserts the findings from these studies form the foundation of comprehensive improvements for ELL students. In the following literature review, I emphasize the three major conclusions from the research reviews to address important considerations in the education of English language learners.

Instruction in the Primary Language

Despite the emphasis in NCLB on the importance of scientifically-based instructional practices, policies prohibiting the use of the primary language for ELL students are not necessarily grounded in the best available scientific research

(Goldenberg). After spending \$1.8 million for a 13-member panel of researchers to analyze studies and report on how literacy is attained by English Language Learners, the U.S. Department of Education decided not to publish the report (Education Week, 2005). The National Literacy Panel included experts in second language development, cognitive development, curriculum and instruction, and assessment and methodology (August, D., 2006). One of the findings included a meta-analysis on experimental studies conducted by the researchers. The findings concluded that teaching reading skills to students in their primary language proves more effective in second language achievement than total immersion in English-only instruction (Goldenberg, 2006). Primary language instruction can increase achievement in the second language by 12-15 percentile points. Statements from representatives of the Department of Education, however, point to the six hundred page report as being too long to be practical, but claim the findings were not an issue in their decision not to publish (Education Week, 2005).

A second major report on research about English language learners was prepared with funding from the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. The research was conducted from 1996 to 2001 (Thomas, W.P., & Collier, V.P., 2001). The reports of both the National Literacy Panel and CREDE substantiate previous reviews reporting that children in well-implemented bilingual education programs outperform students in English-only programs on English academic achievement tests (Krashen, S., McField, G., 2005).

The use of the native language as a medium for instruction is one of the prominent features of bilingual education. A widespread perception among the general public, however, is that students tend to languish in bilingual education programs and do not learn English (Krashen, 1999). The growing number of culturally and linguistically-diverse students has perpetuated a fallacy that English is losing ground to other languages in the United States (Crawford, 1997). Opponents of bilingual education claim that instruction in the native language diverts precious time from the learning of English and do not regard the preservation of native languages and cultures a responsibility of the public schools (Porter, 1994, as cited in Brisk, 1998; Rossell, 1990). Another fallacy about bilingual education is that its benefits are inconclusive. A review by Rossell and Baker (1996) of over three hundred studies found little evidence about the superiority of bilingual education over structured immersion in English. A close analysis, however, of Rossell and Baker's work revealed serious flaws, and a meta-analysis of this work yielded more positive findings about bilingual education (Willig, 1985). Other meta-analyses also show consistent positive gains for students in bilingual education programs compared to those in all-English programs (Greene, 1999; Rolstad et al, as cited in Krashen, 2005; Slavin & Cheung, 2003).

Research studies report the cognitive and linguistic benefits of bilingualism (Bialystok, 1991; Cummins, 1994; González & Maez, 1995; Hakuta, 1986). Cummins' theories (1979) of communicative competence, along with his theory of linguistic interdependence and threshold hypothesis (Cummins & Swain, 1986), have been frequently cited to explain the cognitive benefits of bilingualism. *Interdependence theory*

states that the better developed the conceptual foundation is in children's primary language, the more likely they are to develop high levels of conceptual abilities in the second language (Cummins, 1994). Studies indicate that students in effective bilingual programs that use a long-term "additive" approach to language learning, in which both the native language and English are given equal status, experience higher achievement in English than students in early-exit or ineffectively developed programs (Krashen, 1985; Snow, 1994; Thomas & Collier, 2002). Research indicated that Latino students who spent at least 40 percent of their instruction in Spanish throughout elementary school, appeared to have more success in catching up academically in English than similar students who had received their instruction all in English (Ramirez, Yuen, & Ramey, 1991).

A report from the Committee on the Prevention of Reading Difficulties in Young Children (1998) supports Cummins' theory of interdependence and includes a recommendation by Snow, Burns, and Griffin regarding early reading instruction. When teachers and materials for primary language are available, ". . . children should be taught to read in their native language, while acquiring proficiency in spoken English and then subsequently taught to extend their skills to reading in English" (p. 11). When native instruction is not possible, the Committee recommends that formal reading instruction in English be postponed until an adequate level of proficiency in spoken English has been developed.

Cummins' threshold hypothesis suggests that the levels or thresholds of linguistic competence that bilingual children achieve in both languages will determine if they

experience cognitive deficits or benefits from schooling in the second language (Cummins, 1994). Students in immersion programs often fail to reach native-like proficiency in the target language, despite years of exposure in the schools (Cummins & Swain, 1986). Cummins (1994) attempts to explain this phenomenon by challenging Krashen's theory of *comprehensible input* (1999). Cummins' contention is that the concepts of comprehensible input implies that language learning is primarily a passive process of merely receiving input. Although Krashen emphasizes the constructive nature of making content comprehensible, Cummins explains that communicative interaction, which emphasizes both input and output, is more useful in understanding the second language acquisition process. He argues that to acquire proficiency in a language, students require opportunities to interact and produce sufficient amounts of output. Cummins and Swain (1986) observed that in many immersion programs, especially in the upper grades, the tendency was for the teacher to do most of the talking. Students lacked extensive interaction opportunities in the target language. Moreover, in informal contexts on the playground or in after school settings, students tended to speak their native language (Graham & Brown, 1996). Tarone and Swain (1995) suggest that in language immersion classrooms, this form of "diglossia" may be the norm. They define a *diglossic situation* in both immersion and bilingual classrooms as one in which the second language (L2) is used for formal language contexts, while the native language (L1) is reserved for informal, more social interactions.

Cummins' Threshold Hypothesis is vehemently challenged by MacSwan (2000), who argues that Cummins' construct contributes to a deficit orientation toward the

education of linguistic minorities. MacSwan claims that schools may actually create a climate for school failure by subscribing to dogmas of *prescriptivism* and *semilingualism*. *Prescriptivism* is defined as a view that one language or variety of language has a higher value than others; the “higher” language is imposed to maintain the speech standards of an entire community. *Semilingualism* refers to the level of linguistic competence in one or more languages. MacSwan claims that students who are viewed as having low levels of proficiency in both languages may be stigmatized and often relegated to placement in low-ability groups. This formation of low-ability groups can possibly contribute to academic failure at the same rate as submersion. MacSwan’s assertion is that schools should assist students in acquiring academic discourse patterns not necessarily focused on replacing presumed deficits with more “benign” language. He also warns against the use of instruments that assess primary language ability, such as the Language Assessment Scales in Spanish (LAS), which he claims often provide limited information about the student’s linguistic competence.

Bilingualism and multilingualism are common and usually more highly regarded in many other countries; however, in the United States, language diversity is often thought of as a negative rather than a positive condition (Nieto, 1995). At the same time that heated battles continue to make English the sole and official language of the United States, classrooms and communities across the nation become more linguistically diverse.

Basic orientations viewing language as a problem, a right, or a resource, have influenced the nature of language planning efforts and policies (Ruiz, 1988). Policies such as those developed for the implementation of Proposition 203 are interpreted and

unfolded in daily classroom practices. Classroom practices are also influenced by the teachers' theoretical perspectives and orientations toward the education of ELL students (Stritikus & García, 2003). Additive perspectives in the education of ELLs acknowledge that students come to school with a great deal of knowledge constructed in the home and community environment. Learning in school is enhanced and made more meaningful when the students' home language and culture are valued (García, 1995; Gonzalez et. al, 1994; Moll, 1994). A classroom teacher with an additive orientation toward linguistic and cultural diversity, for example, would include practices that maximize students' primary language knowledge to build English proficiency. Classroom activities would focus on language development through meaningful classroom interactions.

In contrast, Stritikus and García describe *subtractive orientations* as those treating linguistic diversity as a deficit that must be eliminated in order for students to succeed academically. Greater attention is given to English language development through methods of direct instruction of skills and helping students integrate into the "norm."

Since the late 1950s, the need for educating increasing numbers of English Language Learners (ELLs), coinciding with concern for providing opportunities to the disadvantaged, has linked language with the associated problems of this group, including poverty, low achievement, and lack of social mobility. Programs designed to address these conditions, therefore, have historically been compensatory in nature, treating language as the underlying problem. The goal of many of these programs, including SEI programs and transitional bilingual education programs, has been to "fix the problem" by teaching English as quickly as possible, often at the expense of the native language. This

“subtractive” approach to schooling, a predominant feature of the schooling of many Latino students, projects overt or covert negative messages toward the students’ language and culture and creates a distance between the student and the school (Moll & Ruiz, 2000). Students internalizing these negative attitudes toward the status of their language and their ethnic group places them immediately in a position of disadvantage (Moll & Dworin, 1996).

Olivares and Lemberger (2002) describe a model for effective education of ELL students. The authors present the CCT model—Communication, Constructivism, and Transference of Knowledge. In this model, the authors’ contend that effective ELL instruction requires a communicative approach to language learning, coupled with a constructivist curriculum for the purpose of facilitating the transference of knowledge from the first language to the second language. The communicative approach is grounded on five basic principles. The first principle of the CCT approach is that learning a second language proceeds from a part-to-whole approach. Second language learning focuses more on the meaning or content of the message than on its form or syntax. The CCT approach emphasizes the concept of making sense of the whole message. The specific teaching of form or grammar enters at a later time. The CCT’s second principle relates to the model as a whole and the concept of transference. In this constructivist approach, the individual learner is central to the learning process. The transfer of knowledge, while facilitated by the teacher or other exterior agent, is an individual experience. The student develops new schemata based on his or her background knowledge. Thus, the responsibility for monitoring learning and transfer of knowledge is a personal process

promoted by a learner-centered setting. Learner-centered settings are recommended in the CCT model, because in teacher-centered or whole-class settings, individual differences are seldom addressed adequately.

The third and fourth principle of the CCT model underscore the importance of meaningful interactions and authentic learning situations. Classrooms in which teachers create a variety of grouping configurations, both heterogeneous and homogeneous, allow listening, speaking, reading and writing to develop together.

The last principle of the CCT model supports the fact that the native language or L1 plays an essential role in the development of the second language or L2. The most important recommendation from this principle asserts that teachers should guide the use of the students' first and second language to ensure learning and that under no circumstances should ELL students be prohibited from using the L1 in making sense of the message.

Figure 1 illustrates the essential components of the CCT model, which makes strong recommendations for a constructivist and learner-centered classroom, in which communication and meaning are central to effective instruction and learning for ELL students.

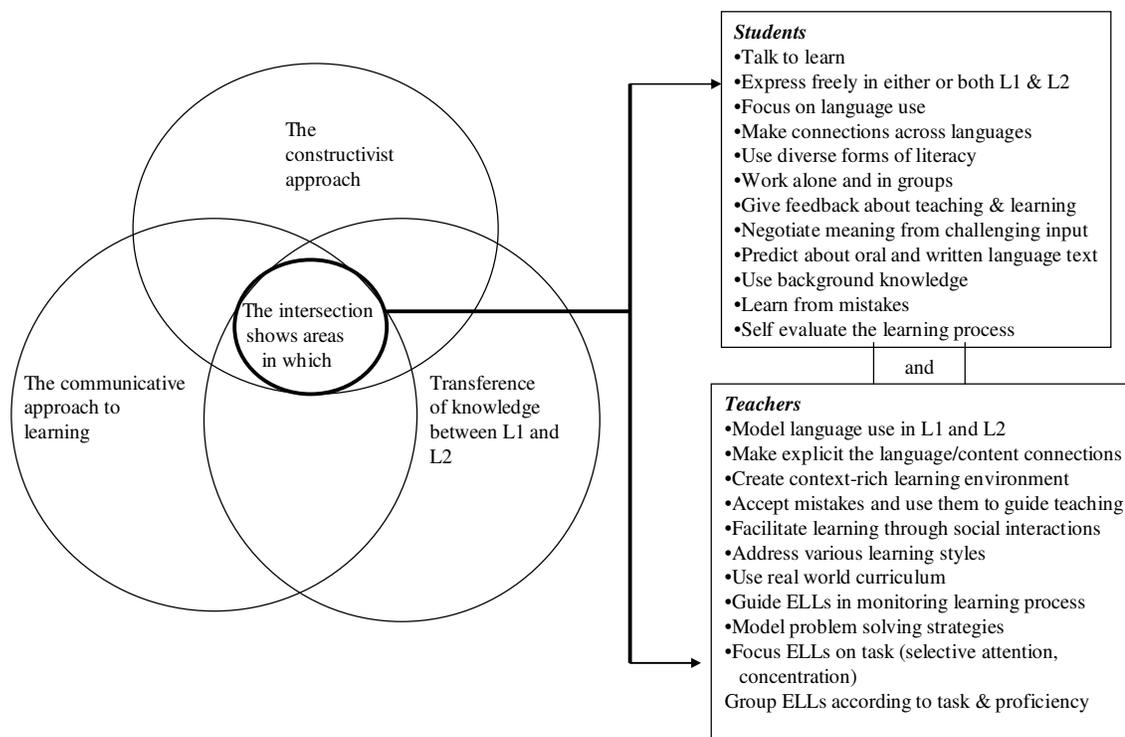


Figure 1. The Communicative, Constructivist, Transference of Knowledge (CCT) Model.

In stark contrast to the principles of the CCT model and other learner-centered instructional approaches, California's Proposition 227 and Arizona's Proposition 203, virtually forbid the use of the native language for instruction. Both claim that twelve to eighteen months of special instructional support for ELLs through a Structured English Immersion program is sufficient to prepare ELLs for all-English mainstream classes (Haver, 2003). In the reality of English immersion settings, English learners are expected to simultaneously acquire English proficiency and learn English literacy, usually taught

in the same developmental sequence and under the same conditions as for native English speakers, a situation that again places the English learner in a position of disadvantage (García & Beltrán, 2003).

Similarities of Good Instruction for English Language Learners and Native English Speakers

Regardless of the language of instruction, research findings point to important pedagogical principles for best classroom practices. Evidence suggests that English language learners learn in much the same way as non-English speaking students (Goldenberg, 2006). High quality instruction has been cited as the factor most critical to the improvement of student achievement for ELL students (Calderón, 2006). Calderón defines high-quality instruction as strategic, systematic, and builds on what students already know. Even when instruction in the primary language is not feasible or allowed, the quality of instruction is paramount to the success of ELL students.

Public education, however, has a history of harsh criticism for not meeting the instructional needs of students. In the 1960s, a major nationwide survey of the status of educational opportunity was commissioned in the context of President Johnson's "War on Poverty" (Coleman, et al, 1966; cited in Marzano, 2003). A major finding in the resulting report, *Equality in Educational Opportunity*, known as the "Coleman Report," found that schools accounted for only about 10 percent of the variance in student achievement. Student background characteristics, including socio-economic status and language, accounted for the remaining 90 percent. A later study by Jencks and colleagues (1972, as cited in Marzano, 2003) corroborated Coleman's findings that little

evidence existed within educational reform efforts that showed schools made any significant impact on student achievement. Marzano cites another critical report, *A Nation at Risk: The Imperative for Educational Reform*, issued by the National Commission on Excellence in Education (1983). This report further contended that K-12 education had eroded to a state of irreversible disrepair.

Despite its history of criticism and lack of impact on student achievement, public education is, according to Marzano, at, “. . . the dawn of the best of times” (2003, p.4). Marzano contends that schools can have a tremendous impact on student achievement if they follow the direction provided by research. Evidence from high-poverty schools with large numbers of language minority students have shown their ability to “beat the odds,” increasing academic achievement to consistently high levels (Waits et al, 2006).

Marzano organizes thirty-five years of research into three categories: (a) school level factors, (b) teacher-level factors, and (c) student-level factors. Table 2 summarizes the variables in Marzano’s categorization scheme (2003, p.10).

Table 2

Factors Affecting Student Achievement

| Factor | Example |
|---------|--|
| School | <ul style="list-style-type: none"> • Guaranteed and viable curriculum • Challenging goals and effective leadership • Parent and community involvement • Safe and orderly environment • Collegiality and professionalism |
| Teacher | <ul style="list-style-type: none"> • Instructional strategies • Classroom management • Classroom curriculum design |
| Student | <ul style="list-style-type: none"> • Home atmosphere • Learned intelligence and background involvement • Motivation |

The first example in the school-factor category, a guaranteed and viable curriculum, addresses the issue of “opportunity to learn” (OTL). OTL is discussed by Menken (2001) as crucial to the achievement of all students and language minority students in particular. Marzano indicates that of all the school-level factors, opportunity to learn has the most significant relationship with student achievement. Central to OTL

is the understanding of the difference between the intended curriculum, the implemented curriculum, and the attained curriculum. The intended curriculum is content specified and prescribed for each grade level by the state, district, and the school. District and site leadership plays a major role in ensuring that teachers not only have access to and understand the state standards but also identify and analyze the content and standards considered most essential versus content considered supplementary (O'Shea, 2005). Delivering a standards-based curriculum must also address the issue of viability. Essential standards must be articulated for each course and grade level in order to ensure there is adequate instructional time to teach the standards.

Discrepancies often exist between the intended curriculum and the implemented curriculum. The actual instruction carried out in the classroom, including independent and often idiosyncratic decisions made by teachers about the curriculum may create gaps in content (Lezotte, 1992; Marzano, 2000). OTL deals with the curriculum that is “guaranteed” to students. States and districts must provide clear guidance to teachers regarding the essential content to be covered in each grade level. Schools must also take consistent measures to protect instructional time.

For ELL students, their lack of English proficiency or the inadequacy of the instructional program may limit their opportunity to attain this “guaranteed” curriculum. Arizona delineates curriculum requirements for ELL students. English learner programs must include both daily instruction in English language development, as well as daily instruction in subject areas required under the minimum course of study (A.R.S. R7-2-306). In addition, ELL students face the impact of state and federal accountability

measures. The *No Child Left Behind Act* of 2001 presents a formidable challenge to schools by requiring high-stakes testing in English. Crawford (2006) asserts that high-stakes testing in English has become more of a menace to bilingual education than English-only initiatives like Proposition 227 or 203. Expecting ELL students to meet the same levels of proficiency as their English-speaking peers before they fully acquire English is imposing a standard of progress that dooms ELL programs to failure.

The emphasis on standards and school accountability, opportunity-to-learn standards notwithstanding, have not adequately diminished transmission or “recitation” oriented approaches to teaching. Even the recent enthusiasm for effective teaching “scripts” have not fundamentally changed the nature of interactions between teachers and students (Tharp & Gallimore, 1989). In its worst form, scripted teaching emphasizes rote learning and low-level questions and cognitive functions. Efforts to reverse the pattern of failure among Latino students warrant not only an examination of the language of instruction, but the messages in the “hidden curriculum” being communicated to students through the instruction itself (Cummins, 1995).

Socio-cultural perspectives, in regard to language acquisition, emphasize the integral association between language development and social growth. The term used for both of these together is *language socialization* (Johnson, 1994). Language socialization practices from the home and the community can affect the manner in which students interact in the classroom (Heath, 1983). Patterns of language use, or “ways of knowing” by students from diverse linguistic and cultural backgrounds, can significantly affect

learning and what schools value or consider as knowledge and achievement (Cazden, 1988).

Considerable evidence suggests that family social capital and community social capital play an important role in helping students excel (Israel & Beaulieu, 2002; Suarez-Orozco, 1995). Coleman (2000) incorporates the work of other scholars (Loury, 1977; 1987; Bourdieu, 1980; Flap and De Graaf, 1986) in his description of the construct of “social capital.” This term is defined as “. . . a set of resources that inhere in family relations and in community social organization and that are useful for cognitive or social development of a child or young person” (p. 300). A key feature of social capital is its development in relationships which emerge through interpersonal interaction. Israel & Beaulieu (2000) point to structural characteristics in families, such as the presence of one or both parents in the home, and the number of siblings, that influence the degree of social capital. These components help to determine the opportunities, frequency, and duration of interactions between parents and children. Process elements of family social capital include such nurturing activities like helping children with their homework, engaging children in discussions about school activities, and holding high education aspirations. Process elements also include the manner in which families supervise their children, place limits on certain behaviors, such as television viewing, and the monitoring of their homework.

Burt (2000) summarizes the phenomenon of social capital as a metaphor about advantage. The relationship between social capital and socioeconomic status is another consideration in the low achievement of Latino students. As many as one out of three

Latino children may be living in poverty (Payne, 1998). Low hourly earnings, parents' low educational attainment, and widespread employment discrimination have been cited as critical factors contributing to high rates of poverty among Latinos (Miranda, 1991, as cited in Payne, 1998). Conversely, studies suggest that empowering instructional environments, supportive social networks in the community, previous schooling, and student protective factors fomented in the family and school structure, may account for school success (Portes & Rumbaut, 1996; Israel & Beaulieu (2000).

Individual teachers also have tremendous impact on student achievement. Marzano lists instructional strategies, classroom management, and classroom curriculum design as major factors involved in effective instruction. The impact of decisions made by individual teachers has more far-reaching effect than the decisions made at the school level (Marzano, 2003; Schmoker, 2006). These principles support the findings of Gándara in relation to ELL achievement in the post-227 era. The studies by Gándara and Parrish (2002) suggest that inconsistent instruction may have had more deleterious effects than others triggered by the English immersion propositions.

ELL Students and Instructional Accommodations

In spite of the abundance of research describing the length of time necessary to develop academic proficiency in English, the national leaning toward English immersion has resulted in state and local policies restricting ELL opportunities for ELL students to establish English proficiency before they are instructed and assessed only in English (Hakuta, Butler, & Witt, 2000). Federal legislation includes requirements for states to develop additional standards and assessments for ELLs. These provisions, also found in

prior recommendations under Goals 2000, are meant to measure the progress of ELLs until they are proficient in English and can thus, be held to the same performance standards as native speakers of English (August, Hakuta, & Pompa, 1994). The large numbers of ELLs in many states, such as California and New York, have made it essential to develop English Language Development (ELD) standards, which provides a developmental approach to learning English and intersects with the states' English language arts standards (Orr, 2001). Other states rely on the ESL Standards for PreK-12 students, developed by Teachers of English to Speakers of Other Languages (TESOL) to complement the English language art standards. Many states, including Arizona, however, have not effectively addressed the linguistic and cultural needs of ELLs in their current system of accountability. Furthermore, the Structured English Immersion (SEI) models proposed by the Arizona Department of Education do not adequately describe the manner in which students will acquire English and content in the 1-2 year period allowed for SEI programs.

A comprehensive approach to classroom instruction for ELL students needs to incorporate both formal and informal learning opportunities, in which some aspects of language are learned through cooperative learning environments and others through explicit formal teaching (McLaughlin, 1985). High levels of student engagement are important for all students, and especially critical for ELL students attempting to learn language and content at the same time. Rich interaction and language development are not always abundantly evident in content-area or English as a Second Language (ESL) classrooms. In a study by Arreaga-Mayer and Perdomo-Rivera (2001), researchers

observed ELL students in 13 classrooms in 3 schools for over 100 days, to determine the amount of time they spent talking in both regular and ESL classrooms. In the regular classrooms, 96% of the ELL students were not talking. During the time when they were talking, only 4% of the interactions were academic in nature; they used English to communicate about 18% of the time. In the ESL classrooms, 92% of the time ELL students were not talking. Six percent of the talk was academic, and they used English to communicate 20% of the time.

All students, regardless of background, language or socioeconomic status, arrive at school with immense potential, a potential often impeded by lack of support, experiences, or English proficiency (Tomlinson, 1999). Instruction for many poor and working-class students, bilingual or monolingual, has been characterized as intellectually limited, with a major emphasis on low levels of literacy and computational skills (Moll, 1992). Because it has been stated that human relationships are at the heart of schooling, power structures and relationships established in schools can, therefore, be either disempowering or empowering for students (Cummins, 1996). Research based on the revolutionary work of L.S. Vygotsky and his concept of “zone of proximal development” or ZPD, calls for a redefinition of teaching as assisted performance (Tharp & Gallimore, 1988; Moll, 1992). The ZPD is defined as that which a child can do with assistance of a more competent other. Distinguishing the proximal zone with the developmental level by contrasting assisted performance to unassisted performance has profound implications for improving instructional practices and student-teacher interactions. The quest for equity and excellence in education must consider that powerful relationships established

between teachers and students can help students transcend economic and social disadvantages that may exist in their communities.

CHAPTER 3

HISTORICAL CONTEXT

The *Voices* research project describes the impact of Proposition 203 on a local K-12 unified school district, Valley View (pseudonym), in Tucson, Arizona, five years after its implementation. This chapter provides a demographic description of the Valley View District. Also included is a detailed narrative of Proposition 227 in California, the *Flores vs. Arizona* class action suit with respect to ELL funding and instruction, and Proposition 203 in Arizona. The effect of intersecting state and federal mandates, AZ LEARNS and NCLB, complete the background and provide the context for the study.

Demographic Information for Valley View District

The following section illustrates enrollment and other demographic information for the Valley View District (Valley View district website). The student enrollment in the Valley View Unified School District has surpassed 17,000 students, as of October of 2006-2007. Table 3 shows the growth in student population from 2001 to 2006.

Table 3

Valley View District Enrollment

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|----------------|------------|---------|---------|---------|---------|---------|
| District Total | All Grades | 14,947 | 15,491 | 15,775 | 16,355 | 16,856 |

The percentage of Latino students in the Valley View District is currently at about 88% in 2006-2007. As illustrated in Table 3, the percentage of Latino students has

increased from 85.4% in 2002-2003 to nearly 88% in 2005-2006. The percentage of White students has decreased from 7.5 % in 2002-2003 to 5.6% in 2005-2006.

Table 4

Student Ethnicity in Valley View District

| School | Year | Total Enrollment | Asian % | Black % | Hispanic % | Native Am % | White % |
|----------------|---------|------------------|---------|---------|------------|-------------|---------|
| District Total | 2002-03 | 15,491 | 0.6 | 2.1 | 85.4 | 4.3 | 7.5 |
| District Total | 2003-04 | 15,775 | 0.5 | 2 | 86.7 | 4.3 | 6.5 |
| District Total | 2004-05 | 16,209 | 0.5 | 2.1 | 87.3 | 4.1 | 5.9 |
| District Total | 2005-06 | 16,856 | 0.5 | 2.1 | 87.7 | 4.1 | 5.6 |

Table 5 indicates that about 37% of Valley View's certified teaching staff is Hispanic, whereas over 58% of the teachers are White. At the elementary level (Table 6), the percentage of Hispanic certified staff is slightly higher, at 43.1%, as compared to 54.4% for White certified staff.

Table 5

Certified Staff District-wide Ethnicity

| School | Year | Total | Asian % | Black % | Hispanic % | Native Am % | White % |
|----------|---------|-------|---------|---------|------------|-------------|---------|
| District | | | | | | | |
| Total | 2001-02 | 931 | 0.9 | 0.9 | 34 | 0.1 | 64.1 |
| District | | | | | | | |
| Total | 2002-03 | 972 | 0.8 | 1 | 36.3 | 0.1 | 61.7 |
| District | | | | | | | |
| Total | 2003-04 | 1017 | 0.6 | 1 | 37.5 | 0.4 | 60.7 |
| District | | | | | | | |
| Total | 2004-05 | 1063 | 0.8 | 0.8 | 37.1 | 0.4 | 61 |
| District | | | | | | | |
| Total | 2005-06 | 1135 | 0.7 | 1.1 | 37.4 | 0.4 | 58.5 |

Table 6

Certified Staff Ethnicity at the Elementary Level

| School | Year | Total | Asian % | Black % | Hispanic % | Native Am % | White % |
|----------|---------|-------|---------|---------|------------|-------------|---------|
| District | | | | | | | |
| ELM | 2001-02 | 495 | 1.2 | 0.6 | 38.8 | 0 | 59.4 |
| District | | | | | | | |
| ELM | 2002-03 | 517 | 1.2 | 1 | 42.4 | 0 | 55.5 |
| District | | | | | | | |
| ELM | 2003-04 | 522 | 0.6 | 0.6 | 43.9 | 0.2 | 54.8 |
| District | | | | | | | |
| ELM | 2004-05 | 553 | 0.9 | 0.5 | 42.3 | 0.2 | 56.1 |
| District | | | | | | | |
| ELMs | 2005-06 | 559 | 1.1 | 1.3 | 43.1 | 0.2 | 54.4 |

At the secondary level, the percentage of Hispanic certified staff is significantly lower, as illustrated in Tables 7 and 8. Over 63% of the middle school certified staff is White, compared to about 35% Hispanic. At the high school level, the number of Hispanic certified employees is at 31.5%, and the number of White certified staff members is over 65%.

Table 7

Certified Staff Ethnicity at the Middle School Level

| School | Year | Total | Asian % | Black % | Hispanic % | Native Am % | White % |
|-------------|---------|-------|---------|---------|------------|-------------|---------|
| District MS | 2001-02 | 229 | 0.4 | 1.3 | 30.6 | 0 | 67.7 |
| District MS | 2002-03 | 228 | 0.4 | 1.3 | 31.6 | 0 | 66.7 |
| District MS | 2003-04 | 235 | 0.4 | 0.9 | 32.8 | 0.4 | 65.5 |
| District MS | 2004-05 | 242 | 0.4 | 0.8 | 32.6 | 0.4 | 65.7 |
| District MS | 2005-06 | 286 | 0.3 | 0.7 | 35.3 | 0.3 | 63.3 |

Table 8

Certified Staff Ethnicity at the High School Level

| School | Year | Total | Asian % | Black % | Hispanic % | Native Am % | White % |
|-------------|---------|-------|---------|---------|------------|-------------|---------|
| District HS | 2001-02 | 194 | 0.5 | 0.5 | 26.8 | 0.5 | 71.6 |
| District HS | 2002-03 | 209 | 0.5 | 0.5 | 26.8 | 0.5 | 71.8 |
| District HS | 2003-04 | 224 | 0.4 | 1.8 | 30.4 | 0.9 | 61 |
| District HS | 2004-05 | 233 | 0.4 | 1.3 | 32.2 | 0.9 | 65.2 |
| District HS | 2005-06 | 248 | 0.4 | 1.6 | 31.5 | 1.2 | 65.3 |

In the Valley View School District, the number of students on free and reduced lunch (Table 9) has increased from about 75% in 2001-2002 to over 82% in 2005-2006. The number of students paying regular price for the lunch program has decreased from 24.4 % to 17.5%.

Table 9

Valley View District Free, Reduced, and Paid Lunch

| School | Year | % Free Lunch | % Reduced Lunch | % Pay Lunch |
|----------------|---------|--------------|-----------------|-------------|
| District Total | 2001-02 | 65.7 | 9.8 | 24.4 |
| District Total | 2002-03 | 67.3 | 9.7 | 23 |
| District Total | 2003-04 | 74.2 | 8.7 | 17.1 |
| District Total | 2004-05 | 74.6 | 9.2 | 16.1 |
| District Total | 2005-06 | 72 | 10.5 | 17.5 |

The district mobility rate is at almost 36% as shown by Table 10. In some individual school sites, the mobility rate ranges from a high of over 40% mobility to a low of about 6% in one non-neighborhood back-to-basics elementary school.

Table 10

Valley View District Mobility Rate

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|----------------|------------|---------|---------|---------|---------|---------|
| District Total | All Grades | 37.1 | 32.7 | 31.4 | 30.2 | 5.1 |

The number of students designated as English Language Learners (ELLs), shown in Table 11, has decreased slightly from approximately 36% of the total population in 2001-2002 to almost 32% of the total student population in 2005-2006. The new state English proficiency assessment, Stanford English Language Proficiency (SELP) test, was implemented in the fall of 2004. Prior to this year, the district had used the Language Assessment Scales (LAS), which was one of four state-approved measures of English proficiency. Teachers and administrators across the state have questioned the number of students scoring in the Proficient range on the SELP despite lower performance on the Writing subtests.

Table 11

ELL Students in the Valley View District

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|----------------|------------|---------|---------|---------|---------|---------|
| District Total | All Grades | 35.7 | 35.6 | 45.9 | 37.3 | 31.6 |

Tables 12 through 14 illustrate the number of ELL students at the elementary, middle, and high school level. At the elementary level, the number of ELL students is higher (Table 12) than in grades 6-12. About 42% of the students were designated as ELL in 2005-2006, a decrease from almost 51% in 2004-2005. Prior to 2003-2004, ELL students in grades K-1 were not reclassified to Fluent English Proficient (FEP) until their yearly English proficient reassessment included a score of Proficient in both reading and writing. With the implementation of the SELP in 2004-2005, students in kindergarten could be designated as English proficient with an oral score alone.

Table 12

ELL Students in Grades K-5

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|---------|---------|---------|
| District ELM | Grade 1 | 44.7 | 39.9 | 69.73 | 66.5 | 46.3 |
| District ELM | Grade 2 | 48.2 | 45 | 70.48 | 57.1 | 53.5 |
| District ELM | Grade 3 | 51.6 | 48.8 | 61.14 | 54.3 | 36.7 |
| District ELM | Grade 4 | 49.5 | 46.5 | 49.82 | 45.9 | 38.9 |

Table 12 (*continued*)

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|-----------------|------------|---------|---------|---------|---------|---------|
| District ELM | Grade 5 | 45.2 | 47.1 | 46.06 | 39.9 | 28.3 |
| District ELM | Grade K | 43.7 | 48 | 65.98 | 44.1 | 46.3 |
| District ELM | Grades K-5 | 46.9 | 45.8 | 60.2 | 50.9 | 42.1 |

At the middle school level, the number of ELL students has also decreased slightly, from a high of over 35% in 2003-2004 to about 23% in 2005-2006.

Table 13

ELL students in Grades 6-8

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|-------------|------------|---------|---------|---------|---------|---------|
| District MS | Grade 6 | 33.1 | 36.8 | 43.2 | 26.7 | 24.2 |
| District MS | Grade 7 | 24.2 | 28.7 | 33.6 | 26.9 | 23.1 |
| District MS | Grade 8 | 26.8 | 24.4 | 29 | 21.7 | 22.9 |
| District MS | Grades 6-8 | 28.2 | 30 | 35.4 | 24.8 | 23.4 |

Table 14

ELL Students in Grades 9-12

| School | Grade | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|-------------|-------------|---------|---------|---------|---------|---------|
| District HS | Grade 09 | 19.6 | 24.3 | 29.3 | 22.9 | 18.3 |
| District HS | Grade 10 | 18.7 | 21.4 | 30.1 | 22.3 | 17.2 |
| District HS | Grade 11 | 15.8 | 16.5 | 25.8 | 22.2 | 13.8 |
| District HS | Grade 12 | 10.8 | 12.9 | 20.8 | 18.2 | 12.4 |
| District HS | Grades 9-12 | 17.2 | 20.2 | 27.1 | 20.7 | 16.2 |

At the high school level (Table 14), the percentage of ELL students has decreased from about 27% in 2003-2004 to about 16% in 2005-2006.

Beginning in the fall of 2006, the district implemented a newly-mandated state assessment for English proficiency, the Arizona English Language Learner Assessment (AZELLA). Along with listening and speaking subtests, the AZELLA includes a reading and writing component for all grade levels from K-12. Although most of the new students in Valley View district have been tested with the AZELLA, the scores are not currently available. A review and analysis of AZELLA scores over subsequent years will be of utmost importance.

Proposition 227 in California

In 1998, battles about bilingual education and low student achievement culminated in heated campaigns for English-only instruction. The passage of Proposition 227 in California marked the first time that the public was asked to vote on a specific pedagogical strategy for educating children. This proposition happened to come at the end of a recession in California, during a period of high unemployment and job insecurity (Gándara et. al., 2000). Conceived and financed by Silicon Valley millionaire entrepreneur Ron Unz, the “English for the Children” campaign declared bilingual education a “dismal practical failure” (One Nation/One California, 1997) and promised that English immersion programs would result in greater English proficiency in ELLs, normally in a period of one year. Despite admonitions by prominent figures such as United States Secretary of Education Richard Riley (1998) about the punitive and counter-productive nature of this approach to learning English, the campaign resulted in the passage of the ballot initiative Proposition 227 in California.

Crawford (1997) submits various analyses of the reasons for the passage of Proposition 227 by such a wide margin of 61 to 39 percent. Multiple perspectives revolved around issues of immigration, race, ethnicity, and language, and the fact that Californians may have felt threatened by the increased numbers of Latinos in the state. Between 1990 and 1996, the number of Latinos increased by 29 percent, while the number of non-Latino Whites held at 53 percent. In the previous decade, the number of ELLs doubled to over 1.4 million and represented one-quarter of the students entering first grade. Citing the comments of Olsen (1998), Crawford suggests that factors related

to the passage of the initiative were strong sentiments of distrust and anger toward bilingual education and the perceived threat of English losing ground to Spanish. The campaign also sought to portray the Latino-population as overwhelmingly in support of Proposition 227 (Muharrar, 1998).

Almost immediately after implementation of Proposition 227, reports pointed to the disruption and uncertainty in schools (Crawford, 1998/99). The ambiguity of the language in the initiative and minimum guidance from the State Board of Education were linked as causes of the confusion. The language of the law required that ELL students be educated through “sheltered English immersion” during a “temporary transition period not normally intended to exceed one year.” Once the students had acquired “a good working knowledge of English,” they would be transferred to mainstream classrooms (English Language Education for Children in Public Schools, Article 2, Section 305).

A major impulse of the campaign for Proposition 227 was parental choice. The language of the proposition specified that parents could request waivers from the English immersion requirement, albeit only after the students had spent a minimum of thirty days in the SEI class, for placement in the “alternative program,” namely bilingual education programs. Nevertheless, California schools experienced a significantly diminished number of students in bilingual education programs (Crawford, 1997). A study by Ortiz & Rueda (2003) analyzed the trends regarding choices parents made, either for bilingual programs or for the default SEI program. The results of this study showed a great deal of variability in the number of waivers requested and granted. Key findings of this study, and other similar studies related to Proposition 227 indicate that policy interpretation, as

well as attitudes and beliefs about language by administrators and teachers, considerably affected not only the information provided to parents about waivers, but also affected the manner in which students were assigned to classrooms and the way instruction was delivered (Maxwell-Jolly, 2002; García, 2001).

Reporting on the major impact of Proposition 227, Gándara et al. (2000) presented two important findings in relation to the implementation of the new law:

1. Districts and schools with a history of extensive primary language programs and significant numbers of certified bilingual staff were more likely to continue bilingual education programs after Proposition 227. Where strong leadership was demonstrated at the top of the district, either in providing parents with information about alternative options to SEI or in urging principals to discontinue native language instruction, other schools were likely to follow;
2. In the initial months of implementation, there was a great deal of confusion about the role of the district and the schools in informing parents of their rights to seek waivers from SEI provided under the provisions of Proposition 227. What teachers did in their own classrooms after Proposition 227 depended to a great extent on what they had done prior in regard to their own skills, experience, and their own beliefs about student learning.

The study by Gándara and colleagues reveals that inconsistency of instruction has continued to be the greatest barrier to educational progress for ELLs, more so than any other single factor in their schooling. In general, instructional programs for English

learners are not well articulated across schools and even across grade levels within a school (Parrish et al, 2002).

Initially, increases in Stanford 9 test scores for ELLs in California, especially in Oceanside, led supporters of Proposition 227 to claim victory for the success of the newly-mandated SEI programs (Asimov, 2003; Hakuta, 2001). Challenges regarding reliable student information, however, along with subsequent drops in test scores, have raised doubts about the proclaimed positive effects of Proposition 227 (Krashen, 2004). Competing explanations suggested that other variables, such as class-size reduction and test preparation efforts, may have contributed to the increase in test scores (MacSwan, 2000).

Other earlier studies on the implementation and effects of Proposition 227 produced varied results. One pilot study, initiated eight months after the passage of Proposition 227, included eight school districts in California (García & Curry-Rodriguez, 2000). The data from the first and second year studies reveal that classroom teachers did not ignore the mandates of Proposition 227, but its implementation had not produced marked changes in either programmatic efforts or in student achievement. The Year 2 Report by Parrish & colleagues (2002) indicated that as a result of Proposition 227 there had been an increase in focus on how best to educate ELL students. Major findings from this report show that students across all language groups made gains, with greater gains found in the lower grades. Quasi-cohort analyses of student performance from grades 2-11 showed more narrow, but still persisting performance gap, between ELL students and their English-proficient peers.

The results from a five-year study of Proposition 227, conducted by the American Institutes for Research (AIR), in conjunction with WestEd, found no conclusive evidence favoring full English immersion over bilingual approaches for educating ELL students (Parrish et al, 2006). Key findings from this study also indicate gains for students in all grades and all language categories. What has also remained constant, however, is the persistent performance gap in all subjects and grades between English learners and native English speakers. The study also stated that the likelihood of ELL students being able to meet the linguistic and academic criteria necessary for reclassification to English proficient after ten years in California schools was less than 40 percent. Four major recommendations are proposed by the authors:

1. Identify California schools and districts that are experiencing success in educating ELLs at all grade levels and create opportunities for other schools to learn from them;
2. The state needs to ensure that students' level of English proficiency does not impede them from having full access to the core curriculum;
3. Schools should limit prolonged separation of ELL students from English-speaking students;
4. District leaders must ensure that the plan of instruction for English learners is effectively articulated across all grades within and across schools.

The implementation of Proposition 227 in California has not produced sweeping changes in the performance of English language learners. Some studies suggest that the gap has narrowed slightly and achievement gaps persist between ELL students

and English proficient students at all grade levels and in all subjects. One study emphasized that Proposition 227 had served to focus attention on the best way to educate English learners. A five-year study conducted by AIR and WestEd finds no conclusive evidence favoring total English immersion over bilingual education. Parrish and colleagues (2006) challenge Proposition 227's premise that one single approach to educating ELL students is superior to another. They also maintain that it is not the language of instruction but rather the quality of instruction that is most important.

Flores vs. Arizona

Interwoven throughout the manifestations surrounding Arizona's Proposition 203 is the long-standing and unresolved court case, *Flores vs. Arizona*. The *Flores* case was filed in federal district court in 1992 by the Arizona Center for Law and the Public Interest. The lawsuit was precipitated by the parents of children enrolled in the Nogales Unified School District in Nogales, Arizona. The plaintiffs alleged that the state was not providing sufficient funding for the K-12 education of English language learners to help them become proficient in English and master standard academic curriculum. The plaintiffs also argued that the state's failure to properly fund ELL programs was a violation of the federal Equal Educational Opportunities Act (EEOA). The EEOA requires that all public schools provide ELL students with an instructional program designed to help them become proficient in English while enabling them to learn the curriculum provided to other students in the school district (Arizona State Senate, 2006). In 1996, Tim Hogan of the Arizona Center for Law in the Public Interest joined the case

as co-counsel and eventually took over the case in 2000. In January, 2000, the District Court ruled in favor of the Plaintiffs and declared Arizona to be in violation of the EEOA (Arizona State Senate, 2006). District Court Judge Alfredo Marquez ruled that the state funding level for ELL students was “arbitrary and capricious,” and the instructional deficiencies were a result of inadequate funding. The ruling included the following: (a) too many students in the classroom, (b) not enough classrooms, (c) not enough qualified teachers, (d) not enough teacher aids, (e) inadequate tutoring programs, and (f) insufficient teacher materials. This decision was not appealed by the state.

Later in 2000, then Arizona State Superintendent Lisa Graham Keegan, entered into a consent order with the plaintiffs to resolve the non-monetary issues related to the lawsuit. This consent order required that the State Board of Education and the Arizona Department of Education (ADE) adopt rules for English language instruction, and compensatory instruction and monitoring by ADE (Arizona Association for Bilingual Education, 2006; Arizona Education Association, 2006; Access News, 2006; Arizona Republic, July 26, 2006). Although the consent decree addressed issues of program adequacy, the issue of funding was not addressed in this consent decree. Intersecting this timeline was the passing of Proposition 203 in November 2000, which repealed existing bilingual education laws and enacted the new English immersion requirements.

Because no action had been taken during the 2000 legislative session regarding funding for ELL students, Judge Marquez ordered the state to conduct a cost study for the purpose of establishing the amount of additional funding needed to address the deficiencies in programs for ELL students. The cost study report was released in

September of 2001 (Arizona Department of Education). It calculated the costs for five model English immersion programs and one model bilingual education program. The study reported estimated program costs ranging from \$0 to \$4,600 per student. Without any attached recommendations or specific conclusions, the ADE cost study report resulted in little usefulness to the overall resolution of the ELL funding debate (Arizona Education Association, 2006).

In June of 2001, Judge Marquez ordered the State to provide adequate funding for ELLs by January 31, 2002 or by the end of any special legislative sessions, whichever came first. Throughout this period, Tim Hogan continued to prod the State about the inequitable funding for ELL students. In December of 2001, the Legislature passed HB 2010 in a special legislative session. This HB 2010 doubled the ELL group B weight funding from the previous allocation of about \$179 to about \$360 per ELL student. It also appropriated over \$14 million in funding for each of the next three years for ELL instructional materials, teacher training, compensatory education, and teacher bonuses for reclassification of ELL students. The new law also included funding for another study to determine the cost of educating English learners.

In April of 2002, the plaintiffs challenged the per-pupil funding levels in HB 2010 and argued that this amount was also “arbitrary and capricious” (Arizona State Senate, 2006). Judge Marquez ordered the State to perform another cost study by January 1, 2003. He also ordered the State to comply with the *Flores* lawsuit by June 30, 2003. The state filed a motion for reconsideration of this order; the state’s argument was that HB 2010 satisfied the January 2000 order. Judge Marquez reversed his earlier ruling,

commenting that the State had taken appropriate action in HB 2010, albeit as an interim measure pending further study and review.

In 2002, the State contracted the National Conference of State Legislatures (NCLS) for the ELL cost study, for a price of \$238,528. The executive summary of the NCLS study was released to the Legislature in 2004. The study was later deemed flawed by the Legislature and the NCSL did not receive the contract payment. A final study was released in February of 2005, with funding recommendations ranging from \$670 to \$2,571 per pupil, depending on the grade level and other various risk factors (Arizona Education Association, 2006; Arizona State Senate, 2006).

In December of 2004, the plaintiffs filed a motion requesting the District Court to establish a compliance deadline for the end of the 2005 legislative session. Federal Judge Raner Collins had been appointed to the *Flores* case in January, 2005, to replace Judge Marquez after his death. Judge Collins ordered the State to comply with the Court's 2000 Order, requiring that the state adequately fund ELL programs by the end of the legislative session.

In response to this order, the Legislature passed HB 2718, which included revisions to the assessment, classification, reassessment and monitoring of ELL students. HB 2719 also created a task force and provided an increase in funding to \$432 per student for FY 2005-2006. Governor Janet Napolitano vetoed HB 2718 in May 2005. The Governor's veto message targeted three problems with HB 2718: (a) Because HB 2718 had been passed without Democratic votes and over the objections of the Democratic leadership, it did not meet an agreement made with the legislative leadership

to send her a bi-partisan bill, (b) the funding level proposed by HB 2718 was an inadequate level of funding. The previous cost study ordered by the courts had indicated that an adequate investment in ELL education was near \$200 million per year. This bill appropriated less than \$30 million, (c) the Task Force created in the bill was an unnecessary and costly bureaucracy comprised of high-salaried members. Furthermore, the Task Force was charged with producing information that already existed (Arizona Education Association, 2005).

In December 2005, District Court Judge Collins imposed financial penalties against the state in the form of escalating daily fines until the state complied with the judgment (Arizona State Senate, 2006). The imposed fines were for \$500,000 per day for 30 days, increasing to \$1 million, \$1.5 million, and \$2 million per day every 30 days thereafter, until compliance was achieved (Hunter, 2005). This court order also excluded ELL students from the AIMS graduation requirement. The plaintiffs had argued that because the state had not properly funded ELL programs, these students should not be barred from graduation if they did not pass the state exam.

Two other bills, SB 1198 and HB 2002 were presented to the Governor, who promptly vetoed both. Similar to HB 2718, these bills also established new tax-credit contributions made to student tuition organizations to provide ELL students with tuition and scholarship grants to private schools. The Governor cited that the bills did not satisfy the court order; moreover, tax credits were outside the parameters of the special session.

HB 2064 was passed by the Legislature in March 2006. This bill included similar provisions from SB 1198 and HB 2002, but excluded tax credits for ELL students. In

addition, the bill included an increase of the Group B funding to \$432 per student, contingent upon the District Court's acceptance that HB 2064 fulfilled the 2000 order. The Governor allowed HB 2064 to become law without her signature.

Meanwhile, Judge Collins ordered that the accumulated fines of \$21 million be set aside for ELL programs. Judge Collins also ruled that ELL students should not be required to pass the AIMS test for graduation, until the time when appropriate funding could be implemented. On April 27, 2006, the District Court ruled that HB 2064 did not comply with the 2000 order (Arizona State Senate, 2006). State Superintendent Tom Horne, along with attorneys representing the Republican-controlled Legislature, appealed the ruling to the 9th Circuit Court of Appeals, which remanded the case to the District Court for an evidentiary hearing. The appellate court stated that an evidentiary hearing was necessary because the "landscape" of educational funding had changed significantly since the 2000 court order. The federal Court of Appeals vacated Collins' previous order and removed the imposed fines on the state. In addition, English learners had to pass the AIMS test in order to graduate.

Horne claimed this decision as a major victory and argued that Arizona had already provided a great deal of assistance to ELL students by funneling millions of dollars into classrooms, buildings, and teachers over the past years. Horne pointed out that Arizona's ELL contribution had increased from \$150 per student in 2000 to the \$432 per student proposed in HB 2064. Horne also contended that the deficiencies in Nogales, the originating site of the *Flores* lawsuit over 14 year ago, had been "cured" (Scutari, 2006). On the other hand, Tim Hogan claimed that this was a setback for ELL students,

especially because this case has remained unresolved for so many years and ELL program inequities have not been properly addressed (Scutari, 2006).

All the provisions contained in HB 2064, however, became effective on September 21, 2006, with the exception of the Group B funding increase—the funding for ELL students remained at \$358. The evidentiary hearing is scheduled for January, 2007. In this hearing, Tom Horne and the Legislature will attempt to prove that HB 2064 meets the 2000 order, because of the additional funding that has been allocated over past years. If Collins approves HB 2064 as meeting the 2000 order, ELL funding will increase to \$432 per student. Hogan will request that Judge Collins order legislators to develop another plan that will provide increased funding for smaller classes, updated materials and equipment, and provide additional teacher training (Scutari, 2006).

Proposition 203

Opponents of the English-only campaign embarked on intensive efforts in an attempt to prevent California's English immersion mandate from coming to pass in Arizona. Faculty from Arizona's three state universities gathered in Tempe, Arizona in October, 2000 to present research on the effects of English-only schooling (Press Advisory, October 24, 2000). Researchers criticized Proposition 203, describing it as virtually identical to a program known in Southern Arizona as the "IC," a year-long, pre-first grade class designated for English learners (Press Advisory, October 24, 2000). Graduates of the IC program described the learning environment as oppressive and segregated, in which students were punished for speaking their native language (Miller & Miller, 2002). Information was circulated about one of the largest school districts in

Tucson implementing the IC program from 1919 to 1967; during this period, the Latino dropout rate never fell below 60 percent.

Despite the efforts of groups opposing the initiative, the compelling nature of a campaign seductively named “English for the Children,” along with a barrage of attacks on bilingual education in the media, created a force too strong for opponents to combat. On November 7, 2000, Arizona became the second state to adopt an English-only public school initiative through the passage of Proposition 203 into law (A.R.S. 15-751-755). Frustrated by California’s interpretation of the law, which resulted in 170,000 students or 12 percent of English learners in California being allowed to remain in bilingual education programs, Unz included different stipulations in Proposition 203 (Crawford, 2000/2001). With language more restrictive than that of California’s initiative, Arizona’s law, which went into effect in the fall of 2001, required ELLs to be placed in SEI programs. These allowed a minimal amount of the child’s native language to be used in the classroom, but prohibited instruction of any subject matter in a language other than English. This new law stipulated that, with few exceptions, “. . . all children in Arizona public schools shall be taught English by being taught in English” (English Language Education for Children in Public Schools, 2000, §15-752). English-language achievement testing was also required for all students in Arizona in grades 2 through 12. ELL students were not allowed to be exempt from state testing (§15-755). Thus, Arizona is currently the most restrictive state for language education programs (Wright, 2005).

A review of 2000 election results (Corella, 2000) indicated that in Pima County, the voters passed Proposition 203 by a 60 percent to 40 percent margin, or 166,000 for

and 112,000 votes against the initiative. Of significance, however, was the voting pattern in the Valley View District itself. There, the voting was 58 to 42 percent against Proposition 203. Neighborhoods in schools with a history of bilingual education programs voted against Proposition 203. According to a summary conducted by officials of the Valley View District, these precincts showed voting margins against the initiative by results such as 76 to 24 percent, 63 to 37 percent, and 65 to 35 percent. Results across the city indicated that Southside and Westside neighborhoods voted against the initiative as well as those in the University/downtown area and those on the Native American reservation. The initiative passed in precincts in the Foothills, on the East, Northwest and Southeast sides of town, where less than 10 percent of the neighborhood population was reported as minority. The media reported the differences as a “split between the majority and the minority on a vote to dismantle bilingual education.”

Lisa Graham Keegan was Arizona’s State Superintendent of Public Instruction during the passage and initial implementation of Proposition 203. Keegan had been elected in 1994 and took office in January, 1995 (Wright, 2004). Keegan opposed placing Proposition 203 on the November, 2000. She denied accusations about not enforcing the law, but she indicated that she would not vigorously pursue the law. Keegan made the following comment to the press: “Of course, I’m going to enforce the proposition, but I’ve never interpreted it as English only” (Corella, January 11, 2001). In other newspaper articles, Keegan addressed bilingual education programs: “Bilingual programs are successful when kids are speaking two languages, and their academics are on par. Do what you want and make it work, and nobody is going to go ballistic.”

(Corella, January 10, 2001). Keegan added that she was more concerned with children making academic progress and learning English than in the particular method used to “get them there.” She further added, “The way we’ll know if they’re not following [Proposition] 203 is if the kids are making zero progress. Then yes, we’ll talk to the school. The bottom line is academic progress as judged by tests that are in English each year.”

Keegan did not express concern over the more restrictive waiver requirements of Proposition 203. She stated the language of 203 was ambiguous enough to allow school flexibility and parental choice (Wright, 2004). Keegan’s statements, along with the Attorney General’s decision to delay implementation of Proposition 203 until the fall of 2001, virtually left it up to school districts to interpret and implement Proposition 203 on their own. This resulted in great variations across the state in both interpretation and implementation of the law. Many districts chose to eliminate bilingual education programs altogether, and others used the waiver process to continue or even expand their bilingual programs (Wright, 2004).

Prior to the passing of Proposition 203, representatives of school districts and the major universities across the state had come together on several occasions to dissect the ambiguous language of the proposed law and discuss possible implementation strategies. Several statewide meetings were organized and hosted by the Valley View District. After the November election, district representatives again congregated to continue developing the procedures for implementation in the following school year, beginning August, 2001. Each district developed drafts of specific Proposition 203 implementation procedures. In

the Valley View District, drafts were reviewed by district legal counsel, who provided feedback and often cautioned staff about proposed strategies that might prove risky in possible legal challenges. Drafts of the implementation procedures were also brought before focus groups, comprised of site and district administrators, teachers, specialists, and parent representatives. Once all district focus groups had received an opportunity to provide feedback on the draft, the Valley View ELL program staff worked with legal counsel to finalize the Proposition 203 Implementation Handbook. In the spring of 2001, the final draft was presented to and adopted by the Valley View Governing Board and the implementation manual was then shared via individual school staff presentations, parent meetings, and other district-wide meetings. The handbook included outlines of all procedures, copies of forms, and prepared overhead transparencies and descriptions in English and Spanish to be used for parent information meetings. Schools were instructed to schedule at least three venues through their school site for disseminating information to parents, such as parent information nights, classroom conferences or home visits. Directors from across the state met in Tempe, Arizona to share their Proposition 203 implementation procedures.

SEI Programs in Valley View District

The Valley View District's proposed SEI model was fully described in the district's Proposition 203 Implementation Handbook. At the elementary level, the SEI program description reflected Krashen's Gradual Exit Model (1999); although native language instruction was not specifically included, the SEI model proposed intensive English language development and content support for ELL students at the initial stages

of English proficiency. The model described decreasing amounts of English language and content support as students became more proficient in English. In order to avoid prolonged segregation of students by proficiency level, the district's model also proposed that students be heterogeneously grouped in classrooms; for certain periods of the day, ELL students would be grouped according to proficiency level in certain classes designated as SEI. Recommendations were for flexible groupings, though which ELL students would be regrouped depended on student need.

The SEI model for the middle and high school levels proposed that ELL students be grouped by proficiency level in English language development classes for one to two periods per day. Students would also be assigned to sheltered content classes, comprised of a more heterogeneous grouping of ELL students at various levels of proficiency. As students became more proficient, they would gradually be assigned to an increasing number of mainstream English content classes. A revised version of the elementary and secondary SEI models has been submitted to the Arizona Department of Education ELL Task Force, currently developing SEI models for the state.

The proposed SEI program models were executed differently at the various sites across the district. While some elementary schools regrouped ELL students for specific language support throughout the day, some sites decided to designate all the classrooms as SEI. ELL students were part of heterogeneous classrooms across the school, but teachers did not necessarily regroup or share students. At the secondary level, some schools incorporated the SEI mandates into the existing program. The previous transitional bilingual education program continued at most secondary schools. Students

at pre-emergent and emergent levels of English proficiency were assigned to the bilingual program and were frequently grouped by proficiency level for most of the day. Students who were at intermediate levels of English proficiency were said to be assigned to SEI classes, but the amount of sheltered instruction and language support offered in these classes was unclear.

Use of the Native Language in SEI Classes

Of interest to Valley View and other school districts was the reference in the law to the use of the students' native language in SEI classes. The law states that "teachers may use a minimal amount of the child's native language when necessary," with the condition that "no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English" (§15-751). As Valley View District developed operational procedures around this language, the district's attorneys advised against being too specific in the descriptions of *minimal*. Instead, the attorneys suggested that procedures indicate that the definition of *minimal* was actually dependent on the classroom, the grade, and the age of the students. Teachers were advised to be judicious in the amount of native language used; however, they were encouraged to use the native language to ensure that comprehension of the material was achieved. One method advised was the previewing of material in the native language prior to the lesson in English, then reviewing the concepts to individual or small groups of students in the native language after the lesson presentation. Students could also be allowed to take textbooks in Spanish home, and homework could be translated into Spanish, so that parents would be able to help their children. Frequently,

communications went out to schools, reminding them the law restricted the use of the native language for instruction by teachers, but it did not preclude students or parents from using the native language in the classroom or in school.

Parental Waivers

A common misconception about Proposition 203, largely promulgated by the media, is that the law prohibits bilingual education. The text of the new state law includes a section on parental waivers—parents may request bilingual instruction or “other methodologies approved by law” (§15-753). To obtain a waiver, the law stipulates that parents must visit the school in person in each year to apply for a waiver. In addition to providing information about the waiver process, the school is also required to provide parents with a full description of the various program choices, as well as the materials to be used in each of the programs. If the waiver is granted, the law states that the child is to be “transferred to classes teaching English and other subjects through bilingual education techniques” (§15-753). In cases where twenty or more waivers have been granted to students in the same grade level, schools are required to offer a bilingual class. If the school does not have enough waivers to form a bilingual class, students with approved waivers are offered a transfer to a school where bilingual classes are offered.

The text of Proposition 203 delineates criteria for students to qualify for waivers, which are grouped in three types described below:

1. *Children who already know English:* the child already possesses good English language skills, as measured by oral evaluations or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores

approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or

2. *Older children*: the child is age 10 or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English skills; or
3. *Children with special individual needs*: the child already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local governing board and ultimately the state board of education. Teachers and local school districts may reject waiver requests without explanation or legal

consequence, the existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver (§15-753).

Whereas California's Proposition 227 holds teachers accountable for violation of the law, Proposition 203 allows parents to file personal lawsuits against administrators or school board members who "willfully and repeatedly refuse to implement the terms" of the statute (citation). If found liable of these specific violations, administrators or board members could be removed from office and prevented from holding any position of authority in an Arizona public school for at least five years (Wright, 2004).

Valley View ELL program staff collaborated with other district directors to develop waiver procedures for each of the three waiver types described above. For the Type 1 waiver, most school districts conceptualized the term "good English skills" to fall in the middle of the continuum between non-English speaking and English proficient. Since the criteria for Type 1 waivers indicated an option for the use of either an oral measure or a standardized measure of reading and writing, Valley View, along with most major school districts in the state, decided that its measure for approval of waivers would be the oral section of the Language Assessment Scales (LAS), which at the time was one of four state-approved instruments for measuring English proficiency of students. The LAS included measures of both receptive and expressive language, including a Picture Identification and a Story Retelling component. The oral results of the LAS were reported in levels ranging from 1 to 5. Oral scores of 1 and 2 (0 – 64 points) fell in the category of Non-English Speaker; a score of 3 (65-74 points) was described as Limited-

English Speaker; and an oral score of 4 or 5 (75-100 points) was categorized as Fluent-English Speaker (citation). In Valley View district, the implementation procedures stated that students scoring at a LAS Level 3, or a minimum of 65 points, would be granted waivers for bilingual education programs.

For Type 2 waivers, for students 10 years of age and above, Valley View developed placement guides for placement of students with parental waiver requests. Because most of the secondary schools had a transitional bilingual education program in place, implementation procedures recommended bilingual education programs for students in the beginning levels of English proficiency; SEI and/or partial mainstreaming was recommended for ELL students with oral proficiency and more developing skills in English reading and writing. District implementation procedures also required that school representatives write a rationale for placement of the student in a bilingual education program. This documentation was to be attached to the copy of the waiver request.

Valley View's Type 3 waiver procedures followed the requirements in the law, which stipulated that the student spend a minimum of thirty days in an SEI program before a Type 3 waiver could be requested. A two hundred fifty word document, which could include both teacher and parent language, was submitted to the district office along with the Type 3 waiver request. A signature from the superintendent was required on all Type 3 waiver requests.

The Valley View procedures did not require waivers for students in special education programs, provided that the students' Individualized Education Program (IEP)

included a rationale for native language instruction as a necessary vehicle for meeting IEP goals and objectives.

At the elementary level, nearly all of the thirteen elementary schools received some waiver requests from parents. The schools where the principal and staff strongly supported bilingual education obtained the greatest number of parental waivers. Initially, seven of the thirteen elementary schools announced that they had enough waivers for bilingual education programs at all grade levels. In the six remaining elementary schools, the principals stated they did not receive enough waivers at any one grade level to form a class. One principal stated that almost no waivers were requested, even though they had done everything, but “beat the bushes” (personal communication) for support. In other elementary schools in the district, parents were simply told that bilingual education would not be offered in the school. At the secondary level, bilingual education programs were offered in some form at all four of the middle schools and at the two high schools.

The district capitalized on the changes brought about by Proposition 203 to institute changes to the transitional bilingual education approach that had historically been implemented. A maintenance bilingual education program model was purported, which included the use of Spanish for instruction and enrichment. Bilingual education classrooms at the elementary level were required to include English proficient students, as well as ELL students. Two elementary schools and one middle school continued support for its dual-language program.

Parents who requested waivers but were in schools without bilingual programs, were offered transfers to schools where bilingual education was available. Most of the

parents chose to keep their children at the current school. Many parents stated that they did not want their children transported to schools farther from their home, especially if they did not have transportation at home. These parents worried that in case of an emergency, they would not be able to get to the school quickly enough.

Prior to the passage of Proposition 203, Valley View had about 3,500 students in bilingual education programs across the district. In the first year of implementation for Proposition 203, Valley View prepared for about 1,200 students in bilingual education programs. A large neighboring school district expected about 4,000 students in bilingual education programs, as compared to the 12,000 students before the new law passed.

Proponents of Proposition 203 displayed their indignation toward Valley View and other districts planning to continue bilingual education programs. María Mendoza, the co-chair of the English for the Children movement, stated to the media that school districts were requiring too little English to qualify for bilingual programs. She asserted that lawsuits might be warranted to force more children out of the programs (Arizona Daily Star, June 19, 2001). Hector Ayala, one of the authors of Proposition 203, accused school administrators of “violating the spirit of the law which requires all instruction in English” (Arizona Daily Star, June 28, 2001). Ayala contended that school districts were manipulating the tests used to determine whether students could qualify for waivers.

During the summer of 2001, the superintendents and ELL program directors of Valley View and the neighboring district received personal phone calls from Ron Unz (personal communication). His message included threats of individual financial ruin for school officials who did not comply with the law. Unz later stated to the news media that

supporters of Proposition 203 were looking for plaintiffs in Tucson and Glendale, because school districts were making it too easy for students to remain in bilingual education classes (Arizona Daily Star, November 19, 2001). However, no lawsuits were ever filed.

Changes in Administration at the State Level

On May 3, 2001, Lisa Graham Keegan announced her resignation as State Superintendent. After being passed over for an appointment with the Bush administration, Keegan took a position as CEO of a conservative educational organization (Wright, 2004). Governor Hull appointed her education aide, Jaime Molera, as the new Superintendent of Public Instruction. Molera issued guidelines for schools and districts regarding the implementation of Proposition 203, which provided guidance in a question-and-answer format (Arizona Department of Education, 2001). The guidelines were written in a general fashion that often merely quoted verbatim sections of the law; yet, the guidelines specified that bilingual education programs were allowed for ELL students through the waiver process specified in the law.

During Molera's period in office, the AIMS test underwent major revisions. Shortly after taking office in 2001, Molera announced a four-year delay in the use of the AIMS as a graduation requirement (Wright, 2004). The State Board of Education approved a contract for Harcourt Educational Measurement to develop a new AIMS test. Still, in the spring of 2002, ELL students were required to take the AIMS test in English only, in Grades 3, 5, and 8. Prior to the passage of Proposition 203, ELL students could

be exempt from the AIMS for one time only. Exemptions for high school students were not allowed.

Not surprisingly, the AIMS scores from spring 2002 show a very low passing rate for ELL students. Scores for ELL students are included in Category 1, which includes all students, but also students designated as ELL for four years or more and Fluent English Proficient (FEP) students. Category 2 students are students designated as ELL for less than four years. The spring 2002 AIMS scores show that over 65 percent of Arizona's sophomores in Category 1 did not pass the Math section of AIMS; in Category 2, over 90 percent of the students failed the Math AIMS (Arizona Department of Education). Over 32 percent of Category 1 students in Grade 10 failed the AIMS Reading and Writing sections; sophomores across the state in Grade 10 failed the Reading and Writing AIMS at about a rate of over 80 percent. In Grade 3, about 37 percent of students in Category 1 did not pass AIMS Math; about 27 percent failed the Reading component and about 20 percent failed Writing. Not surprisingly, 3rd grade students in Category 2 failed the Math AIMS at a rate of over 70 percent, 62 percent in Reading and about 55 percent in Writing.

In the fall of 2002, the State Board of Education voted to change the formulas for labeling schools; otherwise, over 86 percent of Arizona's schools would have been labeled as Underperforming, using the original AZ Learns formula (Wright, 2004).

Challenges Related to Implementation

In the Valley View district, enrollments in bilingual education programs across the district had been consistently decreasing since the implementation of Proposition 203 in the fall of 2001. Principals had voiced concern over the students having to take the state assessments in English only and indicated that an English-immersion approach might help prepare the students faster. Some of the schools who had originally stated they would continue their bilingual programs made changes in the requirements. For example, the principal of one elementary school decided that waivers would continue to be obtained, but Spanish instruction and materials would not be allowed. Spanish would only be allowed for support for ELL students in the bilingual program, but Spanish for instruction or enrichment would not be allowed. This principal indicated that the pressure to increase test scores was just too great and the school could not afford the luxury of maintaining or developing Spanish skills. At another elementary school, the principal stated that because of a lack of parent interest in obtaining waivers, the school would only have a bilingual program in Grade 5. The fifth-grade teacher had taken it upon herself to inform parents about waivers and had obtained at least enough to form one class at fifth grade.

District officials were also forced to change the requirements regarding requests for student transfers to schools where bilingual education programs were available. Initially, the district had delineated procedures whereby the parent and the school would be transferred to a bilingual education site and the district would provide transportation. Because several elementary schools had chosen to eliminate their bilingual programs, the

number of transfer requests quickly began to tax the programs in the sites where bilingual programs had been maintained. The transfer procedures were changed to address this issue. Parents who desired bilingual education programs were now required to go through the district's general procedures for open enrollment.

To address the diminishing enrollment in bilingual education programs, the district proposed that schools not obtaining enough waivers to form bilingual classroom consider hiring a native literacy teacher. The native literacy teacher was to provide literacy instruction during a block of time for Spanish-dominant students in Grades K-2. Students would then return to their designated SEI classroom. The block teacher positions were funded with money received from the increased Group B funding triggered by HB 2010 in 2001. Two of the seven schools opted for a full-time block teacher in lieu of a bilingual program. In two other schools, the block teacher was used to support the bilingual education program across the other grade levels.

On February 12, 2003, Arizona's new state superintendent, Tom Horne, issued a press release, which included the following statement:

A key element in the new guidelines is the definition of the exception. Under waiver no. 1, the most prominently used waiver, the statute requires that "the child already possesses good English language skills." The waiver has been abused by school districts qualifying students whose test scores show that they have "limited" English language skills, as defined by the publishers of the tests. The guidelines set forth the scores required to show "good English language skills." Once good English language skills, demonstrating proficiency in English,

are achieved, the Department has no objection to quality dual-language programs, as those students will then be fully functional in English (February 12, 2003, letter from Tom Horne, Superintendent of Public Instruction to school districts and administrators).

With the implementation of these new guidelines from the Arizona Department of Education, a considerable number of students became ineligible for bilingual education programs unless they demonstrated “good English skills.” The state superintendent’s new guidelines defined “good English skills” as a score in the English proficient range on the oral component of state-approved measures of English proficiency. The new guidelines, effective in the fall of 2003, virtually precluded ELL students under ten years of age from bilingual education programs. Instead, the majority of students in the early elementary grades were forced into English immersion programs. A recent study describes the trauma, confusion, and frustration felt by parents, students, and teachers as they attempted to cope with the rigid requirements of SEI (Combs, et al, 2005).

ADE’s English Acquisition Unit embarked on a series of monitoring visits to school districts; they began with the districts with the highest number of ELL students. The Valley View District and its large neighboring district were among the first districts to be monitored.

Wright (2005) provides evidence that describes Proposition 203 as a political manifestation instead of a design aimed at truly assisting ELL students—through the use of symbolic language, the creation of heroic figures and enemies, as well as the use of specific plots and story lines. Citing Edelman’s (1985) political spectacle model, Wright

describes the Proposition 203 campaign as a development of political players who produced a make-believe political world for the mass media for the purpose of convincing the public about the failure of bilingual education. Wright also incorporates Yanow's model (2000) for policy analysis, which focuses on policy artifacts, acts, and events, all of which assist in the interpretation, implementation and/or opposition to particular policies. Wright emphasizes the fact that Proposition 203 policy documents included a great deal of vague and ambiguous language, as well as confusing definitions of key terms. According to Wright, the symbolic and seductive language of the Proposition 203 campaign and policies greatly contributed to the public support and passage of the initiative.

In the beginning of the 2006 school year, the AIMS scores from Spring 2006 were announced in the media, and along with them, the statement that more than three times the number of schools as last year had failed to meet the federal requirements for annual yearly progress (Kossan, 2006). For the first time, the state was required to include test scores for ELL students, regardless of their having been in their second or third year of acquiring English. State Superintendent Tom Horne sued the federal government in July, 2006, in an effort to prevent the inclusion of ELL students' test scores until their fourth year of "English language classes." Until this suit is resolved, the ELL scores will continue to be aggregated to the total. Ironically, Horne's statement emphasizes the illogical expectation for English proficiency in one year. "By saying a school has to fail if all their students are not proficient one year after coming here from Mexico, you make

it impossible for schools to succeed. That destroys the incentive.” (Kossan, August 29, 2006).

Proposition 203 is based on the premise that the major cause of academic failure among ELLs is insufficient exposure to English at an early age (Combs, Moll, & Crawford, 2001), and the remedy is intensive English instruction for a short period of time. Studies about the effects of Proposition 203 in Arizona demonstrate little evidence about the new policies having resulted in major improvements in the education of ELLs (Wright, 2005). A survey conducted by Wright with third-grade teachers of ELL students demonstrates that the SEI program, as mandated by the state of Arizona, is far too restrictive and in fact differs little from submersion or “sink-or-swim” education. Wright’s study also reveals that the pressure of high-stakes measures to increase test scores of ELLs, regardless of their English proficiency levels, has contributed to decreased teacher morale and career satisfaction. This, in turn, has led to higher rates of teacher turnover in schools with large populations of ELL students.

Arizona LEARNS and NCLB

In 2000, the Legislature and Governor Jane Hull adopted legislation known as Education 2000. This was forwarded and approved by the electorate as Proposition 301. Proposition 301 imposed a six-tenths of a percent sales tax increase for purposes relating to education, including new accountability measures and additional funds for schools. The revenue obtained from Proposition 301 included funding for new school improvements, as well as a phase-in of five additional days into the school year. It also included funding for the ADE to develop a system to measure school performance based

on student achievement, based on Arizona's Instrument to Measure Standards (AIMS). A second component was the development of a statewide Student Accountability Information System (SAIS), a computerized database of information for individual students, including student attendance, academic performance, and currently English language proficiency assessments (Arizona Department of Education).

In 2002, the Legislature passed Arizona LEARNS (A.R.S. §15-241), which mandated a research-based method of evaluation to effectively measure school performance. Arizona LEARNS established an Achievement Profile for elementary and secondary schools, which has been used to determine school classifications or labels. These school labels have been modified since 2002 and are currently the following: (a) Excelling, (b) Performing Plus, (c) Highly Performing, (d) Performing, and (e) Underperforming.

Two major indicators are used in AZ LEARNS to gauge school performance. The primary indicator is AIMS. Using AIMS results, the ADE computes the percentage of students who met or exceeded the Arizona standards for any one year. The second indicator was the Arizona Measure of Academic Progress (MAP). Using the Stanford 9 Achievement Test (SAT9), ADE computed the percentage of students enrolled in any particular school for at least one academic year who had achieved one year of academic progress. Up until 2004, the AIMS test was administered only in Grades 3, 5, 8 and 10 and the SAT9 was administered in Grades 1 through 9. In November, 2005, the state revised the assessment program, requiring a new norm-referenced assessment, Terra Nova, in Grades 1 and 9. Students in Grades 3 through 8 and in Grade 10 (also in Grades

11 and 12, if not passed in 10th) now take the AIMS Dual Purpose Assessment (AIMS-DPA), which includes Terra Nova embedded items.

AZ LEARNS established a timeline and a set of consequences for schools designated as *Underperforming* or *Failing*. Schools designated as Underperforming must develop a school improvement plan and present it during a public meeting. A written notice is also sent to each residence within the school attendance area. ADE must visit Underperforming schools and review the plan for improvement. Schools designated as Underperforming for three consecutive years face the possibility of being classified as Failing to Meet Academic Standards; sanctions include possible removal of the school leadership. If the school is found to be negligent in the implementation of the school improvement process, it faces restructuring or alternate governance.

Modifications were made to Arizona's accountability system to incorporate requirements mandated by the No Child Left Behind Act of 2001 (NCLB). Adequate Yearly Progress (AYP) is incorporated into the Academic Profile for elementary and secondary schools and one of the academic indicators. According to NCLB, a school makes AYP if the following conditions are met:

1. The school must assess 95% of the total student population with the AIMS, as well as 95% of each subgroup (i.e., major racial/ethnic groups, students with disabilities, English language learners). The school must have a minimum of forty students in the school for the specific group to be counted as a subgroup (the cumulative number in any subgroup affects district accountability measures);

2. The school must meet the state's Annual Measurable Objectives (AMOs) or annual target percentage of students meeting or exceeding the AZ Academic Standards on AIMS in the areas of reading, writing, and mathematics. Progress must be made toward the requirement of 100% student proficiency by the end of the 2013-2014 academic year;
3. Schools must meet the target attendance rate or demonstrate improvement;
4. High schools must meet the target graduation rate or demonstrate improvement.

Schools receiving Title I funds (determined by the number of students eligible for free or reduced lunch) and designated as Underperforming for two consecutive years, must follow the requirements for a school improvement process under NCLB.

The demanding accountability measures of AZ LEARNS and NCLB clashed almost simultaneously with the requirements of Proposition 203. The result was that the focus on second language instruction and articulation of ELL programs across grade levels was diminished as schools worked frenetically to avoid the labels of the state and federal mandates. The pallor of English language development programs was blamed on the increased requirements of AZ LEARNS. School administrators and teachers lamented that the strict demands, especially of the state reading programs, left little time to devote to a specific ELL program. More schools created situations in which all classes were labeled as SEI and indicated that the instruction used was beneficial for all students.

CHAPTER 4

METHODOLOGY

Because the *Voices* study addresses various complex questions, a multiple or “mixed method” approach (Tashakkori & Teddlie, 1998) was appropriate. The *Voices* study incorporates qualitative, quantitative, and policy analysis in a “nested” research design (Combs, Moll, & Crawford, 2000; Parrish et al, 2002). The research questions are explored through a review of state and local policies and implementation descriptions, along with classroom observations, interviews, department and district surveys. Quantitative elements include quasi-cohort analyses of AIMS scores in reading, writing and math. Also included are scores on the state language proficiency assessment, Stanford English Language Proficiency (SELP) test, which was the state-mandated assessment during the 2003-2004 and 2004-2005 school years.

Research Design

Combined or mixed-method research approaches facilitate the examination of the subject from multiple perspectives and provide a fuller picture of the investigated phenomenon (Tashakkori, A., & Teddlie, 1998, cited in Combs, Moll, & Crawford, 2000; Creswell, 1994). A nested research design is used to gain maximum analytic leverage by combining the components, or “small-N” analysis, and the broader context, or “large-N” analysis, within a single framework of study (Caracelli & Greene, 1997).

Through triangulation, mixed-method designs facilitate the convergence of multiple data sources for the purpose of studying a particular social phenomenon. Tashakkori (1998) asserts that the use of both qualitative and quantitative data promote

the weaknesses of one method being counteracted by the strengths of another. He further claims that the concept of triangulation in methodology has become an approach that broke through the hegemonic approach of purists who advocate for solely one single method when conducting research.

Patton (1990) provides examples of three methods of triangulation: (a) across methods, which merge both qualitative and quantitative data; (b) within methods, which provide a comparison of multiple qualitative data sources, and finally; (c) the use of multiple perspectives from multiple observers (across different types of qualitative data).

Mixed-method designs serve purposes beyond triangulation (Creswell, 1995). Tashakkori and Teddlie cite the work of Greene, et al. in describing an extensive review of more than 57 studies, which further elucidates the effectiveness of mixed-method research designs. The review by Greene and colleagues (1989) describes various elements that mixed-method designs provide. In addition to triangulation, mixed-method research designs can provide “complementarity,” or the ability to examine overlapping and sometimes disparate facets of a phenomenon. This type of examination can lead to the discovery of paradoxes, contradictions or sometimes fresh perspectives—a term referred to by Green et al. as “initiation.” Multiple methods can also be used sequentially, such that results from the first method inform the use of the second method. They also can provide expansion, in which mixed methods add breadth and scope to a project.

The *Voices* study documents the context, the impact, and the barriers in the implementation of Proposition 203, currently beginning its sixth year since its implementation. Previous studies have reviewed the interpretation and implementation

of Proposition 203, as well as its impact on teachers and instruction (Combs et. al, 2000; Combs et. al, 2005; Wright, 2005). The study analyzes the policy decisions developed at the state, district, school, and classroom levels and reports the effect these decisions have had on instruction, English development, and student achievement. Furthermore, the study describes how the SEI program was conceptualized and developed at the state and local levels and how it has evolved within the district. Classroom observations and teacher interviews provide a snapshot of program implementation at the classroom level.

In studying the impact of Proposition 203, Combs and colleagues anticipated significant variation not only between, but also within SEI programs Transitional Bilingual Education (TBE), late-exit or Developmental Bilingual Education (DBE) classes, and Mainstream classes. Their study proposed to describe implementation of distinct program types that are adopted, analyzing the articulation of program components and the role of local variables, and test theories about effective pedagogy in these programs.

Selection of Study Participants

For the selection of participants for the classroom observations and interview, a non-probability purposive, or non-random sampling strategy was used (Tashakkori & Teddlie, 1998). In this strategy, participants are selected in a non-random manner, through volunteer or through a selection process from a group of available participants. Ary, Jacobs, & Razavieh (1996) refer to this strategy as “quota sampling.” This type of participant selection was best suited to the *Voices* study because of the challenges associated with selecting participants from particular grade levels who fit within the

prescribed profiles or categories described in Table 15. As indicated by Table 15, ten teachers (pseudonyms are used) were selected from a pool of available participants in Grades K-3 who taught in a bilingual education or SEI program, and who possessed or did not possess, an ESL or bilingual education endorsement. Also included were two teachers in an elementary bilingual special education program (B-SPED) in either a self-contained or resource setting who possessed an ESL or bilingual education endorsement.

Table 15

Profiles of Study Participants

| Profile | Kinder | Grade 1 | Grade 2 | Grade 3 | B-SPED |
|---|----------------|----------------|---------|----------------|----------------|
| Teachers with an endorsement in bilingual education or ESL and teaching in an SEI or bilingual education class. | Ms. A Ms. E | Ms. N | Ms. G | ----- | Ms. P Ms. S |
| Teachers without a bilingual or ESL endorsement and teaching in an SEI or bilingual education class. | | Ms. R Ms. T | | Ms. O Ms. L | ----- |

The sampling also included teachers who may or may not have attended professional development activities related to English learners, but who did not have a BE or ESL endorsement. A purposive sampling was further appropriate because of particular challenges, especially in the selection of participants involved. These challenges included the need to make substitutions in participants, due to changes in teacher assignments to other grade levels and teachers who left the district during the course of the study.

Teacher Interviews

A strategy more frequently used in qualitative research, there is a continuum of interview types, ranging from unstructured and open-ended to highly structured and closed-ended (Tashakkori, 1998). These are usually recorded, transcribed and subjected to content analysis. The open-ended interview offers the researcher an opportunity to ask for clarification if an answer is vague or to provide clarification if a question is not clear. Open-ended interviews often lead to a conceptualization of an issue in ways not previously anticipated.

One of the major disadvantages of the interview is the risk of interviewer effects on the interviewed. The interviewer may unknowingly affect the responses through gestures, mannerisms or verbal feedback. If the researcher is also the interviewer, there is a danger of showing subtle signs of agreement with statements and/or responses that are anticipated.

The interview questions from my study incorporated adapted versions of questions from a study regarding Proposition 227 (Hayes & Salazar, 2001). Open-ended

questions were aimed at obtaining the participants' perceptions about the effects of Proposition 203 on the achievement and behavior of their ELL students. Questions also focused on the effects of Proposition 203 on instructional practice, as well as school climate and culture (see Appendix A).

Classroom Observations

A modified version of the Classroom Climate Scale (Kim et al., 2003) was used for this study. The original instrument was based on the work of Schumm and Vaughn (1991), who conducted a study aimed at examining the perceptions of regular education teachers about the feasibility of making instructional accommodations for students with disabilities. The findings of this study indicated that the types of adaptations perceived as most desirable by classroom teachers were those that involved the social and motivational adjustment of the students with disabilities, while the least desirable adaptations were those that included modifications in planning, curriculum use, as well as in evaluation procedures and environmental adaptations.

Research efforts have been made to find classroom observational instruments that examined the extent to which general education teachers were actually providing adaptations and accommodations to meet the diverse instructional and social needs of students with disabilities (McIntosh et al., 1993, as cited in Kim, et al., 2003).

The original Classroom Climate Scale (CCS) was developed to provide reliable and valid information related to both teacher and student behaviors or interactions in a general education classroom during reading instruction (Kim, et al., 2003). It is designed as a comprehensive and flexible instrument for classroom observation that allows the

researcher with a tool to obtain both quantitative and qualitative data (see Appendix). Kim and colleagues state that the CCS also helps the researcher to discover trends and differences, along with rich, descriptive information. Classroom observation instruments have been used in other studies with the goal of assessing the quality of reading instruction provided to English learners in primary classrooms (Gerston, et al, 2005).

The CCS was later modified for use in bilingual reading classes (Fletcher, Bos, & Johnson, 1999). In its modified version, the CCS includes questions related to the manner in which ELL students are treated fairly and impartially in the classroom. Other questions and comments address instructional adaptations to meet the needs of ELL students.

One section of the T4S Classroom Observation Protocol, developed by Fitterer & colleagues (2004), was used along with the CCS during the two classroom observations for each study participant. Although originally entitled the *Teach for Success Classroom Observation Protocol*, the instrument was copyrighted as T4S, because the authors found the *Teach for Success* title already used in other instructional venues. The T4S protocol was designed to provide teachers and administrators with specific definitions and criteria to discuss the process of teaching in an impartial manner. This instrument is composed of seven sections (see Appendix B), each section including criteria for examining and providing teachers with feedback on some of the most salient aspects of teaching:

1. Instructional Practices to Engage and Support All Students in Learning;
2. Student Engagement Throughout the Learning;
3. Selected Concepts that Maximize Student Engagement;

4. Level of Cognition;
5. Instructional Practices Related to Standards, Curriculum, and Students;
6. Assessing Student Learning; and
7. Creating and Maintaining an Effective Learning Environment for Student Learning.

According to the T4S developed by Fitterer and colleagues, the teacher must do the following actions simultaneously in order to meet the criteria for this section: (a) elicits students to be engaged in the academic learning, (b) elicits 85% or more of the students to be engaged in the academic learning at the same time, (c) makes student engagement mandatory for 8% or more of the students throughout the academic learning, and (d) maintains the engagement of 85% or more of the students throughout the academic learning.

The T4S Data Collection Form is designed to provide a format to collect data in five-minute intervals over a fifteen to twenty-minute observation. Student engagement data is collected twice during each of the five-minute intervals. For each recording of student engagement, the observer records the time and counts the number of students present, and then counts the number of students who are not engaged in the learning. This is recorded as a fraction (e.g., 2/28 represents two students not engaged in the learning out of a class of 28 students). During the student engagement “sweeps,” the observer records what the teacher is saying and what the students are doing. For example, each time the teacher directs the students to be engaged in the learning, the exact teacher words are recorded, and the observer records the number of students not

engaged in the learning. The data obtained and the subsequent feedback and coaching provided to teachers, utilizing the T4S Classroom Observation Protocol, have been used successfully in a consortium of school districts in California, Arizona, and Nevada (WestEd, 2006).

I adapted the Student Engagement section of the T4S for my study. My classroom observations were conducted during the Language Arts block, ranging from 40 to 90 minutes. I conducted a minimum of five student engagement “sweeps” during each of the two observations. The first five sweeps from each class visit were used in cases when more than five were collected during the observations.

I had the opportunity to be trained on the use of the T4S. WestEd, in collaboration with Valley View District, provided training to district administrators and other coaching staff, such as facilitators, district teacher trainer/mentors and other instructional support team members. Teams received practice in using the T4S by doing 10-minute walk-through observations in various classrooms across the district, so that the team could achieve inter-rater reliability in the data collection. Teams discussed observation data with Fitterer and received feedback from him; teams also had the opportunity to observe Fitterer provide feedback to teachers.

During the classroom observations during the *Voices* study, my role was that of a non-participatory observant. Non-participatory observations are those in which the researcher is not an “active” part of the setting in which the behaviors are being observed (Spradley, 1980). In this passive approach to observation, the researcher is present at the scene of action but does not participate or interact with other people to any great extent.

Spradley describes the role of the passive participant in any social situation as that of a “bystander,” “spectator,” or “loiterer.” Spradley asserts that the advantages of this method are that eliminating the need to ask individuals about their behaviors or tendencies often reduces the possibility of controlled responses. However, there may be effects due to the reaction of the person being observed. When a person is being observed, he/she becomes more aware of the inconsistency between his or her behaviors and his or her values. This may lead to unintentional changes in the behaviors or reactions in the observational setting.

Quantitative Analyses

Combs and colleagues (2001) propose that California studies on the effects of Proposition 227 have been largely based on aggregated grade-school and district-level data. These have lacked highly relevant student-level data, including individual program assignments, achievement test scores and reclassifications as English proficient. Thus, these researchers contend that analyses of the California initiative have been unable to evaluate programs effectively or in a meaningful way (Butler, et al, 2000; Thompson et al, 2001). They propose that a controlled scientific study of its quantitative impact on achievement is necessary.

The *Voices* project provides an analysis of available achievement indicators for students at all grade levels on state and district assessments for reading, writing, and math, along with data from English proficiency assessments.

CHAPTER 5

DISCUSSION OF FINDINGS

Changes made within Arizona Learns now require students to take the AIMS in Grades 3 through 8 and in Grade 10. Because of the changes in AIMS over the years, it was not possible to take a longitudinal of student achievement on AIMS. Therefore, I analyzed AIMS scores for Spring 2005 and Spring 2006. These include more grade levels and provide a snapshot of the status of student performance on AIMS at elementary and secondary levels. Included in my analysis are the 2005 and 2006 AIMS scores of non-ELL or English only (Eng.) students, students designated as ELL, and former ELL students reclassified to Fluent English Proficient (FEP) status. To be included in the analysis, it was necessary for students to have scores from both 2005 and 2006. The AIMS scores were analyzed by comparing student performance from Grades 3-4, 4-5, 5-6, 6-7, 7-8, and 10. The mean point gain from one year to the next for each grade level was also analyzed. This level of analysis is important, because it is necessary to determine if ELL students are making progress in a particular grade level, but more importantly if they are continuing to progress as they move into higher grade levels. The discussion below highlights the performance of students from Grades 3-4, 4-5, 7-8, and 10.

AIMS Assessments

Reading Scores

Table 16 illustrates the type of analysis conducted of ENG, ELL, and FEP students across performance levels: Falling Far Below (FFB) the standard, Approaching

(APP) the standard, Meeting the standard (M) and Exceeding (E) the standard. As Table 16 indicates, a total of 1,043 students took the AIMS Reading test in 2005; 386 or 37% of the total number of students taking the third-grade AIMS were ELL students.

Table 16

District AIMS Reading: Grade 3 to 4—Comparison of Spring 2005 and Spring 2006

Results (Source: Arizona Department of Education)

| Lang. | 2005 | 2006 | Gain | Perf. Level 2005 | N | Perf. | Perf. | Perf. | Perf. |
|-------|--------|--------|-------|---------------------|-----|---------------|---------------|---------------|---------------|
| | | | | | | Level 2006 | Level 2006 | Level 2006 | Level 2006 |
| | | | | | | FFB | APP | M | E |
| ELL | 358.95 | 402.61 | 43.66 | FFB | 97 | 0.49 | 0.47 | 0.03 | 0 |
| ENG | 360.86 | 408.57 | 47.71 | FFB | 14 | 0.5 | 0.43 | 0.07 | 0 |
| FEP | 372.33 | 418.33 | 46 | FFB | 3 | 0.33 | 0.33 | 0.33 | 0 |
| ELL | 399.75 | 427.43 | 27.68 | APP | 209 | 0.17 | 0.67 | 0.16 | 0 |
| ENG | 407.72 | 437.04 | 29.32 | APP | 100 | 0.12 | 0.55 | 0.33 | 0 |
| FEP | 411.55 | 445.32 | 33.77 | APP | 71 | 0.07 | 0.48 | 0.45 | 0 |
| Lang. | 2005 | 2006 | Gain | | N | FFB | APP | M | E |
| ELL | 450.92 | 467.37 | 16.45 | M | 78 | 0.01 | 0.21 | 0.78 | 0 |
| ENG | 467.59 | 486.19 | 18.6 | M | 221 | 0 | 0.13 | 0.82 | 0.05 |
| FEP | 461.7 | 483.4 | 21.7 | M | 203 | 0 | 0.11 | 0.85 | 0.03 |

Table 16 (continued)

| Lang. | 2005 | 2006 | Gain | Perf. Level 2005 | N | Perf. | Perf. | Perf. | Perf. |
|-------|-------|--------|-------|---------------------|----|---------------|---------------|---------------|---------------|
| | | | | | | Level 2006 | Level 2006 | Level 2006 | Level 2006 |
| ELL | 533.5 | 535 | 1.5 | E | 2 | 0 | 0 | 0.5 | 0.5 |
| ENG | 533.6 | 533.31 | -0.29 | E | 35 | 0 | 0 | 0.6 | 0.4 |
| FEP | 528.5 | 517.8 | -10.7 | E | 10 | 0 | 0 | 0.7 | 0.3 |

Of the 386 total ELL students who took the AIMS Reading in Grade 3, 97 students or 25% scored in the lowest FFB category. Comparing these same students' performance in Grade 4, 48 ELL students (number shown in parentheses) or 49% remained in the FFB category in 2006, despite a mean point gain of 43.66 points. In Grade 4, 46 ELL students of the total 97 (46%) moved in the APP category and only 3 students were able to progress to the category of Meeting the standard. The FFB category, however, appears to be problematic for students in all language categories. Of the 14 ENG 3rd graders who scored in the FFB category in 2005, 50% of them (7 students) remained in FFB in 2006, with 43% (6 students) moving to APP and only one student met the standard. Overall, the point gain for students in the FFB category must be greater so that students are able to move in the Meets performance category.

For 209 ELL students scoring in the APP category in 2005, 17% (36 students) of the students dropped back into FFB, and 67% (140 students) remained in the APP category. Only 16% (33 students) of the 209 ELL students met the standard in Reading in Grade 4. The FEP students showed the highest mean point gain in the APP category; 45% (32 students) of the 71 FEP students moved from APP into M in Grade 4.

ELL students who met the reading standard in Grade 3 remained in this category in Grade 4. About 78% (61 students) of the 78 ELL students maintained their progress in Grade 4, and only 21% (16 students) dropped into the APP category.

Only two ELL students, however, scored in the Exceeds category in 3rd grade, and by 4th grade, one of the students (50%) dropped down to Meets. Of significance is the comparison of ENG students' results. Of the 35 EO students who scored in the Exceeds category in Grade 3, 40% or 14 students dropped down to Meets, although none of the ENG students dropped into the bottom performance levels. Of the ten FEP students who exceeded the standards in Grade 3, 7 of them (70%) dropped into the Meets category in Grade 4. These results may suggest that second language learners, even those proficient according to language assessments, may have difficulty maintaining high levels of performance in higher grades. It is also important to note that under AZ LEARNS, higher numbers of students in the *Exceeds* category determines schools labeled as Excelling.

AIMS Reading scores from 2005 in the intermediate grades reveal that a large number of ELL students did not meet or exceed the standard in Grade 5. The mean point gain of ELL students was significant, however, as illustrated in Figure 2 below. ELL

students made the highest point gain across all language subgroups, a 36-point gain as compared to the 22-point gain made by FEP and ENG students. Despite the notable mean-point gain, however, nearly 75% of the ELL students in Grade 5 failed the Math portion of the AIMS, compared to 25% of ENG students who failed and 24% of FEP students who were in the FFB or APP levels. The achievement levels of ENG and FEP students in 5th grade Math was very similar; 74% of ENG students met or exceeded the standards compared to 76% of the FEP students.

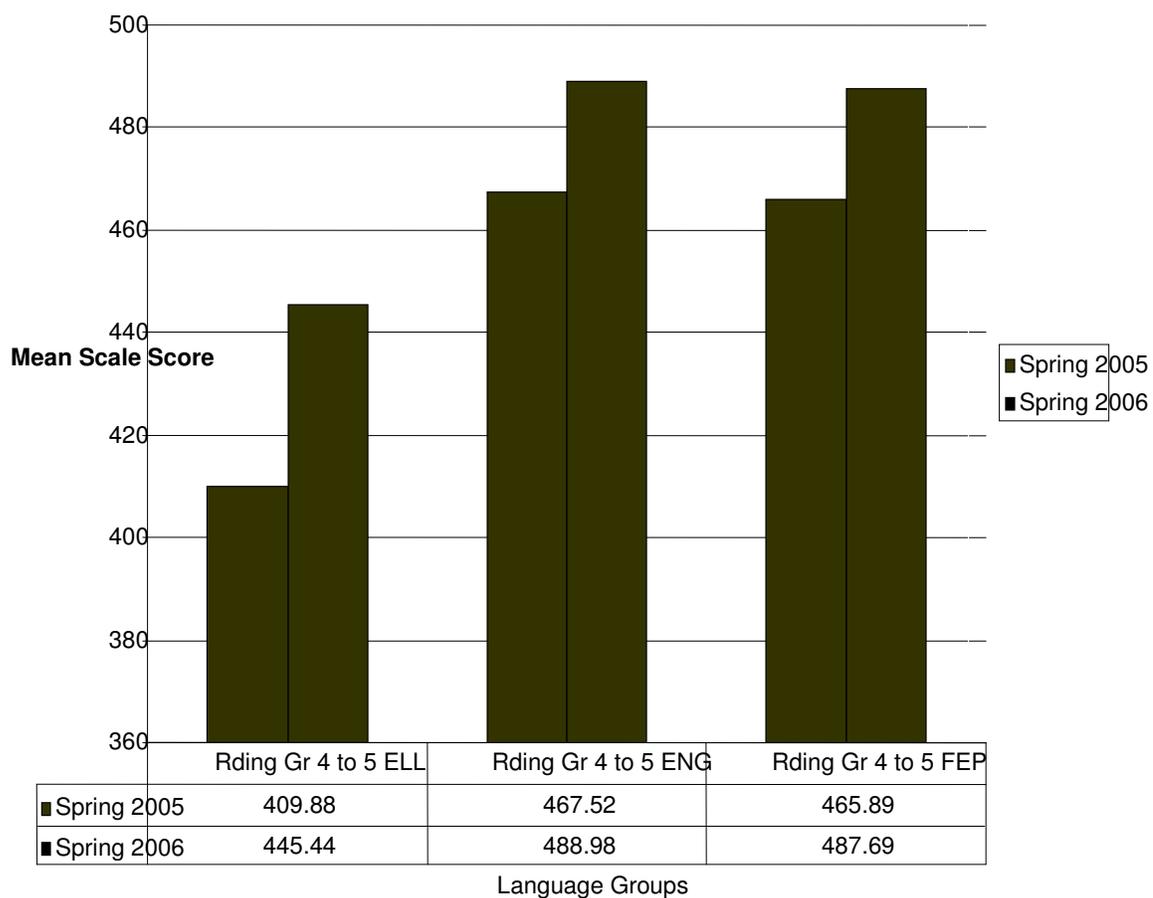


Figure 2: AIMS reading grades 4-5; mean point gain from 2005-2006

(Source: Arizona Department of Education AIMS Scores).

Table 17

*Comparison of AIMS Reading Scores for Grades 4 to 5—2005-2006**(Source: Arizona Department of Education)*

| Language | Year | Grade | N | FFB | APP | M | E |
|----------|------|-------|-----|-----------|-----------|----------|---------|
| ELL | 2005 | 4 | 213 | 106 (50%) | 79 (37%) | 28 (13%) | 0 |
| | 2006 | | | 57 (27%) | | | |
| ELL | | 5 | 213 |) | 111(52%) | 43 (20%) | 0 |
| | 2005 | | | | | 132 | |
| ENG | | 4 | 220 | 19 (9%) | 56 (25%) | (60%) | 13 (5%) |
| | 2006 | | | | | 146 | |
| ENG | | 5 | 220 | 5 (2%) | 59 (27%) | (66%) | 10 (5%) |
| | 2005 | | | | | 314 | |
| FEP | | 4 | 505 | 20 (4%) | 158 (31%) | (62%) | 19 (4%) |
| | 2006 | | | | | 352 | |
| FEP | | 5 | 505 | 11 (2%) | 130 (26%) | (70%) | 16 (3%) |

Table 17 shows a comparison of ELL students' AIMS Reading scores from Grade 4 to Grade 5. In 2005, of the 213 ELL students who took the AIMS Reading test in 4th grade, nearly 90% failed and only about 13% passed. When these same students took the test in 2006, 27% or 57 students remained in FFB, 52% or 111 moved or dropped from

Meets into APP; only 20% or 43 students met the standard in Grade 5. The percentage of students in FFB dropped from 50% to 27% the following year, however, and the students in APP increased from 37% to 52%. No ELL students exceeded the reading standard in either 2005 or 2006.

The ENG students' scores reveal that about 65% met or exceeded the Reading standard in 2005 and about 71% met or exceeded in 2006. Over 500 FEP students took the 5th grade Reading AIMS in 2005. The FEP students outscored the ENG students in Grade 4 and Grade 5. About 66% of these students met or exceed the standard in 2005 and about 96% met or exceeded in 2006.

A review of student performance at the secondary level reveals increasing achievement gaps, especially in the FFB levels. A comparison of AIMS Reading scores from 2005 to 2006 indicate that ELLs comprised the greatest number of students in the lowest AIMS category. Table 18 shows that 76% or 76 ELL students remained in the FFB category from Grade 7 to Grade 8. Nearly 40% of 78 students who were approaching the standard in Grade 7 dropped to FFB in Grade 8. Of the small number of ELL students (12) who met the Reading standard in Grade 7, ten students maintained their performance and two students dropped back into the Approaches category. No ELL students exceeded the Reading standard at these grade levels. Of the two FEP students who exceeded the standard in 2005, both students dropped into Meets in 2006.

Table 18

*District AIMS Reading: Grade 7 to 8—Comparison of Spring 2005
and Spring 2006 Results*

| | Scale | Scale | | Performance | | Perf. | Perf. | Perf. | Perf. |
|-------|--------|--------|--------|-------------|-----|-------|-------|-------|-------|
| | Score | Score | | Level | | Level | Level | Level | Level |
| | 2005 | 2006 | Gain | 2005 | N | 2006 | 2006 | 2006 | 2006 |
| | | | | | | FFB | APP | M | E |
| Lang. | 2005 | 2006 | Gain | | N | FFB | APP | M | E |
| ELL | 420.73 | 440.93 | 20.2 | FFB | 110 | 0.69 | 0.3 | 0.01 | 0 |
| ENG | 425.4 | 444.86 | 19.46 | FFB | 43 | 0.67 | 0.28 | 0.05 | 0 |
| FEP | 426.39 | 458.74 | 32.35 | FFB | 23 | 0.3 | 0.65 | 0.04 | 0 |
| ELL | 458.01 | 460.32 | 2.31 | APP | 78 | 0.38 | 0.53 | 0.09 | 0 |
| Eng | 465.64 | 474.37 | 8.73 | APP | 118 | 0.22 | 0.58 | 0.19 | 0 |
| FEP | 466.22 | 480.21 | 13.99 | APP | 130 | 0.13 | 0.65 | 0.22 | 0 |
| ELL | 533.42 | 533 | -0.42 | M | 12 | 0 | 0.17 | 0.83 | 0 |
| ENG | 527.38 | 531.88 | 4.5 | M | 260 | 0.02 | 0.17 | 0.78 | 0.03 |
| FEP | 519.22 | 521.17 | 1.95 | M | 215 | 0.02 | 0.26 | 0.7 | 0.02 |
| ENG | 603.24 | 586.65 | -16.59 | E | 17 | 0 | 0 | 0.76 | 0.24 |
| FEP | 587 | 546.5 | -40.5 | E | 2 | 0 | 0 | 1 | 0 |

At Grade 10, the achievement gap in Reading for ELL students appears even more significant. Of 102 ELL students who took the AIMS Reading test in Grade 10, only one met the standard (Table 19). Thirty-eight ELL students or 37% scored in Approaches and the largest number, 63 students or 62%, scored in FFB. In the following year, the scores for this cohort of students indicate that 10 students met the standard

(10%). The number of FFB students decreased from 62% to 27%, but the majority of the ELL students were only able to reach the APP category (63%). About 18% of the ENG students passed the 10th grade Reading AIMS in 2005; this number increased to 42% the following year. The number of FEP students passing AIMS increased from 16% to 38% of the students. Although the number of students meeting the reading standard in Grade 10 is low for all language categories, ELL students continue to inhabit the lowest performance levels.

Table 19

*AIMS Reading for Grade 10—2005 to 2006**(Source: Arizona Department of Education)*

| Language | Year | N | FFB | APP | M | E |
|----------|------|-----|----------|----------|----------|---|
| ELL | 2005 | 102 | 63 (62%) | 38 (37%) | 1 (.9%) | 0 |
| ELL | 2006 | 102 | 28 (27%) | 64 (63%) | 10(10%) | 0 |
| ENG | 2005 | 132 | 25 (19%) | 83 (63%) | 24 (18%) | 0 |
| ENG | 2006 | 132 | 14 (11%) | 58 (44%) | 55 (42%) | 0 |
| FEP | 2005 | 76 | 20 (26%) | 44 (59%) | 12 (16%) | 0 |
| FEP | 2006 | 76 | 10 (13%) | 37(49%) | 29 (38%) | 0 |

Math Scores

A comparison of AIMS scores from Grade 3 to 4 show that in FFB the category, the mean point gain for ELL students (48.27) was similar to the gain made by English only students (56.39); however, because the ELL students were farther behind, the gain was not sufficient to move a large number of students into higher performance categories. About 45%, or 39 of 87 ELL students remained in FFB from 2005 to 2006. About 43 percent of the ELL students in the Approaches category moved up into Meets; of the 160 ELL students who met the standard in 2005, 69 percent or 110 students passed the AIMS Math in Grade 4, and 18 percent slipped back into Approaches. Four of six ELL students who had exceeded the standard in Grade 3, fell into the Meets category in Grade 4.

At Grade 5, the ELL subgroup comprises the largest group of students falling significantly below the math standard on AIMS. As shown in Table 20, the number of ELL students meeting or exceeding the 5th grade Math standard was significantly lower than the number of students in other language categories. Of the 228 ELL students who took the AIMS Math test, only 26% of the ELL students met or exceeded the standard in 2005 and 37% passed in 2006. Of significance is that at Grade 5, the FEP students did as well as or outperformed the ENG students. Approximately 74% of FEP students met or exceeded the standard in 2005 and nearly 80% in 2006, as compared to 74% of ENG students in 2005 and 33% in 2006.

Table 20

*Comparison of AIMS Math for Grades 4 to 5—2005 to 2006**(Source: Arizona Department of Education)*

| Year | Language | N | FFB | APP | M | E |
|------|----------|-----|----------|----------|----------|----------|
| 2005 | ELL | 228 | 97 (43%) | 71 (31%) | 58(25%) | 20(.90%) |
| 2006 | ELL | 228 | 60 (26%) | 85(37%) | 75(33%) | 8(4%) |
| 2005 | ENG | 228 | 20(9%) | 40(18%) | 144(63%) | 24(11%) |
| 2006 | ENG | 228 | 16 (3%) | 40(8%) | 134(26%) | 38(7%) |
| 2005 | FEP | 518 | 25(5%) | 101(19%) | 320(62%) | 72(14%) |
| 2006 | FEP | 518 | 24 (5%) | 89(17%) | 309(60%) | 99(19%) |

At the 8th grade level, ELL students continue to lag significantly below ENG and FEP students. Nearly 90% of the ELL students failed the Math AIMS test in 8th grade. Only 12% met the standard, and no ELL students exceeded the standard. Eighth-grade FEP students performed almost as well as their ENG counterparts, with 55% of the FEP students meeting or exceeding the standards, compared to 57% of ENG students.

In Grade 10, math performance was problematic for students in all language subgroups. About 80% of all students in 10th grade failed the Math AIMS test in 2005. None of the 76 ELL students in 10th grade were able to pass the Math AIMS, and no student in any language subgroup exceeded the standard. In 2006, 48 ELL students

(63%) remained in or dropped into the FFB category from the year before. Eleven ELL students (14%) were able to pass the AIM Math test in 2006, as compared to 41 ENG (30%) students and 18 (29%) of FEP students.

Writing Scores

All students in Grades 3 and 4 fared somewhat better on the AIMS Writing test in both 2005 and 2006 (Table 21). About 75% of all students in Grade 3 met or exceeded the AIMS Writing test in 2005 and about 72% met or exceeded in 2006. English learners continued to perform significantly lower than the ENG or FEP students. Of the 393 ELL students in Grade 3, about 57% met or exceeded in 2005 and 54% in 2006 as 4th graders, compared to ENG students; 84% of ENG students met or exceeded in 2005 and 89% in 2006. Of the 3 students who exceeded the writing standard in 3rd grade, none were able to maintain this level, and they all slipped back into the Meets level in Grade 4. With an 87% passing rate, FEP 3rd grade students surpassed their ENG peers in 2005. No FEP students, however, attained scores in the Exceeding category.

Table 21

Comparison of AIMS Writing for Grades 3 to 4—2005 to 2006

(Source: Arizona Department of Education)

| Year | Language | N | FFB | APP | M | E |
|------|----------|-----|---------|-----------|-----------|---------|
| 2005 | ELL | 393 | 37 (9%) | 133(34%) | 220(56%) | 3(.7%) |
| 2006 | ELL | 393 | 7 (2%) | 171 (44%) | 212 (54%) | 0 |
| 2005 | ENG | 373 | 10 (3%) | 47 (13%) | 289 (77%) | 27 (7%) |

Table 21 (*continued*)

| Year | Language | N | FFB | APP | M | E |
|------|----------|-----|---------|----------|-----------|---------|
| 2006 | ENG | 373 | 3 (.8%) | 69 (18%) | 289 (77%) | 12 (3%) |
| 2005 | FEP | 291 | 2 (.6%) | 27 (9%) | 253 (87%) | 0 |
| 2006 | FEP | 291 | 0 | 50 (17%) | 248 (85%) | 3 (1%) |

Evident from Grade 4 to 5 is the decline in performance for ELL students (Table 22). Only 27% of the ELL students passed the AIMS Writing test in 2005 and 37% in 2006. This performance is much lower than that of ENG students, 68% of whom met or exceeded the Writing standard in 2005 and 69% in 2006 as 5th graders. Once again, FEP students' performance surpassed the percentage of ENG students passing AIMS. About 81% of the FEP met or exceeded in 2005 and 76% in 2006. The 11 FEP students who exceeded the writing standard in 2005 fell back into Meets in Grade 5.

Table 22

*Comparison of AIMS Writing for Grades 4 to 5—2005 to 2006**(Source: Arizona Department of Education)*

| Year | Language | N | FFB | APP | M | E |
|------|----------|-----|----------|--------------|--------------|---------|
| 2005 | ELL | 224 | 39 (17%) | 125 (56%) | 60 (27%) | 0 |
| 2006 | ELL | 224 | 15(7%) | 127 (57%) | 82 (37%) | 1 (.4%) |
| 2005 | ENG | 223 | 10 (4%) | 69 (31%) | 138 (62%) | 6 (3%) |
| 2006 | ENG | 223 | 3 (1%) | 67 (30%) | 152 (68%) | 1 (.4%) |
| 2005 | FEP | 521 | 4 (.8%) | 143 (27%) | 363 (70%) | 11(2%) |
| 2006 | FEP | 521 | 5 (.9%) | 120 (23%) | 396 (76%) | 0 |

In Grade 7, only 34% of the total ELL students passed the AIMS Writing test in 2005 and 42% passed in 2006, as compared to 80% of ENG students in 2005 and 86% in 2006 (Table 23). Although the ENG cohort was much larger, the percentage of 8th grade FEP students meeting the writing standard was again higher; in 2005, FEPs scored at 80% meeting and 90% in 2006. Virtually no 7th or 8th grade students performed in the Exceeds category.

Table 23

*Comparison of AIMS Writing for Grades 7 to 8—2005 to 2006**(Source: Arizona Department of Education)*

| Year | Language | N | FFB | APP | M | E |
|------|----------|-----|----------|----------|-----------|---------|
| 2005 | ELL | 198 | 38 (19%) | 92 (46%) | 68 (34%) | 0 |
| 2006 | ELL | 198 | 18 (.9%) | 96 (48%) | 84 (42%) | 0 |
| 2005 | ENG | 437 | 6 (1%) | 81 (19%) | 349 (80%) | 1 (.2%) |
| 2006 | ENG | 437 | 5 (1%) | 52 (12%) | 376 (86%) | 0 |
| 2005 | FEP | 375 | 3 (.8%) | 68 (18%) | 304 (81%) | 0 |
| 2006 | FEP | 375 | 1 (.2%) | 33 (9%) | 341 (90%) | 0 |

Table 24 demonstrates the repeated decline of scores for all 10th grade students, but most dramatically for ELL students. In 2005, no ELL students passed the AIMS Writing test; only five students (5%) passed in 2006. About 52% of the ELL students approached the standard in 2005 and 68% in 2006, but the gains were not great enough to move them into a passing score. Although higher than for ELL students, the percentage of ENG students passing writing in 2005 was only 28%; the percentage increased to only 44% in 2006. In Grade 10, FEP students did not score as well as in other grades; only 20% of the 62 FEP students met or exceeded the writing standard in 2005 and 19% in 2006.

Table 24

*AIMS Writing for Grade 10--2005 to 2006**(Source: Arizona Department of Education)*

| Year | Language | N | FFB | APP | M | E |
|------|----------|----|----------|----------|----------|--------|
| 2005 | ELL | 94 | 45(48%) | 49 (52%) | 0 | 0 |
| 2006 | ELL | 94 | 25 (27%) | 64 (68%) | 5 (5%) | 0 |
| 2005 | ENG | 98 | 12 (12%) | 59 (60%) | 27 (28%) | 0 |
| 2006 | ENG | 98 | 9 (9%) | 42 (43%) | 43 (44%) | 0 |
| 2005 | FEP | 62 | 7 (11%) | 42 (68%) | 12 (19%) | 1 (2%) |
| 2006 | FEP | 62 | 8 (13%) | 34 (55%) | 18 (29%) | 1 (2%) |

Summary of AIMS Scores

Despite large mean-point gains made at several grade levels, ELL students' achievement is significantly below that of ENG or FEP students. A greater number of ELL students failed the AIMS test at all grade levels in Reading, Math, and Writing. The achievement gap becomes wider as students progress through the grades.

In some grade levels, FEP students either performed as well as or outperformed the ENG students. However, the achievement for all language groups is problematic, especially in the secondary grades.

Stanford English Language Proficiency (SELP) Assessments

Prior to 2004, the instrument used to measure English proficiency was the Language Assessment Scale (LAS). This instrument, one of four state-approved English proficiency assessments, was used for many years up to 2004-2005. The LAS test included an oral component for students in Grades K-1 and an oral, reading, and writing component for students in Grades 2-12. According to the LAS scoring guidelines, raw scores were converted to scale scores, which then were divided along a five-point continuum with the following designations: (a) Levels 1 and 2 = Non-English Speaker, (b) Level 3 = Limited English Speaker, and (c) Levels 4 and 5 = Fluent English Speaker.

Students with a primary or home language other than English and new to the district were administered the LAS assessment. If the students scored in the range of limited or non-speaker of English on any of the three components, they were designated as ELL students. The requirement was then to administer a yearly reassessment until the students' scores were in the Fluent English Speaker range on all subtests.

In addition to the proficiency assessments, the Valley View District used classroom and grade information. Students were not formally reclassified as FEP without the additional component of student progress, and grades were investigated and it was determined that lack of proficiency was not the cause of the learning problems. After reclassification, FEP students' progress was monitored for two years. Prior to 2004, yearly reclassification rates ranged from 12% to 16%.

In 2004, Arizona adopted a single statewide proficiency test, the Stanford English Language Proficiency (SELP) assessment. This instrument was implemented

for only two years. The new norm-referenced assessment also included oral, reading, and writing components and produced the following language designations based on composite scores: Pre-Emergent, Emergent, Basic, Intermediate, and Proficient. With the adoption of the SELP came new state requirements that SELP scores would become the sole determination of ELL or FEP status. Once a student scored in the Proficient range on the SELP composite score, then the student automatically went into the state information system as an FEP. The Kindergarten SELP test did not include a reading or writing component. Students in Grade K could be reclassified to FEP if they scored Proficient on the SELP test, which included only oral and listening components.

The following section provides a description of proficiency levels with SELP and also illustrates the reclassification rates of ELL students to Fluent English Proficient (FEP) between 2004-2005 and 2005-2006. Table 25 shows the percentage of students in each SELP language category for the two years of its implementation. A total of 3,563 students across all grade levels were tested in 2004-2005 and 3,533 students were tested in 2005-2006. Students who scored Proficient upon initial assessment were not labeled as ELL, but designated as Initial Fluent English Proficient (IFEP).

Table 25

Students in SELP Language Categories

| N | Year | Pre-Emergent | Emergent | Basic | Intermediate | Proficient |
|------|------|--------------|----------|-------|--------------|------------|
| 3563 | 2004 | .2% | 11% | 14% | 69% | 7% |
| 3533 | 2005 | 0% | 8% | 7% | 60% | 32% |

Beginning in the 2006-2007 school year, the state introduced a new assessment, known as the Arizona English Language Learner Assessment (AZELLA). Because of these changes, it was difficult to obtain longitudinal English proficiency data; therefore, student progress is difficult to measure because of the changes from SELP to AZELLA.

The SELP test also included a screening instrument to determine if the student had the minimum amount of English, to be administered the full battery. On the SELP Screening Test, the student had to score at least four out of seven questions correctly in order to be eligible to take the full SELP assessment. The percentages shown in the Pre-Emergent category do not adequately represent the true number of students at the beginning levels of English proficiency. According to district SELP data, a very small number of students scored at Pre-Emergent or Emergent levels. However, the numbers do not reflect the students who were ineligible to take the SELP test because they did not have sufficient English language skills to pass the SELP screening test.

During the two years in which the SELP assessment was used, the ELL reclassification rate to FEP status increased from an average of 12-16% reclassifications per year to an average of 24-28% reclassifications per year for 2004 and 2005. Many classroom teachers voiced concerns about the Proficient score for students, claiming that the students were not doing well in class because their English was not developed enough to be in a Mainstream program.

Voices from the Field: Classroom Observations

Classroom observations and teacher interviews were used in my study to address the research questions regarding the impact of Proposition 203 on classroom instruction, as well as on school climate and culture. Ten elementary classroom teachers participated in the study and were selected if they matched the following profile for participant selection: (a) teachers with an endorsement in bilingual education, or ESL and teaching in a designated bilingual or SEI classroom in any grade between K-3; (b) teachers without an endorsement in bilingual education or ESL and teaching in a designated bilingual or SEI classroom in any grade between K-3; and (c) teachers in an elementary bilingual special education program with or without an endorsement in bilingual education or ESL.

As previously stated, four of the study participants hold endorsements in bilingual education; three of the four endorsed teachers are former bilingual education program teachers who were teaching in an SEI designated class during the time of the study. One of the endorsed teachers was teaching in a designated bilingual education classroom. The other four regular classroom teachers do not have bilingual or ESL endorsements, but possess either Provisional or Full SEI Endorsements. A total of sixty clock hours of professional development in SEI strategies are required for the Full SEI Endorsement, fifteen hours of which constitute a Provisional SEI Endorsement. The two bilingual special education teachers possess endorsements in bilingual education, as well as in special education. All teachers in the study have participated in various types of professional development, including effective strategies for ELL students.

I conducted two observations in each of the classrooms. I used a modified version of the Classroom Climate Scale (Fletcher, Bos & Johnson, 1999; Kim et al, 2003) to record information related to both teacher and student behaviors and general classroom interactions during reading instruction. I also used one specific section of the T4S Classroom Observation (Fitterer, 2004) to obtain information on the level of student engagement. To meet the criteria for student engagement, the teacher must do all of the following: (a) elicit students to be engaged in the academic learning, (b) elicit 85% or more of the students to be engaged in the academic learning *at the same time*, (c) make student engagement mandatory for 85% or more the students throughout the academic learning, and (d) maintain the engagement of 85% or more of the students throughout the academic learning. During my observations, I conducted “sweeps” to determine the level of student engagement.

In the following section, I present a description of each study participant (pseudonyms are used), and I provide an account of the activities and interactions I observed. Following the descriptions are the observation results according to the CCS and the T4S.

Classroom Observations of Study Participants

Ms. A's Kindergarten Class

Ms. A has been teaching kindergarten for over twenty years and is a former bilingual education teacher. She holds a bilingual education endorsement and is fluent in Spanish. Her current class is designated as an SEI class. There are no bilingual

education classes at this school, although there are several other former bilingual education teachers with bilingual endorsements.

The observed instructional activities consisted of the teacher reading aloud or reviewing a lesson with the whole class. The students were seated on the rug at the front of the room. Ms. A used verbal signals to elicit the students' attention, such as, "Show me that you're ready to listen," or "Criss, cross, applesauce."

During the first observation, Ms. A was reading a book. She stopped intermittently to ask questions and called on individual students to respond. Although she often thanked students for remembering to raise their hands and sometimes reminded students to raise their hand before responding, she frequently accepted answers from students who called out answers. In some cases, students remained with their hand up even after an individual student had been called on to respond.

After reading the book about a river, Ms. A gave directions about completing a worksheet related to the reading. The students were asked to draw an "X" over pictures of things that did not belong in the river. The second task was the students were to draw three things they saw in the book and then write something they liked about the book. After giving directions, the teacher read the story aloud again and elicited the students to read along with her. Some of the students were looking away, playing with their shoes or chatting with each other, and were not looking at the book or reading along.

After the teacher finished reading the book for the second time, she asked the students to take their seats to complete the worksheet. The students sat at individual desks, which were arranged in groups of four or six around the room with students facing

each other. The teacher walked around the room, giving students corrective feedback or asking them to “get to work” or to “remember to color their drawings.” She used both Spanish and English for feedback and conversation with students. After a time with this activity, the teacher rang the bell for recess.

After recess the students were asked to sit in the front on the rug, and the teacher read another book, this time related to an upcoming Mexican holiday. She asked questions and called on individual students. Not all the students were participating. After reading the book, the teacher gave directions for seatwork, which was making a Mexican flag from construction paper. Students were to paste red and green paper on a large white sheet and then cut and paste a picture of the eagle insignia in the center.

A similar procedure took place during the second observation, during which the teacher reviewed vocabulary related to school. She stated this was vocabulary from the ESL series. The vocabulary presented was a list of articles found in school, such as pencils, blocks, books, etc. She called on individual students to say the word on the picture card and then use the word in the prescribed sentence structure—“We have _____ (students to provide the word) in school.” Although the observation took place toward the end of the school year, the vocabulary words seemed appropriate for the beginning of school. One student stated, “We knowed that already.” The teacher did not respond. The teacher then gave directions about seatwork. Students were asked to go back to their tables and practice writing three sentences about things they would find in school. Students were also told they could draw a picture at the top of the page. During

the seatwork, many students were off-task, playing with pencils, out of their seat, or just sitting. The teacher walked around and monitored work.

The T4S data from this SEI kindergarten class indicated that the number of non-engaged students ranged from 21 percent to a high of 55 percent. None of the ten sweeps demonstrated 85 percent engagement. One of the sweeps conducted during this period showed eleven out of twenty, or 55 percent of the students not engaged.

The CCS data demonstrated that Ms. A used whole-group and independent activities during the observations. Although students were seated at tables in groups of four to five, they did not work together collaboratively on tasks. Ms. A walked around and monitored student work; she spoke to the students in English and Spanish, but most of her comments were of a classroom management nature. She frequently asked students to get to work or to complete the task assigned.

Ms. E's Kindergarten Class

Ms. E has been teaching for ten years. She previously taught in third grade, but the majority of her teaching experience has been in kindergarten. Ms. E's class is designated as a bilingual education class. Proposition 203 requires that ELL students demonstrate proficiency in oral English in order to meet the criteria for enrollment in a bilingual program. Although Ms. E's class is designated as a bilingual education class, the school is implementing a program prescribed by Reading First. The teacher indicated that the program does not allow literacy instruction in the primary language. Ms. E also stated during a subsequent interview that students in her bilingual class receive one hour per day of Spanish instruction, which usually takes place in the afternoon.

The instruction during both observations began with whole-group instruction. Students were seated on the rug in the front of the room. The teacher reviewed various chants, such as days of the week, months of the year, etc., and elicited students to sing along. Not every student participated during these activities. Frequently the chants called for students to stand up and move around.

After the chanting and review, the teacher presented a lesson, such as the sequence of a story, calling on individual students to respond about events that occurred at the beginning, middle, or end of the story, while other activities included a review of high-frequency words. Sometimes the teacher elicited students to raise their hand by stating, "Raise your hand if you know." Other times, the teacher called on individual students by drawing a popsicle stick out of a can. Each popsicle stick had the name of a student written on it.

Students were asked to think of a sentence with the word, compose a sentence with the word and share the sentence with the person sitting next to them, in an activity called, "Buddy Buzz." The teacher walked around to listen to responses. Although many students were engaged during this paired activity, sweeps indicated that 85 percent engagement was not achieved.

After these group activities, the teacher gave directions for the work students were to complete at the various tables or "stations." Students were seated at tables or desks arranged in groups of four to six students. One group of six proceeded to a table with the teacher for reading, and the others went to their assigned station. The task at one station was to write in a journal; in another station, students were to cut out pictures from the

story and paste them in the correct sequence. In another station, the task was to play a game by using letter tiles to form words. Sweep #5 was conducted when students first began work at the stations, and only 13 percent of the students were not engaged. However, subsequent sweeps during the second observation showed several students not engaged, especially during the work at stations. Although seated in groups, students appeared to be working independently on the assigned task. The teacher was engaged with students in the small group, and did not monitor the work of the other students at the stations until almost the end of the assigned time, when it was time for the students to rotate to another station. At that time, the teacher stood up and said, “Okay guys, I’m going to be looking for your work now.” She dismissed her reading group and walked around to the various stations to check students’ work.

Ms. N’s First-grade Class

Ms. N is a former bilingual education teacher and has been teaching for over eight years. She holds a bilingual education endorsement and is fluent in Spanish. Her class is designated as an SEI classroom.

During the first observation, Ms. N. began by counting slowly from 5 to 1 to quiet the class and elicit their attention. She directed a “thank you” to several individual students for taking their seats and waiting quietly. Next, she elicited attention by saying, “Eyes up here. We are going to practice our vocabulary.” She directed students’ attention to various charts on the board that had either lists of words or short reading passages on them. The teacher pointed to the words on the charts and directed students to read chorally. During this time, she called attention to one student who was not participating

and asked him to read. Another time, three students were mouthing the words but not looking at the chart. She commented, “Can you learn how to read if you’re not looking at the words? Where are your eyes supposed to be?” When the students looked at the chart, she said, “Thank you.”

Two sweeps were conducted during this choral reading time. During Sweep #1, 13 percent of the students were not engaged, and during Sweep #2 only 4 percent of the students were not engaged. These two occasions were the only times when sweeps indicated 85 percent of the students engaged.

After the choral reading activity, the teacher went over directions for a worksheet on which the students had to write words to go with pictures beginning with blends, such as /cl/ in clam, /gr/ in grapes. The teacher stated the word in English, and then asked the students to provide the Spanish word. They were directed to complete the rest of the worksheet by writing the word under each picture. She walked around the room giving feedback and monitoring students’ work.

Many of the students spoke to each other and to the teacher in Spanish. One student appeared to be at the very beginning levels of English; the teacher frequently walked over to him to explain tasks to him in Spanish. She asked a student seated next to the beginner to help him with the activities, but when she walked away, the student did not interact with the beginning ELL student. Sweeps during this activity in the first observation ranged from 22 to 30 percent of the students not engaged. These students, including the beginning ELL student, were sitting and looking around or they were out of their seat.

In the second observation, Ms. N. began by counting backward from 5. When she got to one, Ms. N. said in Spanish, “¿Qué quiere decir cuando llego a cero?” [What does it mean when I get to zero?]. She waited a few seconds longer until the class quieted down but did not continue to count. Ms. N then began passing out a worksheet and gave directions for the students to write words for pictures with the initial sound of /th/. She gave directions in both English and Spanish, and she talked about each picture in both English and Spanish. Ms. N walked around the room helping students with the worksheet. When students left their seat and came up to her for help, Ms. N sent them back to their seat and asked them to raise their hand. Ms. N. also addressed a student who was continually off-task and said, “Are you ready for second grade? Second-graders do their work.”

Various students were not engaged. They were either out of their seat, sitting and looking around (including the beginning ELL student) or playing with pencils. The noise level became increasingly loud throughout the activity. After a period of time, Ms. N. began counting back from 5 to 0, and said, “Most of everyone’s eyes are on me. I’m going to collect the papers. Those that did not finish will have to do them at recess.” Ms. N. reviewed a story the class had read the day before; she then proceeded to give directions for activities for three different groups in which students would rotate. The desks were arranged in groups of four to six so that students faced each other. One group worked with Ms. N., and she went through an expository selection in the reading basal reviewing descriptive words related to the selection, using both Spanish and English. One group of students was at the computer playing a phonics game, and another group

was at a reading and writing group. The task for this group was to sequence the story and draw pictures. Ms. N told the group to draw the pictures first, because this would help them write. However, the group spent the entire time drawing the pictures.

Periodically, Ms. N. would leave her reading group to get students on task in other groups. She also gave feedback to the beginning ELL student who was at the reading and writing group—he was drawing a picture from the book. The teacher indicated the sequence was not correct, and he spent the remainder of the time erasing his picture. Although students were working in groups, they worked independently to complete the tasks. Occasionally, the interactions between or among students were about the activity, but the majority of the time students were chatting about things unrelated to the task. During the five sweeps in this second observation, the percentage of students not engaged ranged from 26 to 43 percent.

Students in Ms. N's class seemed as ease being able to use both Spanish and English. Ms. N made many attempts to explain vocabulary and directions in Spanish, especially for students who appeared to be non-English speakers. She frequently monitored students' work while students were working in groups. Although students were in groups, they worked independently most of the time.

Ms. R's First-grade Class

Ms. R has been teaching for three years. She is fluent in Spanish, but does not hold a bilingual education endorsement. She has completed over 15 hours of SEI training and holds a Provisional SEI Endorsement.

When I arrived in the classroom, students had been directed to write in their journals while the teacher walked among the students, reading individual students' work and marking a star on a chart on their desk as they completed tasks. Students were instructed to read a book if they finished writing. About five students were just sitting and looking around. After about 15 minutes, the teacher asked the students to clear their desks and go to the rug. Students continued to bring their journals to the teacher while the other students proceeded to the rug.

Ms. R then said in Spanish, "Vénganse a sentar. Es tiempo de aprender" [Come and sit down. It is time to learn]. Ms. R then initiated a lesson in Spanish. She told the students that they would be learning a new letter of the alphabet in Spanish, the letter /v/. Next, she presented a lesson about words in Spanish that begin with the letter /v/, which sounds the same as the /b/ in Spanish. She then began reading a book that had /v/ words in it. Explanations were provided in both English and Spanish. Ms. R elicited students to think of words that began with /v/ in Spanish. The teacher called on individual students to respond and identify words on a word list. Students kept their hands up, but there did not appear to be a system for signaling or calling on students. The teacher then continued reading the book. During one of the sweeps (#4) in this period, nine out of twenty students, or 45 percent were not engaged. Students were talking to each other, looking away, and some were making faces at each other. The ten sweeps in this class indicated a range of 18 to 59 percent of the students not engaged. The minimum 85 percent engagement was not achieved.

After the lesson, the teacher dismissed the students back to their desks, which were arranged facing each other in rows of four to six. Students were instructed to finish writing in their journals. The teacher began calling one student at a time up to her desk to read to her. The writing prompt was in both English and Spanish, and students could choose to write in either language. The prompt was, “If I were a teacher. . .,” [Si yo fuera maestro] or, “If I were a nurse. . .”[Si yo fuera enfermera]. Again, there were no clear directions on what students were to do if they finished their work. The instructional assistant entered the room, and the teacher talked with her in front of the room for a few minutes. Several students were out of their seats, playing with pencils, or chatting with each other. One student was crying at one of the tables. He was saying to another student, “You made fun of me—I’m telling on you.” The other student went to the teacher to complain about the crying student. The teacher asked the crying student to bring his work and sit with her. The student appeared frustrated and continued crying as he sat at the teacher’s table. One student at another desk was talking to another student about a third student seated in the group. The third student was black, and one of the students turned to another and said, “Her name is Oprah. She’s Oprah.”

During the second observation, students from other first-grade classrooms began arriving to Ms. R’s class for enrichment time. When I entered the classroom, students were completing a project, which was making paper teacups for Mother’s Day. As students entered from other classrooms, the Ms. R greeted them warmly with hugs and greetings in both English and Spanish, such as, “¡Amor de mi vida!” [Love of my life!]. Ms. R then began the lesson, but did not use specific signaling to draw everyone’s

attention. She held up a model of a space shuttle and said, “Today we’re going to learn about a very special. . .” Students called out answers and Ms. R responded to one of them. She then asked students to come to the rug and began showing the group a display of various books about space shuttles. Ms. R then began asking discussion questions, such as “Why do you think we make a space shuttle? What’s the purpose?” She called on individual students and wrote some of their responses on the board. This questioning and discussion continued for a few more minutes. At one point, she called attention to a few students who were chatting with each other by saying loudly, “Excuse me!” Ms. R. then began giving directions about the packet of activities students would be doing when they returned to their seats. Students went back to their seats, and the teacher began working with the class on a page about putting words in alphabetical order. There was no specific procedure or explanation about the way to alphabetize words to the second and third letter. By calling on individual students and giving feedback, the teacher finally told the students the order of the words and the students copied them on their paper. One student said to another, “I’m confused about this.” One student had finished the sheet and was sitting. Ms. R then directed the students to another page of the packet, on which they had to write a letter to an alien, describing what bubble gum was. She stopped intermittently to ask students who were not working to get on task. Students continued with the writing task until the end of the period when the teacher dismissed the students from the other classes.

Ms. R’s interactions with students were friendly and warm. She used Spanish and English both for directions and for instruction. The CCS instrument demonstrates that

Ms. R made many attempts to respond to student needs in the classroom. However, during the time when students were doing seatwork, she called on one student at a time to her table. Several other students were either off-task or appeared confused about the task.

Ms. T's First-grade Class

Ms. T has taught for three years at the primary level. She does not hold an endorsement in bilingual education or ESL, but she has completed over 15 hours of SEI training and possesses a Provisional SEI Endorsement. Ms. T's class is designated as an SEI class.

When I arrived for my first observation, the students were transitioning from writing in their journals at their seats to the carpet for a whole-group lesson. Ms. T used a verbal signal to call the students' attention to her: "Eyes on me, as big as . . ." Students responded chorally, "tortillas!" Ms. T directed students to proceed to the carpet. Once students were seated, Ms. T used the signal word, "Chimichanga," to direct students' attention to her. She walked up to one student who continued to talk after the signal and said, "Do we need to make sounds? How do you show me that you're ready?"

She stated that the goals for the lesson were for students to write a story about the desert. Ms. T picked up a stuffed toy and said, "I want to introduce you to someone. This is Happy. He went to China. Now he's in Arizona. He's never been in the Sonoran Desert. Remember we talked about it?"

Ms. T then proceeded to show various pictures of animals. She described the steps for using a four-square graphic organizer to help students develop descriptions about animals from the Sonoran desert. She asked questions throughout the lesson and

called on individual students to respond. Students appeared motivated and often called out answers loudly. The teacher would then signal for students to quiet down or use verbal signals. She stated, “I love that you’re excited, but we need to focus.”

After more modeling about how to fill out the graphic organizer, Ms. T stated that students would be assigned an animal to write about. She asked students to work with a partner. Students went back to their tables and worked in pairs for their writing exercise. Ms. T walked around the room and asked questions or redirected off-task behavior. When it was time for recess, Ms. T used signal words to focus students’ attention and then had students line up by groups, making statements such as “If you’re wearing black, line up.”

During the second observation, the students were seated in groups and appeared to be working in pairs or small groups on the writing assignment from the previous day. Ms. T did not provide whole-group directed instruction during the second observation. She sat at various tables with the students and asked discussion questions regarding the topic. Three of the ten sweeps met the criteria for student engagement.

Ms. G’s Second-grade Class

Ms. G has been teaching for over ten years and holds a bilingual education endorsement. She is fluent in Spanish. Her class is designated as a bilingual education class. Ms. G shares students with her other second grade team members. During my two observations, Ms. G was working with ELL students from other second grade classrooms, as well as her own. In the first observation, students were seated on the rug and Ms. G was reviewing word families, such as words ending with the morpheme *-ake*,

-ail, and *-ace*. She was reviewing a list of vocabulary words and occasionally asked the students the meaning of words.

The students often responded in Spanish, and Ms. G freely accepted their answers. There was not an apparent process for student responses, so students called out answers. Several of the students were consistently off task by talking to each other or making faces at other students in the class. Ms. G frequently stopped her instruction to get students' attention. She made comments such as, "Okay, you are going to owe me recess time if you are not paying attention." She did not use a consistent signal for getting the students' attention.

During the second observation, the students were working with a program especially designed for ELL students. The teacher began the lesson with a verbal signal, "One, two, three—eyes on me." Students answered chorally, although not all responded, "One, two, eyes on you." Ms. G waited until all the students quieted down and looked at her. Some of the instruction proceeded in the following manner:

Ms. G stated, "Ok, we're wasting time (continued to wait for a few seconds). We're starting with the message of the day" (She wrote a cloze sentence on the board and held up a picture card of a lion.) She said, "This is a . . . (paused to wait for an answer)." When she received an answer, Ms. G asked, "Do you know what it eats? We're going back to our book." She then paused, because several students were chatting with each other and not paying attention.

Ms. G: Ten seconds wasted (continued to wait); 15 seconds wasted, 20 seconds (she held up a picture card). This is a lion. Do you

know what it eats?

Some students called out answers. Ms. G directed the question to one student. “Do you think it eats zebras?”

Student: Yes.

Ms. G: It might.

Ms. G continued this lesson by passing out different picture cards to students, and then called on individual students to read the cloze statement and fill in the blank with the name of their particular animal. Each time, Ms. G asked, “Do you know what it eats?” The student was expected to respond in a complete sentence, such as, “It eats plants.”

The lessons during both observations were characterized with very frequent pauses in instruction to redirect off-task or student misbehavior. The students did not seem interested in the lessons—the level of English appeared too basic for the students’ level of proficiency. Short-answer and one-word responses were elicited. None of the ten sweeps indicated 85% student engagement.

Ms. O’s Third-grade Class

Ms. O has been teaching for over twenty-two years. She does not hold a bilingual education or ESL endorsement, but she has completed over sixty hours of SEI training and holds a Full SEI Endorsement. Her class is designated as an SEI class.

During my first visit, I arrived just after the recess period. The students entered the classroom quietly in single file. They lined up at the water fountain in the classroom by the sink, and after drinking water, took their seat and waited quietly for the teacher. Ms. O said, “Let’s get our desks cleared off. I really hope I don’t have to repeat

directions another time to clear off the top of your desk. We're going to start a new story today. It's called 'Miss Spider's Tea Party.' It's a narrative . . . this one has a rhythm or a beat . . . sometimes the words rhyme and sometimes they don't."

Ms. O proceeded to the overhead projector and showed a list of vocabulary words from the story. She reviewed each word and its definition, which was written on the overhead transparency. Ms. O often used body language to illustrate the definition, such as for the word "sipped." Ms. O pretended to be sipping from a cup. She often had the students repeat the vocabulary word and often ensured that all students had responded. When Ms. O got to the word "courtesy," she said, "This is something some of you have a problem with." She looked at a male student, then directed her comment to a female student, "It's not your business to look at him. He knows he has an issue with this."

After going through the vocabulary words, Ms. O began directions for the lesson by stating, "Please take out your books and open . . ." The students were noisy as they took out their books and placed them loudly on their desks. Ms. O said, "Whoa . . . put your books back in your desk." She then paused and looked at the students for a few seconds. "A book doesn't come out of your desk and say, 'Who is in charge of the loose book?' I do not want to hear a loud thud. I want to see you take your books out and open to 'Miss Spider's Tea Party' (pause). Are we ready?"

Ms. O read aloud and stopped intermittently to review vocabulary words. After completing the story, she asked students to go back to the beginning of the story and asked them to read it aloud, using their fingers to point to the words as they read. Ms. O walked around as the students read. Most of the students read chorally, except for a few

students who did not participate. One girl was consistently not reading; instead, she watched the teacher as she walked around. When the teacher approached her desk, the student moved her finger across the page and appeared to read, but when the Ms. O walked away, the student immediately stopped reading.

Ms. O said, “You know it really distresses me that some of you are not pointing. I’ve picked out ten children not pointing. I want all of you to point to the words . . . begin.” After Ms. O’s directive, three students still did not read and were not looking at their books.

After the choral reading of the story, Ms. O asked the students to work in partners on an activity in which they had to cut out words from a sheet and match the words and their definitions. Ms. O’s directions proceeded in the following manner:

Ms. O: Each pair of partners. Cut out as fast as you can, both of you. We all know how lazy some of us can be. Don’t just let someone else do the work—both of you cut. After you cut, then match the word with the definition (Imitated someone cutting really slowly).

If your partner cuts really slowly, help him. But if it were me, I’d tell my partner, ‘Cut a little faster.’ We all know how lazy some of you can be.

The students worked in pairs on this cutting and matching activity, and Ms. O walked around the room, checking on student work. She stated, “Make sure you’re sharing. Don’t be bossy. Work with your partner.”

During the second observation, students were working in much the same manner as before. Ms. O reviewed the vocabulary and then students were going to review the story by reading in pairs. When students became noisy or chatty, Ms. O would stop and often speak sharply to them. At one point, Ms. O turned to a student who was chatting and not participating, and she said sharply, “Excuse me. Are you the teacher? When you go to college and get a teaching degree, you can butt in and take my place.”

According to the T4S data obtained during data sweeps, Ms. O’s students demonstrated higher levels of engagement than in other classes. Three of the ten classroom sweeps demonstrated 85% or more of the students engaged.

The CCS instrument showed Ms. O’s frequent use of negative comments, including sarcasm. Frequent positive feedback was not observed. Students worked in pairs on assigned tasks, but rather than collaborating on the tasks, the students appeared to be competing with each other to see who finished first.

Ms. L’s Third-grade class

Ms. L has been teaching in the Valley View District for over five years. Her class is designated as a bilingual education class. Ms. L does not hold a bilingual education endorsement but has completed over fifteen hours of training for a Provisional SEI Endorsement.

When I arrived for the first observation, Ms. L was presenting a lesson with the whole class, on word endings and spelling. She was explaining the rule for adding an additional consonant to a word when adding an *-ing* or *-ed* ending (e.g. hop, hopping, hopped). To gain the attention of the class, Ms. L would use a signal word, “Taco,” and

the students would respond, “Bell.” During the lesson, Ms. L did not use a consistent manner for eliciting student responses. She frequently asked a question and called on one student at a time. At times she would say, “Any questions?”, but she did not pause to see if anyone asked any questions.

After the brief class presentation, Ms. L gave directions on the tasks for the student groups. Because she was using the same literacy program as Ms. A, groupings were very similar. A group of students went to a table to work on reading with Ms. L, and the other students worked in groups at various “stations.” This same type of instruction was observed during both of the observations.

The students appeared to be working collaboratively with each other. Students were well-behaved, and Ms. L demonstrated a relaxed and positive approach with the students. The T4S data showed that 85% or more of the students were engaged for three out of the 10 sweeps.

Ms. P's Special Education Class

Ms. P has been teaching over twenty years as a bilingual special education teacher in a self-contained classroom. She holds a bilingual education endorsement.

Students in Ms. P's class were grouped at various tables in the room. There were two other adults in the room besides the teacher—two instructional assistants each worked with a group of students. About every forty-five minutes, students moved to a different group. One group of students worked with the teacher; another group worked at a table with the instructional assistant and were illustrating a book they had been writing. Another group worked with another instructional assistant with vocabulary words and

spelling. Other students were at the computer playing instructional games. Some of the students playing the computer games were observed sitting and watching the others, but they themselves were not often engaged during the sweeps. Student engagement criteria were met for 4 of the 10 sweeps conducted, or 40%.

Ms. S's Special Education Class

Ms. S has been teaching at the elementary level for over ten years as a bilingual special education resource teacher for students in K-5. She is fluent in Spanish and holds a bilingual education endorsement. Ms. S's observation data is not included in the findings discussed below, because during the observations, she was working with only two students.

Summary of Student Engagement Data

The T4S is based on the research that shifts the focus from teacher characteristics to the quality of a teacher's instruction (WestEd, 2006). Effective teachers use a combination of strategies, including whole-group instruction, small group instruction, student-directed activities and/or centers to ensure that students are engaged and supported in the learning. Students have stated the one thing they dislike most about school is that it is boring (Kottler, et. al, 1998). The Student Engagement section of the T4S indicates that a teacher must demonstrate all four student engagement attributes: (a) elicit students to be engaged, (b) elicit 85 percent or more of the students to be engaged, (c) make student engagement mandatory for 85 percent or more of the students, and (d) maintain the engagement of 85 percent or more of the students throughout the academic learning.

Observations were conducted during the Language Arts period. The first ten sweeps from each classroom were recorded. Sweeps meeting the student engagement criteria ranged from a high of 40% to a low of 0. The observation data indicates that in most cases, the teachers elicited students to be engaged, but did not tend to make the engagement mandatory for 85 percent or more of the students. Student engagement was not sustained throughout the lesson in most cases.

Table 26 illustrates the percentage of students in each class who were not engaged during each of the ten sweeps. The number of students present in the class during each observation is noted in the second column of Table 27. For example, in Ms. A's class, there were 14 students present during the first observation and 20 during the second observation. The percentage of engagement was computed by dividing the number of students not engaged by the total number of students present during each observation. The shaded areas in the table indicate the times when all four requirements for student engagement were achieved, that is when the percentage of students not engaged was 15 percent or less.

Table 26

Student Engagement Sweeps with the T4S

| Teacher | No. | | | | | | | | | | | Total |
|---------|----------|------|------|------|------|------|------|------|------|------|------|-------|
| | Students | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | |
| Ms. A | 14/20 | 0.21 | 0.36 | 0.29 | 0.29 | 0.21 | 0.25 | 0.3 | 0.55 | 0.4 | 0.4 | 0 |
| Ms. E | 24/18 | 0.21 | 0.21 | 0.17 | 0.25 | 0.13 | 0.39 | 0.44 | 0.22 | 0.22 | 0.33 | 0.1 |
| Ms. N | 23/23 | 0.13 | 0.04 | 0.3 | 0.22 | 0.3 | 0.26 | 0.22 | 0.43 | 0.39 | 0.43 | 0.2 |
| Ms. R | 20/22 | 0.25 | 0.25 | 0.3 | 0.45 | 0.25 | 0.18 | 0.18 | 0.32 | 0.59 | 0.27 | 0 |
| Ms. T | 17/15 | 0.24 | 0.18 | 0.18 | 0.24 | 0.12 | 0.27 | 0.13 | 0.06 | 0.2 | 0.33 | 0.3 |
| Ms. G | 16/12 | 0.38 | 0.44 | 0.31 | 0.38 | 0.31 | 0.33 | 0.33 | 0.42 | 0.42 | 0.5 | 0 |
| Ms. O | 24/24 | 0.21 | 0.08 | 0.13 | 0.25 | 0.3 | 0.21 | 0 | 0.17 | 0.25 | 0.54 | 0.3 |
| Ms. L | 18/18 | 0.05 | 0 | 0.22 | 0.33 | 0.39 | 0.17 | 0.11 | 0.44 | 0.17 | 0.33 | 0.3 |
| Ms. P | 20/21 | 0.3 | 0.2 | 0.15 | 0.15 | 0.35 | 0.14 | 0.19 | 0.19 | 0.52 | 0.14 | 0.4 |

Based on the student engagement sweeps, the highest rate when non-engagement was at 15 percent or less, was in Ms. P's class, with 4 of 10 sweeps, or 40% of the total sweeps meeting the engagement criteria. The next highest rates were in Ms. T's, Ms. O's and Ms. L's classes. The sweeps resulted in 3 of 10 times when 85% or more of the students were engaged. In some classes, however, the student engagement criteria was not met in any of the ten sweeps. Ms. A, Ms. R, and Ms. G had a total of 0 for the

sweeps. Ms. E's class met the criteria one of ten times (10%) and Ms. N's class had two of 10 (20%) of the sweeps meet the criteria.

Classroom Climate Scale

The adapted version (Fletcher, et. al, 1999) of the Classroom Climate Scale (CCS) was used along with the T4S during the classroom observations. The directions of the CCS state this instrument is designed to record in an objective manner a measure of both teacher and student behavior, as well as student-teacher interactions during class activities. Table 27 illustrates the rating scale for the various components of the CCS. The 1-5 ratings allow the observer to determine if the teacher behavior and interactions are observed most of time, frequently, occasionally, seldom, or rarely.

Table 27

Rating Scale for the Classroom Climate Scale (CCS)

| | | |
|---|------------------|---|
| 5 | Most of the time | If the observed behavior occurs 95% of the time or more during the observation period. |
| 4 | Frequently | If the observed behavior occurs 70% of the time but less than the highest rating. |
| 3 | Occasionally | If the observed behavior occurs between 20% to 70% of the time during the observation period. |
| 2 | Seldom | If the observed behavior occurs less than 20% of the time but more often than the rating of Rarely. |
| 1 | Rarely | If the behavior is never observed or occurs so rarely than the behavior cannot be considered part of the observation. |

Table 28 summarizes the ratings obtained by the teachers during my two observations. Most of the teachers used periods of whole-group instruction during the observations. Students were frequently seated in groups; however, according to the CCS, the “Group Activities” item relates to student interaction in a group, not the seating arrangement. In Ms. E’s and Ms. P’s class, students in groups of two or more were observed to be working together on an assigned activity. More frequently in classrooms, students were seated in groups but working independently on class assignments. Activities individualized for specific students were not observed.

Table 28

Teacher Behavior Ratings on the CCS

| | Whole- group | Group activities | Student pairing | Independent activities | Individualized activities | Response to student needs |
|-----------------|-----------------|---------------------|--------------------|---------------------------|------------------------------|------------------------------|
| Ms. A (K) | 4 | 1 | 1 | 4 | 1 | 2 |
| Ms. E (K) | 3 | 3 | 3 | 3 | 1 | 2 |
| Ms. N (1) | 3 | 1 | 2 | 4 | 1 | 3 |
| Ms. R (1) | 4 | 1 | 1 | 4 | 1 | 2 |
| Ms. T (1) | 3 | 1 | 3 | 4 | 1 | 3 |
| Ms. G (2) | 5 | 1 | 1 | 2 | 1 | 2 |
| Ms.O (2) | 4 | 1 | 3 | 4 | 1 | 1 |
| Ms. L (3) | 3 | 1 | 4 | 4 | 1 | 2 |
| Ms. P (SPED) | 2 | 3 | 1 | 3 | 1 | 2 |

The “Responds to Needs of Students” item can include the teacher altering the assignment for students, providing additional practice materials, or re-teaching or re-explaining new concepts in a different way. The teacher also provides corrective feedback when necessary; if students are performing an operation incorrectly, they must be told which parts are correct and which parts are incorrect. During the observations, the teacher ratings for this item included their use of corrective feedback. Ms. T and Ms. N provided occasional corrective feedback as they walked around the room, often sitting with different groups and assisting students with incorrect work. Ms. N often used Spanish to explain or re-explain concepts or vocabulary to the students. They also engaged in some re-explaining of the tasks or concepts. In the other classrooms, this type of teacher behavior received a rating of 2, or “Seldom Observed.”

The CCS includes a section for the observer to make additional comments regarding the use of instructional adaptations and ELL strategies in the classroom. For the most part, specific and frequent use of ELL strategies were not evident. Teachers’ objectives of the lesson were not stated clearly or specifically during the observations. Vocabulary words were explicitly taught in some of the classrooms, but frequent exposures to the vocabulary words through discussions and writing activities were not evident.

Bilingual teachers often used Spanish to explain procedures or directions, or to provide definitions of words. Ms. N appeared to give a great deal of effort to explaining words and procedures in both Spanish and English. The students in Ms. N’s class also had frequent opportunities to engage in choral reading, especially during the review of

the poems and rhymes during the beginning of the lessons. However, because not all the students were participating, some of the positive effects may have been diminished.

Although teachers mentioned methodologies, such as Preview/Review and Total Physical Response to aide comprehension for ELL students, these were not observed during my classroom visits. Student responses were most elicited by the teacher in the form on of one-to two-word utterances.

Table 29

Teacher-Student Interaction Ratings on the CCS

| | Monitor on-going student performance | Appear fair and impartial | Make negative comments, including sarcasm or personal ridicule | Provide positive feedback |
|-----------|---|---------------------------------|---|------------------------------|
| Ms. A (K) | 3 | 4 | 1 | 2 |
| Ms. E (K) | 2 | 5 | 1 | 3 |
| Ms. N (1) | 4 | 4 | 3 | 3 |
| Ms. R (1) | 3 | 5 | 1 | 3 |
| Ms. T (1) | 3 | 5 | 1 | 3 |
| Ms. G (2) | 3 | 3 | 4 | 2 |
| Ms.O (2) | 2 | 3 | 4 | 1 |
| Ms. L (3) | 2 | 5 | 1 | 3 |
| Ms. P | 3 | 5 | 1 | 1 |

In most of the classrooms, the teacher-student interactions appeared fair and impartial. In several of the classrooms, the teacher appeared relaxed and demonstrated acceptance of students. Ms. T used humor and positive comments throughout her lesson. When students were working on in-class assignments, most teachers walked around to monitor student work. Specific positive feedback was occasionally observed.

Frequent use of sarcasm and sharp, negative comments were observed in Ms. O's class. She made comments such as, "I know how lazy you all can be." Classroom management and high levels of disengagement were observed in Ms. G's class, which included a group of ELL students from other classes. Although the materials used in Ms. G's were specifically designed for ELL students, the students appeared to be disinterested. Little direct instruction was provided by Ms. G, who spent a great deal of time stopping to attend to classroom management issues.

Table 30

Student Interaction Ratings on the CCS

| | Engaged in task- related behavior | Ask other students for help | Interfere with work or activity of students | Appear frustrated or confused | Make or comments of sarcasm or personal ridicule | Interact with other students |
|--------------|--|-----------------------------------|--|-------------------------------------|--|---------------------------------|
| Ms. A (K) | 3 | 2 | 1 | 3 | 2 | 2 |
| Ms. E (K) | 3 | 2 | 2 | 2 | 2 | 3 |
| Ms. N (1) | 3 | 2 | 2 | 3 | 3 | 2 |
| Ms. R (1) | 3 | 2 | 2 | 3 | 3 | 2 |
| Ms. T (1) | 3 | 2 | 1 | 1 | 1 | 3 |
| Ms. G (2) | 3 | 1 | 2 | 2 | 2 | 1 |
| Ms. O (2) | 3 | 2 | 1 | 1 | 1 | 2 |
| Ms. L (3) | 3 | 2 | 1 | 1 | 1 | 3 |
| Ms. P (SPED) | 3 | 2 | 1 | 2 | 1 | 2 |

Student interactions are summarized in Table 29. High levels of student engagement were not evident in any of the classrooms; they were observed only occasionally. This area is corroborated by the data obtained through the T4S during the data sweeps. Another characteristic of most classrooms is that students were not

observed working together toward a completion of a task, nor was there a great deal of task-related discussion among and between students during classroom activities.

Students did not ask each other for help. As in the case with the non-English speaker in Ms. N's class, she asked a bilingual student sitting at his table to help him with the seatwork. As soon as Ms. N walked away from the table, the student turned away from the ELL student and did not help him.

In some cases, students exhibited frustration or confusion with the tasks, such as in Ms. R's class. Ms. R was frequently conferring with one student at a time, and the other students did not receive a great deal of feedback on their work. Several students verbalized their confusion in Ms. R's class.

The data from both the T4S and the CCS show that all the teachers used engagement strategies and some ELL strategies; however, these strategies were not used consistently. The level of student engagement and teacher use of strategies did not correspond to the teacher possessing or not possessing an endorsement in bilingual education, ESL, or SEI.

Voices from the Field: Teacher Interviews

Six of the ten study participants completed the interview. Because of scheduling problems and other commitments, four of the participants were not able to take part in the one-hour interview. The audio-taped interviews took place in the teachers' classroom. The questions were adapted from Hayes & Salazar (2001) and included questions aligned to the research questions in my study, which addressed the impact of Proposition 203 on student achievement, classroom practices, and school climate and culture. The interview

included twelve questions and also an opportunity for the teacher to add any additional information.

The interviews were transcribed from the audiotapes and analyzed. Three major themes emerged from the interviews: (a) confusion, fear, and anxiety about the law, (b) concerns about student performance, (c) issues related to teacher relationships and interactions. The major themes are discussed below and include excerpts of the teachers' voices, which appear in italics throughout this section.

Confusion, Fear, and Anxiety in Relation to the Law

Ms. T: As far as how that [the law] works in our district and how that works with our programs . . . I know that there were several teachers who said, "Oh, that means you can't speak Spanish at all" . . . and so we had a lot of questions . . . even veteran teachers had to ask.

Ms. S: . . . in the beginning, teachers felt extremely threatened. They felt they were going to be sued if they uttered a word in the child's native language . . . but you don't hear things like that anymore . . . now it's clearer to teachers from what I observe that if it's not for instructional purposes, they can use the native language of the child."

Most of the teachers interviewed were not altogether sure about the requirements or real restrictions of Proposition 203, especially with respect to the amount of native language that the law allowed. Overall, the teachers demonstrated that the law required instruction in English, but they were not able to verbalize specific details about implementation of SEI in the classroom. One teacher questioned how the law was going

to be enforced. She voiced teachers' fears and anxieties surrounding the use of Spanish in the classroom. Often teachers received conflicting messages from the media or from colleagues, which increased the level of frustration. The fear of impending scrutiny from state officials was a major issue for teachers, especially in the early stages of implementation.

Ms. T: . . .at the beginning, when it [Proposition 203] came into existence, it was very much like . . . so is somebody gonna come in from the state . . . is it going to be like the fire marshal? Take everything down from your ceiling! Stop speaking Spanish. Tom Horne is here! You take that word off your door! If you have the word "flor" [flower] on your door, you better remove it!

Ms. N shared that Proposition 203 allowed a percentage of 80/20 for the classroom—80% English and 20% Spanish. Her comments included the following:

. . . for example throughout the day, you can use commandments [commands] . . . "siéntate" [sit down], or actual vocabulary, but instruction has to be in English.

The kids' work has to be in English. All the reading, literature, has to be English.

One of the special education teachers asserted that she felt that the bilingual special education program and the students' IEPs afforded her a level of protection regarding the use of Spanish in the classroom. Still, the nagging fears surfaced during the interview:

Ms. P: . . . I'm afraid someone's going to come to me and tell me . . . "we're not going to let you do this anymore" . . . I'm afraid, really . . . just leave us alone and let us do our job.

Concerns About Student Performance

" . . . I have no memory of [my first four years of school], because I only spoke Spanish and my teacher spoke English . . . those four years, nothing" (Ms. N).

Most of the teachers voiced their worries about student learning. Although some of the teachers felt their students were progressing well, several teachers, like Ms. N reiterated their concerns about students' comprehension of the classroom material.

Teachers, like Ms. A, also stated that parents were not always able to help their children at home because of the language barrier: ". . . some of the parents . . . it's difficult for them to continue on in helping their child progress, because the material they're receiving is something that the parent . . . cannot help with."

Some teachers felt their students were progressing adequately because the classroom environment gave ELL students and English speakers more opportunities to interact. Teachers also stated that ELL students needed additional time and the patience of teachers to assist their progress:

Ms. O: I think many of them perform very well. They show huge successes. They grasp the language very quickly. But I think others need that extra time and they need the patience of a teacher that you know . . . that will have the most patience with them . . . because they need time to develop without you brow-beating them.

Ms. N: I think the majority of them [ELL students] are doing really good, really good. And by me, putting my ELL students with the [English speakers] . . . they pick up with them because they have to . . . they're kind of forced to speak it.

Ms. N: . . .let's make it work, for the best of everybody. And if you don't know how to speak Spanish and give them what they need, so just give them to me. You give me your five and you give me your five and we make a class that they can be more successful.

Issues Related to Teacher Relationships and Interactions

Most of the teacher participants indicated that they felt comfortable in their schools. Some teachers indicated that the principal's leadership enhanced teamwork and a teachers' sense of efficacy in the school. Former bilingual teachers in SEI designated schools felt that their expertise was an asset to the other teachers on the team:

On my team we have three monolingual English teachers. I think I'm the only bilingual teacher . . . so they're always in here asking me, "What would you do for this . . . what would you do for that?" . . . and our school allows us our teaming time when we're allowed to share (Ms. N).

Schools that tried to maintain bilingual programs experienced diminishing numbers of students qualifying for the program; the number of designated bilingual programs was often reduced to one bilingual class at each grade level. This situation made certain types of collaborative planning more difficult:

. . . I have noticed in a couple of other teams, though, where the SEI are just among themselves, and they leave out the [bilingual teacher] . . . and she's fine with it and she's doing a fabulous job, but I think that takes away from other instruction that they could work on together (Ms. A).

One of the teachers described negative feelings of some teachers toward ELL students in the school:

You want me to be honest? I think there are many teachers in this building that resent that they have to take on children that have language issues . . . those are the ones that I try to steer my kids [students] away from (Ms. O).

Teacher interviews revealed the confusion about the implementation of the law and the ramifications for using the native language in the SEI programs. The participants' comments sometimes included positive and optimistic feelings, but for the most part they imparted feelings of isolation, sadness, and fear. Several teachers spoke about the importance of classroom strategies and time for students to develop English skills.

Conclusion

Highly charged debates during campaigns of both Proposition 203 in Arizona and 227 in California focused primarily around the issue of language of instruction. Alleging that bilingual education made sense in theory but not in practice, proponents of English immersion denounced bilingual education programs as the root cause for the persistently poor achievement and high drop-out rate among Latino students. Opponents of bilingual education further claimed that ELL students languished in bilingual programs that

segregated them from mainstream education and thus, prevented the rapid acquisition of English proficiency. Advocates of bilingual education emphasized the abundant research supporting the cognitive and sociolinguistic benefits of instruction in two languages, for ELL and non-ELL students alike. Supporters of bilingual education cited long-standing inadequacies in funding for ELL programs and a scarcity of properly trained teachers as deterrents to success.

My study, albeit limited in scope, substantiates the findings of other key studies related to Proposition 203 (Combs, et al, 2005; MacSwan, 2000, Wright, 2004) The one-size-fits-all approach to instruction mandated by Proposition 203 is not the panacea for the numerous complex issues related to student achievement of English language learners. Continually unfolding conflicts throughout the passage and implementation of this law have polarized teachers and educational leaders. The rigid and punitive mandates of Proposition 203, coupled with the increasingly prescriptive requirements of NCLB and Arizona Learns, have not resulted in sweeping or consistent gains for ELL students. On the contrary, ELL student achievement has not improved significantly in the years since the implementation of Proposition 203. Despite the promises made by its supporters, Proposition 203 has not produced the sweeping changes in instruction or achievement.

The challenges, as well as the solutions, converge around three aforementioned areas reported by the National Literacy Panel (August & Shanahan, 2006): (a) the use of students' native language can aide in their learning, (b) good instruction for ELL students

is similar to good instruction for native-English students, and (c) English learners require instructional accommodations.

Proposition 203 has resulted in dramatic reduction and often extinction of bilingual education programs. Despite uncompromising attempts of policymakers and politicians to impugn or ignore the benefits of bilingual instruction, research continues to suggest that ELL students with a strong foundation in their native language are making better progress than students without it (Short & Fitzsimmons, (2007). Studies further indicate that the strength of the first language contributes positively to the child's general language and literacy development (Goldenberg, Rueda, & August, 2006).

Marzano posits that individual teachers have the greatest impact on student achievement (2003). These teacher-level factors include instructional strategies, classroom management, and classroom curriculum. Student engagement is another critical factor in learning. In my study, data obtained during classroom observations revealed challenges with student engagement in both bilingual education and SEI programs. Even when the native language was used throughout instruction, many students were observed in various types of off-task behavior, such as chatting, playing with shoelaces or pencils, or simply sitting.

Intrator (2004) describes the various types of disengagement in classrooms. One type is slow time, during which the class time is monotonous and classroom activities are predictable, routine, and dull. If the teacher does not ensure that engagement is built into the lessons, students experiencing slow time will invent ways to occupy themselves. Intrator summarizes the impact of classrooms: "Classrooms are powerful places. They

can be dynamic settings that launch dreams and delight minds, or arid places that diminish hope and deplete energy” (p. 1).

Although the greatest impact on student achievement can be made at the individual classroom level, teacher isolation is a deterrent to effective instruction. The monumental and critical work of teaching requires that teachers work together in teams to share and apply knowledge and experience. Collaboration around student work provides a powerful tool for improving teaching and learning (Langer et. al, 2003). In this venue, for example, teachers experienced in working with ELL students can share with the less experienced teachers to build understanding of ELL students’ instructional needs. Teacher collaboration provides a job-embedded approach to professional development (DuFour & Eaker, 1998).

Traditional perspectives on the poor educational performance of Latino students, as well as other ethnic minority students, have focused on individual characteristics or on cultural or family issues. The resulting actions and policies have been based on changing the student and/or the family, thus providing a remedy to the assumed deficits. Licón Khisty (1992) suggests that schools be examined from another perspective—that is, one that involves the realization that school failure of Latino students and others may be linked to inadequate or inappropriate instructional decisions that hinder these students’ progress. Moll & Diaz (1987) encapsulate this alternate paradigm:

Although student characteristics certainly matter, when the same children are shown to succeed under modified instructional arrangements

it becomes clear that the problems these working-class children face in school must be viewed primarily as a consequence of institutional arrangements that constrain children and teachers by not capitalizing fully on their talents, resources, and skills This conclusion is pedagogically optimistic because it suggests that just as academic failure is socially organized, academic success can be socially arranged (p. 302).

By the same token, all programs, bilingual or otherwise, that include Latino students and English learners, should be examined against the paradigm suggested by Moll and Diaz. The recommendation for schools is not necessarily to adhere to a single model of instruction, but to incorporate as many features of effective schools and quality programs as possible to enhance positive student outcomes (Brisk, 1998).

Teacher effectiveness and instructional practices must be carefully scrutinized, along with program components and student performance indicators, to ensure that schools are meeting the needs of its clients. Model programs for ELL students need to be replicated and highly touted (Short & Fitzsimmons, 2007). For now, the important discussions of bilingualism and biliteracy may have to be somewhat eclipsed by dialogues and data about programs in which ELL students are making significant gains in language and content. Educators with additive orientations toward language and culture are finding ways to support their students, regardless of the program in which they are teaching. In some cases, the use of the native language for instruction has gone “underground.” A focus on the quality of instruction and results will allow language to become more prominent, and perhaps the value of bilingual education may one day be

recognized. In the meantime, the challenge for schools is to act quickly and to do something dramatic, or risk the continued loss of valuable opportunities and potential for the rapidly-growing ELL and Latino population (Griego-Jones & Fuller, 2003).

. . . frequently I happen to open a cabinet or open a box where I have all my materials in Spanish and a feeling of nostalgia and sadness comes over me. I won't let go of these materials, because I'm holding on to hope that eventually we'll be able to use both the materials we have boxed as well as the materials we have in our school system in an enriched environment.

(Ms. S: Bilingual Special Education Teacher)

APPENDIX A

Classroom Climate Scale

| | | | |
|-----|--|---------|---|
| 1. | Teacher Identification number: | 2. | Date: |
| 3. | Observer: | | |
| 4: | Time of observation: | 5. | Number of minutes: |
| 6. | School: | | |
| 7. | Teacher's Name: | 8. | Grade Taught: |
| 9. | Subjects Taught: | | |
| 10. | Teacher information: | Gender: | Ethnicity: |
| 11: | Total Number of students: | 12. | Total number involved in language arts: |
| 13: | List primary exceptionalities of students involved in language arts: | | |
| 14: | Adults in the classroom and their roles: | | |

Directions: The Classroom Climate Scale (CCS) is designed to record in an objective manner a measure of teacher behavior, student behavior, and student-teacher interaction during class activities. The information on the CCS is collected through ratings and observer comments. The observer makes overall judgments for each item. The observer should be as objective as possible, making judgments on observed behavior without evaluation of the teacher's performance. In addition, the observer is encouraged to make comments and describe reactions in the space provided at the end of the observation form.

| | | |
|----------|-------------------------|--|
| 5 | Most of the time | If the observed behavior occurs 95% of the time or more during the observation period |
| 4 | Frequently | If the observed behavior occurs 70% of the time but less than the highest rating |
| 3 | Occasionally | If the observed behavior occurs between 20% to 70% of the time during the observation period |
| 2 | Seldom | If the observed behavior occurs less than 20% of the time but more often than the rating of "Rarely" |
| 1 | Rarely | If the behavior is never observed or occurs so rarely than the behavior cannot be considered part of the observation |

Does the teacher

15. Use whole-class activities?
 - The entire class is involved with the same lecture/activity/assignment/video/discussion/question-and-answer session.
 - Grouping can be double-coded; these do not have to be mutually exclusive.
 - Code only formal structures arranged by the teacher, not informal or incidental grouping.

16. Use group activities?
 - The class is working in two or more groups, with three or more students in a group, for a given lecture/activity/assignment.
 - Although the seating arrangement of a classroom may be affected by group activities, this item relates to student interaction **in a group, not the seating assignment**.

Note: A class that had been working in groups of two and were then instructed to reform into groups of four would be scored under both item 16 and item 17,

17. Use student pairing?
 - The class is divided into groups of students
 - One child acts as a peer tutor to another student.
 - Most of the students are working in pairs.
 - Students are in groups of two to share notes, tutor, or work on an assignment/activity.

18. Use independent activities?
 - Students are engaged individually on an activity/assignment like the rest of the students in the class. (Help-seeking behaviors may be observed between students, but they are not working in a group.)

19. Use individualized assignments/activities? (Can occur simultaneously with independent work.)
 - Students are not involved in pairing or group activities and are working individually on differentiated assignments.
 - Individual students are working on individual/differentiated assignments/activities.
 - The teacher works individually with a student for 5 minutes or longer.

20. Respond to the needs of students? (Alters instruction, not just answering questions [e.g. re-explains concept, finds student having **trouble and works** with him or her, provides prompts, re-questions same student].)
- Teacher alters assignment for student(s).
 - Teacher develops alternative assignments (e.g., drop or add steps in the assignment).
 - Teacher provides additional practice materials, teacher-directed materials, slower or faster paced materials.
 - Teacher re-teaches or re-explains new concepts in a different way (not just answering a question but re-teaching).
 - During practice, incorrect items are redone with teacher supervision.
 - Teacher provides corrective feedback when necessary (e.g., re-explains, models correct process, provides cues). If students are performing an operation incorrectly, they should be told which parts are correct and which parts are incorrect. (This does not necessarily mean responding to student-initiated questions.)
21. Monitor on-going student performance?
- The teacher checks in with the students during an activity to be sure they are performed correctly.
 - The teacher asks students to demonstrate what they are doing.
 - The teacher has students repeat directions.
 - The teacher checks initial practice items for correctness and provides immediate feedback.
 - The teacher calls on students during class discussion.
 - The teacher assists students on performing assignments correctly.
 - The teacher asks students to raise hands (etc.) if they do not understand.
 - The teacher asks students to explain work.
22. Appear fair and impartial?
- Teacher interacts with students in a way that conveys acceptance.
 - Teacher treats all students the same.
23. Make negative comments, including sarcasm or personal ridicule?
- The teacher belittles student(s) in front of the class.
 - The teacher smirks or rolls eyes at class/student.
 - The teacher shows intolerance of a specific student's behavior.
 - The teacher makes sexist, racist, or ethnic remarks.
 - The teacher implies the class/student is not smart enough to complete the assignment.

24. Provide positive feedback? (Look for physical or verbal evidence.)
- The teacher says “Well done,” “Good,” “Nice job,” “That’s right,” or other similar remarks to students.
 - The teacher uses nonverbal gestures such as winks, smiles, or hand movements to indicate good work or behavior to a student or the class.
 - The teacher uses stars, stickers, or other tangibles to indicate good work or behavior to the class.
 - The teacher praises students publicly and gives reason for praise.
 - The teacher makes affirmative remarks to the whole class.
 - The teacher provides information to students about their progress toward meeting instructional objectives.
25. Communicate expectations to students?
- The teacher provides a clear and explicit indication of the goals and objectives of the assignment.
 - The teacher provides information about why an assignment is important.
 - The teacher provides step-by-step directions, telling students what task is to be done and how it is to be done.
 - The teacher provides clear and specific indications of expected student performance.
26. Do students appear engaged in task-related behavior?
- The students work hard, spending little time waiting for help, getting organized, or talking about personal matters.
 - The students seek help from the teacher so that they **can continue** working on the assignment.
 - The students seek help from another student so that they can continue working on the assignment.
 - Students appear involved in an assignment, demonstration, model, or project.
27. Successfully re-direct off-task behavior? (Make a note of opportunities, e.g., if one incident occurs and it is addressed, rate a 4 or 5.)
- If students are off-task, the teacher stands or sits nearer to them.
 - If students are off-task, the teacher indicates to them what activity they should be engaged in.
 - If students are off-task, the teacher provides individual assistance to them to refocus their attention.
 - The teacher restates objectives or instructions if students appear off-task.
 - Not applicable.

Do students

28. Appear engaged in task-related behavior?
 - Students raise hands or call out for assistance.
 - Students request assistance from the teacher.
29. Ask other students for help?
30. Interfere with the work/activity of other students?
 - Talk is okay if it is task-related and not disruptive.
 - Students talk to or interact with other students in ways that prevent the other students from attending to the teacher's planned activities.
 - Students engage in behaviors or activities that are disruptive or distracting to other students.
31. Appear frustrated or confused?
 - Students are frustrated about understanding the task or material.
 - Students are excessively erasing, crumpling paper, or redoing work.
 - Students are grimacing, frowning, or using body language that connotes frustration or confusion.
 - Students say things such as, "This is too hard" or "I don't get it."
32. Make comments of sarcasm or personal ridicule?
 - Students make negative comments about other students.
 - Students use gestures or other body language that denotes negative judgments of others.
 - Students make negative comments about the teacher.
33. Interact with other students? (The focus is conversation or physical interaction between students: who is the conduit, the teacher or the student?)
 - Students appear to be talking about or working on a similar project or problem in a constructive manner with other students.
 - Students make eye contact and other gestures that denote striving toward a similar goal as other students.
 - Students share materials or work on the same project with other students.

Classroom Climate

Comments: The following items allow for the observer's comments including personal and subjective accounts. The observer may include major patterns or themes about the observation. Include those salient features of the observation that may not have been targeted in the instrument but may be important to the understanding of the overall observation.

Answer these questions with *yes* or *no*.

34. Is the entire class working on the same activity/assignment?
35. Do all of the students follow the same sequence of activities?
36. Do all of the students use the same materials?

Comments:

1. What types of adaptations does this teacher make for ELL students in this classroom?
2. What does the teacher do to include all students in the flow of the classroom society that allow all students to "fit in"?
3. List teachers' behaviors that express acceptance of all students.
4. List teachers' behaviors that express non-acceptance of all students.
5. Rate the level of acceptance among and between students during observation.

| | | | | | | | |
|----------------|---|---|---|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| non-acceptance | | | | | | | high acceptance |
6. Rate the extent to which the educational activities are appropriate for ELLs.

| | | | | | | | |
|-----------------|---|---|---|---|---|---|------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| not appropriate | | | | | | | very appropriate |
7. Describe the flow of the lesson during this observation (e.g., noisy, quiet, crowded, messy; the teacher seems tired, bored, excited).

8. Comment on any behavior or activity that occurred during this observation that was not covered by the items in this observation, but affected the atmosphere of the classroom. Use examples, quotes, and anecdotes.
9. Reflect on what you have observed and make a brief summary statement.

APPENDIX B

T4S Classroom Walk Through Observation Instrument

Classroom: _____ Content/Grade: _____ School: _____

Start Time: _____ End Time: _____ Date: _____ Observer: _____

Evidence/Documentation

Direct, Explicit, and Systematic Reading Instruction

- Instruction is appropriate to grade level standard(s)
 Instructional materials are from the reading program
 Standard(s) and daily objective(s) communicated to all students
 Connects previous learning to new learning
 Provides explicit modeling and explaining
 Provides practice
 Elicits (Directs) and supports student use of academic language
 Key vocabulary emphasized
 Student interactions and discussions related to the learning
 Specific and immediate feedback to students on their output
 Provides instructional pacing throughout the learning

Practices for Assessing Student Learning

- Summative assessment to determine mastery of learning
 Formative assessment within a lesson to determine instructional needs of all students
 Monitors and making individual or collective adjusts

Student Engagement Throughout the Learning

- Elicits (directs) students to be engaged in the academic learning
 Elicits (directs) 85 percent or more of the students to participate in the academic learning at the same time
 Makes student engagement mandatory by ensuring that 85 percent or more of the students are engaged throughout the academic learning

Determining 85% (44-38 • 6 37-31 • 5 30-24 • 4 23-17 ≤ 3 16-10 • 2 9-3 ≤ 1)

LRE:

- Books displayed/available displayed
 Information on writing displayed
 Current vocabulary displayed
 Student work (writing)
 Concept displayed
 Students have materials for learning

Words:

- Displayed
 Utilized

APPENDIX C

Teacher Interviews

Ms. T: First-grade SEI teacher:

Ok, _____ I'm going to ask you a series of questions. I'm just going to take notes,

T: ok.

I: Just for my own, so that I make sure I'm getting everything, but you know, certainly feel free, and as you know on the, on the Consent Form, it says that when I write this up, I never identify the teachers, and I don't identify the school, nor the students, or anything like that. It's all going to be confidential, so you can feel free to speak your mind in any way you want to.

I: So tell me first a little bit about your background, in terms of your teaching experience. Remind me how many years you've been teaching, when you graduated, from where, and that.

T: Um, I've been teaching, this is my third year, I'm in the end of my third year, so I'm now going to be tenured. Uh, I graduated from NAU, actually the Flagstaff campus. I went to Flagstaff all four years and got my Bachelor's there in 2003. I went directly into college right after high school, and I went into the Christiansen-based cohort program, and um, through NAU they have different programs, they have cohorts, they have the traditional one where you take classes and then they have on-site practicums, and those programs I had a team of teachers that I was with for three semesters in a row. Same students, we were site-based at an elementary school and, uh, I experienced kindergarten, second, third, fifth grade, sixth grade.

I: From the beginning of your program?

T: From the beginning of my program, and I taught all those grades while I was there, too. It was almost like student teaching for part of day, because we actually did teach lessons, um, for at least two hours every single day. So that was an incredible experience, but when I student taught, I student taught in fifth grade here at Liberty and then uh half a day, and then the other half of the day I student taught in uh at Apollo for music, because I also have a music background, uh

I: I didn't know that.

T: Uh-huh. So I had a music minor, and that was my content emphasis, also. I had kind of an elementary content emphasis.

I: So was it music education you were in?

T: No, it was elementary education and I got my degree in elementary education, with an emphasis in music.

I: Hmm. And what. . .do you play an instrument?

T: I play the saxophone, that's my primary instrument.

I: Ooh. That's right.. You played at one of the, at one of the teacher things.

- T: I think so. I think so.
- I: Ooh, I didn't realize.
- T: I can't remember all the different performances (laughs) I've had, so I've rapped at the thing, I've played saxophone here, I've told a joke or two, it was . . . different performances.
- I: You can't keep track! Ok, good.
Um, tell me about, you talked about some of the training and the on-site things you had during your school. Tell me some of the trainings you've had while you've been here in. . . in Valley View (pseudonym).
- T: Ok.
- I: What, you know. . .
- T: SFA training, curriculum training, Everyday Math, um, we've had Four-Square Writing training, um, Color Editing, uh, SIOP, ESL, um
- I: When you say ESL, do you mean the Montano-Harmon ESL.
- T: Montano-Harmon, yeah, ESL.
- I: Ok, ok, I was just making sure.
- T: And that was my first Montano-Harmon, uh, class—I hear that her other classes are excellent as well.
- I: Alright. So you took the what, the ESL, Sheltered.
- T: Yeah, I've taken that.
- I: Okay.
- T: There's so many inservices. We've had Curriculum Planning inservices, uh, uh, inservices on. . .we've had trainings with like grade-level training, um, (pause, laughs). . .there's just so many.
- I: With SFA alone, I think you would have a lot of those.
- T: Exactly.
- I: Okay, good. That just helps me to have a background of your different. . . So tell me about. . .since this study is about Proposition 203 that became state policy—tell me what is your understanding of the requirements of what Proposition 203 as a state policy is—specifically as it relates to. . .
- T: My teaching. . .
- I: Structured English Immersion programs, or- --what is your understanding of what that is?
- T: Well, as far as I can. . .as I understand it, it identifies students who were um, SEI students, who were needing SEI classes, uh, however, the way it identifies those students, um, had varied over the course of these years, and so what, as far as my classroom is concerned, I have an SEI classroom, which means I teach in English, but I can clarify in in their primary language if necessary. And most of our students, their their second or first language uh would be Spanish. Um but that doesn't necessarily mean Spanish, because it's different for different places in different cities, different schools. Also, uh, uh, there was something else I was going to go over. . .basically it just it just identifies my class as an English class.
- I: How. . .if you remember like when you first came to the district. . .how did you come to this understanding? What, what information?

- T: Basically I got it from veteran teachers. Like I read the policy, and still, the wording wasn't clear to me. I had to ask other teachers. . . so what does this mean? What does this piece of that policy mean? And as far as how does that work in our district and how that works with our programs, um, I know that there were several teachers who said, "Oh, that means you can't speak Spanish at all." And that wasn't true, you know. And so, we had a lot of questions, um, that we continued, even veteran teachers had to ask. We had like a site, kind of a person, like to go to here, that's Elaine Greenapple, that we went to, and she then she would contact whoever she needed to contact to get us the answers. . .
- I: So is that how it was shared, pretty much? Um, Proposition 203 information shared and discussed in your school?
- T: Uh-huh, oh. . . and our principal, he, he, discussed it at a meeting formally, um, but as far as my understanding, my understanding personally came from veteran teachers.
- I: Yeah, and that's usually the way it is.
How, how would you say overall that Prop. 203 is implemented in your school? (Question 1d)
- T: How is it implemented?
I would say, in the way, we create our individualized curriculum plans, um, for the students, um, how we follow that, and how we assess students, um how we continually monitor them, monitor them, and adjust their needs accordingly, whether based in the classroom or in a different setting, or with another teacher, um, um. We have our expert people who we go to also on an individual student basis. And we also team plan. We do a lot of, okay, these are our ELL students, these are our labeled SEI students, these are our, and then we we also group accordingly.
- I: So how many ELL kids are in your classroom, and and what are their levels, in terms of their, you know. . .
- T: There's 15 labeled ELL students in my classroom, out of 20 (chuckles), so their range is High, Medium, and Low. I have, um, out of the 15, it's about 7 highs, um 3, or yeah, 5 mediums, and three lows.
- I: Ok, so, and and was that information provided to you adequately in terms of uh,
- T: Um, they flag 'em on the computer, uh, so that we get right away, um, but then we have students in our class that are labeled ELL, and we're, we wonder why it's that way, where did they get that label? Because as far as English Language Learner, from a student who seems very productive and communicates well in English, for them to be flagged as ELL, that kind of just throws us off, but you know, we still have that child tagged as ELL student.
- I: How are you, do you get information from your liaison, in terms of their level of, of , if you use the SELP for example, do you get information?
- T: We get a print-out of the scores, we get a diagnostic analysis, and uh she discusses what each piece means and then we talk as a team about it?

- I: ok, What changes have occurred in your classroom. . .now you came after 203 had already passed, but do you see that there have been any changes in your classroom over the years, in implementation, or you know, as a result of this policy, or anything like that?
- T: Um, There's been changes in our ESL materials and curriculum, but as far as, um SEI and what I do in the classroom, no, there hasn't been a whole lot of change. I haven't seen change actually and I think, personally, it's because the first grade as a whole does everything together, so our team has continually. . .um, we've maintained the same kind of program for the last three years that I've been a teacher, and we've adjusted like our WICP forms, we've adjusted how we've put them together, but we have not adjusted our ex. . .expectations, and so I think that's why I haven't really seen anything, because, and especially because most of my students are very high, and um this year out of out of the whole class, 20 students, I have 15 in a second grade reading class, 4 are right on point for first grade and only one is below grade level, so in reading, so.
- I: Great. That's encouraging isn't it?
- T: uh-huh.
- I: So, what, what are you, what would you say that you do specifically in terms of teaching strategies or instructional delivery or what specific strategies do you use to ensure that ELL kids you know. . .
- T: um, Pictures, I use lots of pictures, models, hands-on, tactile, materials. I relate words in songs, relate words to pictures, relate words to tangible objects. I try to also link it to their background, culture, uh, I have uh, uh, I have a history of being in Mariachi as well, like, I was in the Changuitos Feos when I was a kid, um, I don't really play too much any more, guitar, but um, I link some of what I do in song too with that and like with Mariachi music stuff like that. Um, we talk about like in their stories, they say, how do you spell "tío?" and stuff like that and I don't discourage that at all, because that's totally cultural and um some people say well why don't you have them write "uncle" and it's like they know what they mean, they know who they are in their own life. It's the content of their stories that I'm looking for, so I try to encourage them to link it to to their own background too.
- I: And, and you've probably, you've touched already on this, but, do you have the specific, the most positive, or most successful aspects of your instruction? In your program.
- T: The most successful aspects.
- I: Besides the saxophone!
- T: (laughs).
- I: What would you say is your is your most successful aspect?
I COULD.
- T: High expectations. High expectations all around. Because I think that, um, when they see that you're expecting the same thing out of every student and you're not differentiating whether they're ELL, whether they're from the United States or from a different country or from the Tucson even, or even if they're younger,

older, whatever it is, Native American, anything, um that everybody has the same expectations.

And they know, too, like when in the classroom, first grade, they know, hey—that kid's really smart. They know who's the top kid in their class and they feel like – I wanna be like that student, and they they wonder if I think that they can be like that student. And I certainly tell them all the time. You know, you're just as smart, if not smarter than that person than that person that you think is the smartest person in the class. It's just that you need it in a different way. Let's try it this way. Let's get more practice, or um maybe I need to change how I'm explaining it to you. And I let them know, you know, I let them know, that it's not always a matter of whether they get it or not just because it's them. I know it's sometimes me, you know, how I give them their instruction. I've made mistakes before of giving them too much information at one time and of course the top kids can put it all together, but sometimes they need to break it down even further, and that's completely on me, but it's it's still expectations, I tell them, you know, I want you to do this, the level of work.

I: So you articulate that to them?

T: Exactly. These are my goals for for you.

I: Okay. So given that, what do you think have been the greatest challenges in implementing a program with a variety of ELL kids?

T: The greatest challenges. Right now, for me the greatest challenges are when they get pulled for um Special Ed resource, language resource, speech therapy resource, um, meeting IEPs, um ESL classes, I have students that get pulled for different ESL classes, and that's challenging for me because then I have to catch back up to what we're doing in class. Um, because they see the products of the other students and they wanna do it too. They don't wanna get behind, and also I don't want them to miss out on my instruction as well. Um, so that's one of my major challenges right now is just like time in my classroom. I have students consistently in different places all day long. Um but usually it's 2 or 3 students who have 2 or 3 different teachers a week, you know, so they're getting pulled by three different people. Um, oh, all around for the whole class, I think one of the other challenges for me is keeping everything orderly. . .(laughs)

I: You know anybody who does it!

T: The kids, the kids, are pretty good with what time it is, and what time we're doing math, what time we're doing writing, what time we're doing reading, what we're gonna do, you know, because I explain to them, what we're what we're gonna do for the week or day, um, and so they know what to expect but then I say ok let's go get the paper, they say—What paper? Oh, yeah, whoever gets that one? They're like, take your story out of your desk. . .and they're looking in their desk and it's totally my fault you know so, that's a challenge. (laughing).

I: Well, I guess that comes with the territory, that's something we all have to work at really hard, I know. You definitely got a lot of orange, if you do the colors, you know.

T: Yes, exactly, I am a primary orange.

- I: Yeah, and gold is a hard one to get to. Um. In general, why do you think that ELL student achievement is lagging, not only statewide but nationwide. . .? .?
- Ms. I think we get caught up on the labels. What we're supposed to do with students. We get caught up with curriculum. As a teacher, what is expected of me; what is expected of that student. A lot of times, when teachers don't work together. I've see other schools you have a new teacher and they aren't told what's going on in the classroom with the rest of the team, the grade level. They aren't told where the kids came from, from the previous year. Miscommunication, but also one of those misunderstandings about what they're capable of. Because I think that when you hear ELL you think, oh my goodness, I have to teach them a language before I can even get to the content. And that is not the case. These kids are ready for content. They're eager for content. They don't want to sit in class all day hearing words and not putting it together with something. They want to learn. They want that knowledge base. And so we get caught up in that and that's why expectations is the most important thing. Because you know that these kids are capable. You have to believe that the kids are capable. Otherwise you're going to get caught up with language and not with the students' learning and education.
- I: What other issues do you think would impact your English Language Learners?
- Ms. Home life, definitely. A lot of parents work, um and work late. The students go home. . .we have latch key kids. . .the students go home and they don't have the help that they need. And SFA is a daily homework program. We have daily homework for the rest of the content as well and so SFA though, is like, you have to read for 20 minutes. Then you have to do the summary. So you have at least 35, 40 minutes of work, daily, just in reading. Then you have the rest of your homebase classroom work. We give about two hours of homework a night, you know. An hour and a half, two hours. . .and the students need that support at home. A lot of time, they get it from their older siblings if they're here at this school and that helps, because the older siblings know what's expected. But they still need the adult help. Also, sometimes their parents are not native English speakers, you know, so that can be a challenge for the student. Sometimes the parents, say, "Do what you need to do and I'll sign in, you know." But really the kid really needs more support or clarification at home.
- I: How do you think your ELL kids are performing?
- Ms. Extremely well. Extremely well. The grades on an average. . .they're meeting first grade expectations. I have many that are exceeding. The ELL students are exceeding. I have a couple of students who are below grade level. One just transferred from another school. And the other has a speech therapy issue. So they're below grade level, but there are other things there. So for everybody else to be on track and for them to have made the progress. . . they have made progress. Both of them that are below grade level have still consistently made progress, so that's still a good feeling. I still have to look at what progress was made. As far as SIMS is concerned, they're great with six traits of writing. They don't have AIMS at this level, but we do AIMS practice booklets with them to

prepare them. We say the word, “Ok, we’re going to take a test today.” And usually kids, older kids, get bummed out but my first graders think that’s exciting. It’s funny. I tell them, “Why do we like tests?” “Because it tells us what we know and what we don’t know.” And I tell them, “Is it because of a grade? Does a letter mean anything to you?” And they say, “No, it’s what I don’t know so I can get better at it.” That’s what I try to tell them, you know. And it becomes internalized and they’re not afraid of tests. In fact, we work together with all other teachers. . .like if they do well on the spelling test, they go to the art teacher and she gives them a Jolly Rancher. And because they go to a different teacher, it’s almost like they’re bragging. Because if I give them a Jolly Rancher, well, Ms. Loves us anyway. But if they go to another teacher, they feel that much more pride in their work because they’re sharing their success with other people. And when they share their success, it blossoms and it continues to grow. And so on any assessment, whether it is formal or informal, they’re eager to show you what they know.

- I: What do you feel that as a teacher you would need to help you more effectively meet the needs of your ELL kids?
- Ms. Um, an on-hand translator for my homework. Because I give homework above and beyond. I like to challenge my kids, and when I have ELL students that they’re kind of bored, I give them extra challenges, but I also want the parents to know what’s going on. So I want a translator for that. But a lot of times I don’t have that on hand. I need someone that would be there at least for the following week. But a lot of times, translation doesn’t get done for a couple of weeks; I guess I would like it more expedient I guess you could say. And if there is a challenge the student is having, I need a translator to communicate with the parents about concerns I have. Usually I would like to do that on that day that I see that challenge instead of waiting the following day or waiting a week. It’s something that I think is more immediate. Especially that if I think it’s that for the student I made an observation in what they’re doing and I could ask the parent, “hey this is what you could help them with.” Or sometimes I could ask them, “This is what I see; what have you seen?” Especially because a lot of times I might make an observation and maybe it’s just that moment or maybe there’s something going on too and the parent has made observations and so I need that kind of translation and communication going on there. Something else that would help me is um, more tactile materials. Pictures are good, but tactile materials are even better. I mean, I buy oranges and I buy. . .
- I: ok, let’s see. . .could you tell me about interactions of your ELL students with native English or English-dominant students, not only in the classroom, but on the playground, in the cafeteria. How would you describe that?
- Ms. More it depends on the personality. Because an outgoing ELL student will be bilingual with everybody. I have students that are very quiet ELL students. So they will tend to stay with the Spanish speakers. Even bilingual, they won’t interact too much with native English speakers because they’re more shy. But then if I have an outgoing ELL student, they kind of bridge the gap, I guess you

could say, because that outgoing ELL student will get the shy ELL student together with the English speaker and kind of bridge that gap. I group them by tables for a reason, so I mix them up. If I find that there is one student or two students who are not feeling comfortable with the rest of the class or just trying to isolate themselves, I don't ever let that happen. I make sure to change it again, and see where they'll get chemistry. So the moment they get chemistry, they'll bloom. So I make observations; I do recess duty and I make observations in the playground, not just in the classroom. And that way I can really discover who they feel comfortable with and then I can find out why. Because sometimes maybe it's just a similarity, maybe it's a cultural similarity or maybe it's a gender similarity. . .um, size similarity and so that makes a difference. Then I try to get them out of that contained friendship that they have and have them connect with other people, by sharing something that's special to them. And so we identify unique characteristics in each student; we talk about makes them special. We're doing for the Celebration of Learning, these All About Me books; like Meet my Family, Meet my Friends. . .but then they write. . .they started to do this web. . .and I especially like this part. . .what makes me special. . .I am and I am good at./ They talk about this with their big buddies. They've been working all year on identifying characteristics about themselves and then how that relates to their future. Cuz we talk about, well if you're good at math and you want to be an architect and you want to build houses. . .you're already half way there because you're good at math.

- I: What comments other than the homework situations with the parents . . .have you had any other comments from your parents regarding immersion into English?
- Ms. At the beginning of the year, I had one little girl who cried every day for about a month. Every morning. . .it was like a half an hour, every morning, [the principal] had to come in. . .we had the counselor come in. She even had to sit in the front office for a little while because she was very distracting, you know. . .she would scream and grip her mom. And her mom was worried; because her mom told me, "it's because she doesn't understand you." And you know, I'd try my best to explain it in Spanish. I'm not fluent in Spanish, but I do, I'm ok in explaining it. And the mom would say, "I really appreciate it." She said it in Spanish, because I was communicating with her in my broken Spanish and she was communicating with me completely in Spanish. And she told me that she appreciated it that I made efforts to reach out to her daughter. It's just that her daughter is freaking out because I'm not fluent. And the daughter saw that all these other kids kind of knew a little bit more English than she did. And that was at the beginning of the year. Right now, she, I mean, she stopped crying after about a month, because I told her, "Look at what you did today. If you had stayed home because you didn't come to school, you would have missed out on this." And one day she just stopped crying and she came in and it was like, "All Right, you're ready for the day, you know, and she's you know, yeah." And so she did a story and it was such a wonderful story that I had her share it with the class and um she was very timid at first, but all these kids were leaning in to hear her and

when she was done reading, they all knew she didn't want to be here. But when she finished, the classroom boomed with applause, because they were proud for her. They were happy for her because they knew she didn't want to be here, but that she could do a good job. So the other kids kind of encouraged that. I didn't even ask them to applaud, but they're like, "Yay!!!" But parents actually appreciate the efforts. Sometimes they're a little hesitant as well. Sometimes they'd rather have their child in a classroom where the teacher is bilingual. But once they see that all of our classes do the same things, they get a little bit more at ease I guess you could say. And then once they talk to other parents. . you know parents talk. . hopefully that sets their mind at ease. But haven't had too many parents that have been very scared about having them in my class, because they can see that I genuinely want every student to succeed.

- I: What effects if any, has the implementation of Prop. 203 had on your school climate in general; for example, students in general interacting with each other; interactions, teaming patterns among teachers. Have there been any effects?
- Ms Since the implementation of Prop. 203? I really didn't experience too much before Prop. 203. I was here for student teaching and I worked here when I was in high school, so I was here for three years just as an office member. So I kind of observed previous to 203 and then to now. I think we appreciate our PIA [Parent Involvement Assistant] more. . . a lot more, since Prop. 203 has gone into existence. We appreciate School Improvement Committee (SIC Committee) and the information we get through SIC Committee. I think that sometimes our personal beliefs on Prop. 203 at the beginning of when it was implemented kind of influenced the teaming, in that there was just a lot of frustration. . .and just the negative outlook to what we had to get accomplished. Like what is it that we had to do. Lot of frustration, like what did it spell out? You know, we were still confused. Lot of talking about it. But then after we got back in the classroom, it was more like; hey, we're continuing the same things we do every day. It's just now we have labels; we have a different way of assessing the kids and putting them in different groups. We've always grouped them based on teacher observation and we'll continue to do so. . .where their needs are. And it's not based on a flag on the computer; it's based on the needs of the child. I think once people, staff, faculty, saw that we were. . .it's still about the individual child, and not about some lawmaker and what they're saying about what we have to do, then we were a little bit more at ease. But there's still too much pressure coming from different areas. Because there's a lot of . . .what are the expectations from the district, from the state, from the federal? And sometimes we get conflicting messages. And so when we get conflicting messages, the frustration starts to develop again. But it's nice to have the administration and leadership that we have. That we don't need to stress out and worry too much about that. We get the information that. . .hey our kids are doing a good job. . .here are our scores. . .this is what we're analyzing. I remember at the beginning of 203, actually, people were saying that there were going to be people from the state coming to watch you in your classroom and if you say something and if you say something

in Spanish, you're going to get fired. It was that scare tactic, like our jobs were on the line. And that was ridiculous. So were kind of on our toes. And now it's not at the forefront of our minds. But at the beginning, when it came into existence, it was very much like. . .so is somebody gonna come in from the state and when does that happen? Is it going to be like the fire marshall? Take everything down from your ceiling! Stop speaking Spanish. Tom Horne is here! You take that word off your door!! If you have the word "flor" on your door, you better remove it!

I: Where do you think that information came about? Where was it coming from?

Ms. I think it was because people saw Prop. 203 and it's a law. So people were asking. . .so how are they going to enforce the law? And that's where it started. . .so we have a law. . .and a law is enforced? And with the existence of No Child Left Behind. There are scare tactics that come from a high level that our jobs are on the line all the time. That turns into surprise visits. And the source of the surprise visit rumor? I don't know. But I know that it becomes a mind set of. . .ok, how's my job going to be affected? What kind of job security am I going to have? It's not just a state thing anymore, it becomes a federal thing, when you have the president saying, teachers. . .we have underperforming or not highly qualified teachers. . .so we're thinking. . .who's he looking at that's not highly qualified and how is he assessing that? Because we tell the people in the district oh I have students who are underperforming. . .and they're going to ask me and I have to spell it out. So how is the President looking at all the teachers in the country and saying that I'm not highly qualified. Where does he get his information and how does he assess that? I know how I assess my students and I can tell you right now how they're qualified and not. . .or where they're at. And so as teacher, we're kind of thinking. . .oh it's just based some observation at some point. Because there's no real assessment as far as we're concerned. We have evaluations, but evaluations aren't assessments of how we're qualified to be teachers. You know, so it becomes an observation. So we're going to pinpoint you and find something you know. . .it's always like we're searching for something.

I: How do you see across the school how language and culture are incorporated or reflected?

Ms. Pretty consistently. Our SFA program does that in a beautiful way. Because we have books that are expository text. And we had in every level. . .like they did one about China. And they had Chinese information. And they even told people in the school—Ms. Is part Chinese; go talk to her and find out some information. And they get excited about learning new cultures. And then we had a book about piñata maker. And so they get excited about learning about their own culture. . . yeah, my uncle does that. . .my tata used to do that when he lived in Mexico. So SFA introduces so much cultural diversity. We studied Mayans and Incas and then they say. . .oh that makes sense because this is how it relates to me. The kids link it to themselves anyway. They like to tell stories. Sometimes you have to stop them because the time. . .because one kid starts the story and then another

kids starts another story, and it kind of. . .ok, we gotta get going. But a lot of times the kids do it on their own. We do school-wide like at the carnival. We have lots of. . .the teachers come and there's cultural events happening there, and then we have them come back and write about it. It's all linked. The neighborhood information. . .when we do maps, we talk about La Estrella bakery. Let's talk about our neighborhood. Let's talk about where we're at. Because first and foremost they have to know about themselves and where they're at. I'll go. . .do you know the La Estrella bakery. And the kids will say. . .yea, that's where my mom gets cochitos. . .yeah, I get tortillas there. And when we get them home, we have one with mantequilla (butter). . .and so we talk about that and then we get on to maps. . .but it's always about them first. And especially when I have student that just moved and a lot of times, they don't know the area. But then they hear "tortillas," ok so that I had before. . .that I know. . .that's my neighborhood. . .I'm not lost. And I tell them. . .eyes as big as tortillas. . .little signals can help them.

I: Is there anything else you would like to add?

Ms. I've been very thankful for the environment I've had here. As a first year teacher, when I started my team is amazing. This school does an amazing job with teams. Not just teams but with curriculum committees, so I was grouped with my grade-level team and then I expanded to curriculum. So it's been amazing being able to work with so many professionals who are into student success. And though we may disagree on how to get there, discussion is everything. . .and assessing, monitoring. . .we always hear about monitor and adjust. . .it's not just in the classroom. . .we monitor and adjust school wide.

Ms. P: Bilingual Special Education:

. Teaching for 20 years; 13 years at Los Amigos, before that in Phoenix. Special Education all along. BA in SPED with a minor in Science and a Masters in SPED with an emphasis in bilingual education; training in various areas like bilingual, reading courses— math stuff—SIOP training was really helpful.

I: Ok, just to remind you that I use pseudonyms; I don't use teacher names or district names; I make up a name for all the schools and everything else. Ok, so these are questions based on. . .as you know my study is based on the implementation, the impact of Prop. 203; so we've been at it for a while; you know, some of these questions might be a little dated, but just for your opinions, so the first question is, what is your understanding of the requirements of Prop. 203, as they relate to SEI vs. bilingual (what we call TLA)?

Ms. The requirements of them, like the students, like for kids, um, that. . .it's that the way the requirements are different than for our kids in Special Ed. We still sort of covered, I think, by federal law, protected so far by federal law; but what I hear from regular ed. is that the children have to pass a certain test and be proficient enough in English to be able to , um, to have to be able to be in bilingual students (interrupted by intercom); that they're required to pass a test as far as certain

percentage and be proficient enough to go into bilingual programs and that parents don't have a right to put them in that program even though they would like to see them in that program

- I: What about in terms of SEI? What is your understanding of what that, of what Prop. 203 requires?
- Ms. Well, as far as I know, the children need to be proficient in English; the theory is that they will be proficient enough to go to school in English after a year of immersion in English; and and very little, I know if you were to ask me a couple of years back, I'd say you can't speak at all in Spanish but um after all thinking that it might be, that if they can actually do a little bit more than we perceive them to be able to do, um now in Spanish.
- I: How many ELL kids are in your class, and uh, obviously you have all ELL kids in this class, but what are their different levels of proficiency?
- Ms. In English?
- I: Yes.
- Ms. Yeah. Out of 26, I would say all my kids are ELL; well, I take it back: I do have some kids that would qualify ELL in the sense that since they're not reading and writing um, they're , we still consider them as not being ELL yet, because of the reading and writing. We still consider them as not being not ELL yet because of the reading and writing.
- I So, in terms of proficiency levels, do you have kids that are real, real beginners, for example, vs. . .
- Ms. I don't have as many kids that there are at I would say Newcomers, as many; um I have some kids that are a little bit lower in the proficiency level; they're probably; I have, lot of my kids are where they just want to hear it, so they speak to me only in Spanish; um, then I have some kids that are proficient in both, well, orally proficient in both languages, at a socially level; but they still, when it comes to real cognitive thinking, they still go back to Spanish, because they're still little more proficient in the words in Spanish, so they want to explain themselves more thoroughly, so I have kids that don't talk at all in English. They just all in Spanish.
- I: Do you have kids that can read in Spanish but not in English?
- Ms. Yes, I have lots of kids that read in Spanish; that's what we do. We teach them how to read first in Spanish and then we move them; they move themselves actually into English.
- I: That was an interesting choice of words! What changes have occurred in your classroom as a result of the implementation of Prop. 203?
- Ms. Oh (laughs) I don't know, truly I've been wondering. Well, I don't know, I have to believe that our testing, assessment is good; I mean I have to believe that, but at sometimes I see that maybe it's not because I see that maybe it's not, because teachers, because I go look at kids, because I've been asked to go look at kids, um, that they feel that are need to be in special ed, especially self-contained; and I go and maybe my perception of what I think is good learning; you know how a student shows what a student knows and what he doesn't know; is different from

what a regular ed teacher would see. I see so much, the amount of kids that don't belong in special ed., and who really have all these billions of skills; he may not have them in English but he has them in Spanish. And he may not have them in reading and writing, but he's got 'em, you know, he doesn't belong in my class. So, um, that's the biggest thing, that we get a lot more referrals, I'm seeing more kids. We do have some kids that kind a get, we've had kids that have kind of come through the, the kind of, seep through, and I think what I see in a lot of it is really confidence in themselves. Because they haven't really been in Spanish, um, but really especially, cuz I just had a couple of kids who were with me for one year; well, they were two self-contained kids—they've only been with me for one year. You know it would've been longer; I see the kids and they're so shy and they're so quiet and they're timid and they're so you know. . .but if we give the ability to speak their language the whole day if they wanted to and when they're ready to speak English you know, all of a sudden they change; you see this, well, I've had one little girl in my mind, she came in like a little mouse; I mean little tiny little mouse with her hair in her face and you know just like her shoulders hunched over and she was only two and a half feet or three feet at the most, and she's now back in the regular classroom with her head held high and knowing that. . .I'm going to cry a little bit. . .her language. . .yeah, it makes me cry, because her first language is acceptable, and you know what—she's smart. She really is smart. And I think of her last year when we were talking about the propositions when they were doing all the (unintelligible) and um, she had a little bit of a stutter, and we were, kids were asking questions, because you know, it was affecting them about of course who's mother was deported and he could go home to nobody, to a neighbor, you know, and he couldn't come back across the border. So he picked all his stuff up and left, and it's like, whoa, but um, but till they talk about that, cuz it's affecting them, the kids that come that day, and also the things we talked about that, and she stood up and in the most beautiful Spanish I've ever heard with not a stutter, with not anything and just stood up and asked, Why? Why is it so different? Why can't we live in Mexico and stay in there? Why do we feel people have to come here and why is there more money here, and why can't have more money there, and just try to understand herself. You would never even know this girl six or seven months ago; she would read to me and she would go. . .(imitated stuttering). . .you know just stuttering because she was so self-conscious about reading. It was just amazing. We do. . .it's just one, but you know one. . .and

- I: But you feel by the time they get to you, most of time, it's because of the. . .
- Ms. Yes, usually most of them because of the feeling that there's something going on with them. But we do occasionally get the ones who with just a push in Spanish and they're on their way. Their on their way.
- I: Can you describe a little bit about your program model in your classroom and how it works and how have you modified your strategies or instructional delivery as a result of this model?

- Ms. Well, every year we seem to change a little bit when we find out the requirements in the junior high is so much higher, so our kids have to move into sixth grade; we try to do as much transition as possible. I know the academic has improved a lot; but as far as English and Spanish, we still try to give as much Spanish as we can. What we do is we have. . .I'm not a real. . .I would not consider myself as a true Spanish model, because I'm not as proficient as our two aides that speak Spanish, and they're much more proficient than I am. I do teach how to read in Spanish as an emergent reader. I do the phonics and the whole bit like that, you know; but when it comes to once the kids read at about a second grade level, I feel like I'm not as proficient to do that, so my aides do that; that's the model we're doing this year, is that D. . .is doing the literature study groups, with the chapter books, a little bit more. . .they can model the vocabulary and the things that they need to be able to talk about a book in Spanish, that they've read, um and so, we've done that, but I'm also feeling very, like, here with me, with the Houghton-Mifflin that we've done this year, um I feel, like it's kind of good, because I feel that in itself will help with footwork with them learning the English vocabulary that they need to be successful in the regular classroom. So I think with both of those things, I'm hoping that um they will be ready to join up with the middle school. Hopefully, Spanish for them, I don't know if they'll get Spanish next year, but I know we're pushing the English, but cognitively we're also pushing them with their Spanish.
- I: Do the kids that you have usually transfer at the middle school level—is it partially, or do they continue in a self-contained program?
- Ms. Well, we thought they did. . .I don't know what the program's. . .the program's changing this year. The people that we've sent our kids, our LD programs, we've sent them thinking they'd have at least two or three classes in the LD program, but the teachers that we work with, especially for _____, I'm not sure about _____, how that program works; we don't send hardly very many kids to _____. But the most kids we have are _____ and we're hearing that they're not with that special ed. teacher, that they've moved her into like a more regular ed. teacher, like support, support staff. Which is fine for some of our kids, which are ready, but for some of our self-contained kids that are not MIMR, that are LD, very severe LD, then it's not a good place, you know; they're in that regular classroom, like we told their parents, that they would be with a special ed. teacher. We're still trying to figure out what the model is over there, so I'm going to be able to prepare to tell our parents what's going to happen with them.
- I: Can you share what the most positive or successful aspect of your instructional program, and what impact do these aspects have on your ELL kids?
- Ms. I think that the most positive thing that we have is that I think we have the ability to do Spanish in here (interrupted by kids coming to the door). . . .
- I: You were telling me about the positive aspects. . .
- Ms. Oh, ok, I think the positive thing is that we are able to speak Spanish. We do instruction in Spanish and that we can build on that and I think the biggest thing also, especially with our kids, is that they trust us, because we accept who they

are; they're willing to risk in a language that they're not comfortable with, and you know, they already feel being in special ed. they feel that they're deficient somehow; they have been told; other kids tell them all the time, and so I think that's with a new kid especially, that's the hardest thing I think I have to overcome with those kids is that when they come from a regular classroom, they've learned how not to do stuff, and get away with so much, that we kind of have to go past that and then, being able to speak in Spanish, I think that it's a whole lot easier, so we can do that. I don't know if that's what you meant by positive.

- I: What have been some of the greatest challenges in the implementation of the program, since Prop. 203?
- Ms. Um, I think the biggest challenge is that we know there are less and less bilingual programs and we have to try and keep our focus; that if we truly believe in the theory that if we stay in Spanish it will transfer; cuz, we've done this many times, when we've said, "Forget it, let's just do English!" You know, but you really have to believe in it, and every time I see it happen, I reaffirm that, ok, I'm right, we're doing the right thing—we're doing the right thing. And that even though the AIMS test may show, well it didn't this year, because they're all Falling Far Below; but I may not see it, but hopefully, I pray every day that somebody will see it, you know, our efforts, somewhere along the line, because we have to firmly believe that it's gonna help. Whatever we do now is just setting a foundation and it's gonna, they're gonna go through it somewhere.
- I: What other issues do you think impact your ELL students?
- Ms. Well, I think the biggest issue is the society. Because, um, they're lucky. . . our kids are actually living in a community where their language is valued. But in other communities, if they were to move someplace else, their language might not be as valued. And so, um, they just feel, I think that's the biggest thing. . .they have to realize. . .I tell them every day, you're lucky, you're lucky. . . you've been given a gift of two languages, so I think that's one of the biggest thing is that their language is not always valued. And their parents, too, sometimes, because they want, they don't see the results. . .they want English, English, English. And they don't see the hard times. Not all parents; most parents kind of realize it, but occasionally we get a parent that will say, "No, I don't want my kids in Spanish; I want my kid in English."
- I: You talked a little bit about your test scores. How do you think your ELL kids are performing. . .besides the AIMS?
- Ms. As far as. . .I think that. . .if they break code and if they are reading, then I think that's a lot of it. If we can get them in Spanish to a certain height, we know that along somewhere, not with us maybe, but once they get their English oral understanding, then they're going to be fine in English. We just know that. Because we have children that aren't. . .that are here (raises hand) in Spanish and here in English (lowers hand) and they're out in the regular class because we know, that if they stay there long enough, they're going to be ok?

- I: What do you feel you need to help more effectively meet the needs of your ELL kids?
- Ms. I think the some of the biggest things; I'm afraid that someone's going to come to me and tell me, "You need to do this, or you need to do that., or we're not going to let you do this anymore." And we try not to make a big stink because we want people not to even think we're here. They won't even know we're here. Just leave us alone and let us do our jobs. I'm afraid really. I'm afraid that someone's going to come in one day and say, "No, this is not right, do it this way now." I think this is our biggest fear." That's why I like this portable. Nobody ever comes out here.
- I: Can you talk about the interaction of your ELL kids with native English or English-dominant students, not only in the classroom but on the playground or in the cafeteria. What kind of interaction is there?
- Ms. Well, what's nice is that we're using U of A students here, and some of them don't speak English, um, like with Dr. F; I've told him, I don't care if they speak Spanish or not. I prefer sometimes not to have them speak Spanish because the kids, if they know you speak Spanish, that's the first language they're going to speak to you in; they're going to kind of test you. Then I said, most of them are not afraid; even the kids that won't speak to me; I see them speaking to other people in English. And I've seen them speaking to people they know that don't speak Spanish. I think, well, not all of them, we've had some kids, I think it's just their personalities, that will avoid speaking to anybody. But we have other kids, a few kids who are very outgoing in Spanish, but kinda fall back in English. And they'll get somebody else to translate for them or help them out and stuff like that.
- I: You see that even on the playground, for example?
- Ms. Yeah, on the playground, yeah, um. What I see them, in the cafeteria, or on the playground. . .it's usually not positive. . .there are choice words in English and Spanish. Translation, they don't always have too many people translating, because they don't want anybody to know that they can't do it. So if they have to translate, they just won't translate. They will say whatever they can and then, um, they pretty much stay together. But we do have some kids that do venture out of our little haven.
- I: What comments or feedback have you had from your parents regarding your program?
- Ms. Well, we've have parents that were just. . .like with 203, we had a parent who said, "I'm not voting for it. You guys ruined my kids. And you've ruined that person." You know, just real negative about it. But of course if someone's in here, then, ask, we tell them, "You're welcome to have your kid in an English program. We have those." And they'll go, "No, no, he's fine here; he likes it here." And then, well, ok, so then I don't have to convince you, but most of the parents, their concern is if they're going to learn English. And I say, well they learn English every day, you know. I think when they hear me speak Spanish, they're not as concerned, because they know that I do more English. But they do see we have both languages here all the time. They take English books home;

they take Spanish books home. They take English homework home; they take Spanish homework home. So they're not; they haven't voiced it to me, but I think they see that they're learning both languages. Because we do have parents say, "Yes, he'll speak Spanish to his friends or his brothers and sisters, but mostly English to all my friends." We also have had to call parents and tell them that the kids are not speaking any more Spanish; and they're only speaking English. But then we tell them, then they won't they speak Spanish here; they have to read in Spanish, they have to write in Spanish; so they have Spanish here. But we do see occasionally when, like when he, when they tell us, well, that we do see that they struggle more in Spanish more than in English. But they seem to transition themselves and somehow.

I: What percentage of the day would you say is in English, Spanish?

Ms. Um, we have about, it's going to be about 50/50. We wanted to do, well, yea, maybe not 50-50, but 40-60. Because when they go to centers with Mr. ___ and Mr. ___, then they're all in Spanish. But when they come to me, it's English, some Spanish. And then they go to writing with the aide in Spanish. So it's kind of like we, they know where they're going and they know what language is expected of them at that center.

I: They perform in the language that's expected.. .what effects if any has the implementation of Prop.203 had on your school culture and climate, for example, teachers with each other, interactions of teachers to teacher or. . .have you noticed anything in the climate?

Ms. Well, probably the biggest thing. . .I think it's just the work. You know, bilingual teachers feel like that they have to work harder, because they have two things they have to do. Plus the SEI teachers they feel frustrated and they wish they could just speak in Spanish, and I hear those kind of things happening. That the teachers just, you know, this kid doesn't belong to me; he belongs to you—he should be in your class, you know, I don't know what to do with him. . .things like that. Just like real frustration.

I: Is there anything that I didn't ask you that you'd like to add? In terms of your perceptions about it?

Ms. Well, it's just, when it first happened. . .well, nobody likes change. . .you know, it's like it's don't want it, why should you change it. . .leave it as it is. . .and in some ways it has, you kinda start realizing how important bilingual education was and you start realizing that we as teachers need to um, to toot our own horn sometimes and to realize people. . .we assume that people are smart enough to see what's going on. . .sometimes I think we as teachers profounded this a little bit because we didn't let people know. We didn't show up; we didn't advertise. We didn't do things like everybody. This is what's happening. . .can you see these kids. . .I know some schools do and I know some places do. . .but I'm not sure everybody, you know, it's kind of like, I don't know, we just assumed that it was going to be ok. You know, and now, I think it's a lesson we learned and hopefully we'll hold on to what we have. Like I said, me holding on to what I have here, because I want people to leave us alone and let us keep going with

what we're doing. I don't know; I guess it's just something that we need to tell our young teachers.

Ms. E: Bilingual K Teacher Background:

—Valley View alumna—started in another field then went into education, graduated in 1996. Started at Valley View in 1996 in a bilingual education third grade program. Then went came to SV for eight years as a kindergarten teacher. Training with Montano-Harmon, Reading First training, Power Point, Math District, Writing and other reading workshops. Some Early Childhood courses and started a Masters' program in SPED.

I: Like it said on the consent form, Ms. , I never use anybody's real name; I don't use the name of the school; I make up a name for the school. These are just questions about your perceptions; there's not a right or a wrong answer, but just your experiences with Prop. 203. That's basically what my study is about.

I: What is your understanding of the requirements of Proposition 203, specifically as they relate to SEI and bilingual education?

Ms. Well, on that, my understanding when they enter school, or just in general that they be in school, that they must be fluent enough to be in a bilingual class, in English, fluent enough in English, in the language aspect of it, and they take the test and the SELP test is what we've been giving here and if they don't pass it, our kids entering kindergarten, then they need to be placed in an SEI class. And the SEI classes, we have four SEI classes, and one that was a TLA, and I started it off as a TLA, but once my kids, again, started getting tested with the new test, well, they actually did not pass with the scoring, so they switched me to Mainstream and SEI.

I: And what is your understanding of the requirements of SEI?

Ms. Well, the SEI entails that the teacher must be English-only to the students and the classroom is all directed in English; although the students, that might not be their language obviously or their understanding, still that is what they're being taught in—English only.

I: How did you come to this understanding?

Ms. A lot of it was through the school itself, the principal, meetings we had, so of course, through the media and letters being received through our facilitators how the law was going to be changing.

I: So was there an opportunity to be shared and discussed here at this school?

Ms. It was shared and discussed, uh-huh, I mean when the classes were being set up; you know, they were sharing how it was gonna run; what an SEI was supposed to look like and what a TLA would like it and if we would be able to have one. It was principal's choice to have TLA classes in our school because it is not required by the district and so there are some schools that don't have TLA classes.

I: How would you say that Propl. 203 in general. . .you talked a little bit about the TLA and the SEI, in terms of how is it implemented here in your school?

- Ms. Well, in general, for example, still we wanna be able to communicate with our parents. So all of our letters in general do go out in both languages. And we are allowed to . . .the homework still be able to be in two languages for the parents to understand because our school, you know, the majority are Spanish speaking, the dominant language here, and so you know, the way it's being handled is that we still use it for our parents and in our classes, our kids. . .well our TLAs they do hear it. . .they get the language part of it. . .you know an hour, they get a day a week, I'm sorry, not a week, daily, so it's still being used. Those in SEI, the teachers sometimes are allowed to . . .they let the children speak in Spanish and they respond back to them what they are saying to them, so they can have that communication, but they say it back to them in English. It's being handled still smoothly so it's not a big trauma for anybody you know within our community or in our area.
- I: How many English language learners are in your classroom and what are their levels of English proficiency?
- Ms. Mine right now. . .although as I said earlier, that a lot of them did not pass the test, but the new test is a little bit more harder to pass than what the LAS used to be. But really my students are pretty dominant; they understand well instruction. They're writing well; they speak it and that's what I hear them mostly speak anyway. . .English. So I would say, all of them, well not all of them, but a good 80% of them are more . . .are already becoming dominant. Although some their language at home is Spanish, still here being that they spend most of the day in school, they've become so good at it already with the second language, that they're using it pretty fluently.
- I: And the information about the SELP—how is that provided to you. How is that given to you?
- Ms. We have our staff that is trained to give the test, and once it's given, they give us the results from the students. . .of every student on how they scored. And it's also. . .they put it in the cum file and it's there for us to be able to see it.
- I: What changes have occurred in your particular classroom as a result of the implementation of Prop. 203?
- Ms. Yeah, um, well one of the changes was that it is a little bit more limited, you know, our language issue, which would be Spanish in this case. Um, I do it only in the afternoon. Now I've cut off on that. But before when I first started with it, I was told how I was going to teacher, I was given the afternoon to be able to do my second language instruction. I would use materials from Estrellita or any other resources that we have available. I would use those and also sometimes my Language Arts, but I mean my thematic Language Arts units that we do throughout the year. . .sometimes math I would do one day Spanish and one day English. I would focus mostly on Mondays, Wednesday, and Fridays my Spanish and Tuesday, Thursday was English, even in the afternoon. So it is a little bit limited, but yet it is still being directed to students through music, through books, and I still have books available here in my class where my students get to pick out

and some of them are in Spanish. And I still have some stuff put up like the color names, and numbers, but. . .we really don't really review it as we used to as a routine.

I: So what, how have you modified your teaching strategies as you implement the SEI part of your program, and for example, what specific strategies do you use to make sure that your English learners understand the instruction?

Ms. Ok, for that what we're doing is that we're trying to put a lot visuals for our students; we're trying to do more interaction through TPR with and among themselves. We do peer grouping to work; if we have a stronger student in English, we pair them up with a student who needs a little more help with it. And we try to mix them as much as we can. I also do it where I'm constantly looking over their assessments and based on how much they've improved, either I do other modifications and move groups around again and so forth and, like I said earlier, visuals and then with the students, Buddy Buzz, we give 'em more chance to think their thoughts.

I: What do you feel the most positive or the most successful aspect of your program—in your class?

Ms. In my program in reading?

I: Yes, in whatever—in your class in general?

Ms. Actually, that's the strongest one we feel we have in our school. . . it is reading. We've had it for three years already, and so as instructors we're presenting it better because we're more aware of how it's supposed to be taught; following the curriculum, so what other material we could implement along with that. And with the backup we have as our reading coach who continuously checks up on us and sometimes does walk throughs or just observations and we get feedback from that. I think that's one of the strongest and being that we have a system where we're doing progress checking on the students and doing interventions based on those. It makes it really strong.

I: And you're going to be able to keep Voyager for an additional year.

Ms. One more year.

I: That seems like that will give you some continuity.

Ms. I know. And what we've learned, fortunately, if we do lose it the following year, is at least we've learned the base of how it runs and even if we get a new reading curriculum, we might still have format of what to follow. So it gives us an idea. And the one we're looking at kind of follows that.

I: Which one were you looking at?

Ms. The Houghton-Mifflin.

I: What have been your greatest challenges in the implementation of your instructional program, SEI, TLA?

Ms. The challenges are sometimes being apart from SEI and being just one, one group, being the TLA and the rest being SEI. Sometimes that's a challenge because you have to work additional just from the rest of the group; cuz, here our team works very close together. And a lot of what we do is you know based on,

we all prepare it together and we're all going to implement it within our own classrooms. Of course, different teaching styles but the same material. And in my case, when I have done the TLA, there's my apart time when I have to think out my own thoughts for my additional activities. Because it's different material that I'll use from the one from the one my colleagues are using within their own class, and so that's been a little bit more of a challenge—sometimes becoming independent from that.

I: So you don't have a team, a person teaming with you?

Ms. Not when I do TLA.

I: In general, why do you think the ELL students achievement is lagging behind that of non-ELL students? In general, we hear about that across the state, the nation and the district? Why do you think that is?

Ms. In general, it is as we know, it is difficult to learn a language which you are not accustomed to or raised with and then just listening to something that to you it's new. So in general, that in a way, keeps us behind at the beginning. And then for the teacher it's also a challenge to not be able to provide for those students in their primary language and they know that, so that's a hardship there. Another thing is, too, the home some of the parents it's difficult for them to be able to continue on in helping their child progress, because the material they're receiving is something that the parent, maybe, cannot actually help with. So that's a challenge, too, that some students, unfortunately, do not get that opportunity. Some of the things we see here, for example, too in reading is, some parents, although we've told them before, it seems that they don't use it, is reading. . .reading daily to the students. . .how crucial and important it is. . .some parents don't do it. And they feel like, "well, I can't read in English, so I'm not going to be able to read to them." And even if we tell them, go ahead and read in their, in your own language. . .that's still ok. . .they're just hearing different ways of speaking and content, too, And so, but still it seems like we don't see as much of that happening. And even with um, our English learners, I mean the ones that are dominant in English; even those don't get the daily reading that they're supposed to be getting at home. And so that has a lot to do with it too. But going back to our ELL, they're the ones who less get that help sometimes. Based on the homework, how we get our homework, we notice a difference in the way that they complete their homework, to the ones that are dominant in English.

I: You talked a little bit about your assessment. What else do you have that gives you information about how your ELL kids are performing? How do you think they're doing according to your data?

Ms. We have the DIBELS, and of course the progress monitoring, which we do weekly or monthly, depending on what they scored in their DIBELS testing. And so, there's some that get that intervention on a weekly base or a monthly base. So we have to go by. We also have our regular assessment that we do for our kinders right before we're going to do our progress reports or report cards. We reassess in math; we do it in reading, too, the part of it, although we have our reading curriculum that covers most of it. And then we also do writing. We're doing our

writing. I do a lot of like, teacher observation, on a daily basis, based on how they're completing the work; cuz now we're putting them where they're more independent in centers in their own group. After I finish my teacher station, I do go and check their work to see you know how their writing is. I do go check their work to see if they read little books. Sometimes I'll stay within their tables and have them re-read to me to make sure they did read the story and make sure they understood it. So I do a lot of you know daily teacher checking.

I: And how are their grades? Like report card grades for the ELL kids?

Ms. You know what, they're grades have been good. I've done a lot of progressing. Because in our scoring, it's *M* for Meets and *P* for Progressing and *U* for Unsatisfactory. A lot of them, and not just my ELL, it's in general all of them pretty much progressing. And more towards third, fourth quarter, is when we start putting "meets the standard." And that's just because there's other part of the tests that we cannot give until a certain point of the year.

I: What do you think you need to help you more effectively meet the needs of your ELL students?

Ms. Um, you know, I've gone to workshops, like I mentioned earlier, like Montano-Harmon have really been helpful to me; it's given us good techniques. And the good thing that a couple of my other colleagues have taken it as well. So we're able to help each other and remind each other of some of the strategies that we've been able to use. But you know, I just feel that refreshers and always just, every year they come up with different ideas of how to reteach something. So I think just staff development of those kind are helpful and for myself and just make sure that I do assist them and go to the trainings. Also, just you know, seeing what other teachers are doing too, even if it's not the same grade level I'm doing, but still, how are they using it. That's helpful for me. So that's things that I try to do too.

I: What about resources, anything else you need?

Ms. You know we do have quite a bit, but sometimes, in how to use it, that's another thing. Although as a teacher, you should be able to figure those things out; but sometimes, maybe, being able to see how other people might have used it already. I sometimes like to see how other people use something that I haven't used before.

I: Can you describe the interaction that your ELL students have with English dominant student? For example, how do they interact in the classroom, on the playground, in the cafeteria? What do you notice?

Ms. In my class, being that they're a little bit higher, I don't see a problem. They interact very well. There's some kids that at the beginning, maybe, were using a little bit more Spanish, both, they tend to look for others that can speak it too. But once they start hearing more of the English and they already know, have some it. Then they start practicing and using that more. After that I don't see a problem. I don't see that some are being isolated or anything like that. They interact really well.

I do notice that sometimes, though, on the playground, maybe my group, doesn't interact as much with the other groups; that's what I do see.

I: With the other. . .

Ms. With the other SEI groups. . .

I: Would you say that's because of any programmatic change?

Ms. Um, well we tried to put them together. We try to go to recess at the same time, so that way we can mix our students. And so, sometimes, it's, I notice you're sometimes within this group and you're used to these same students. But sometimes, it's just, I guess, the other kids, too, themselves, find themselves with their group with their group that they find. They're more comfortable with just their group.

I: What other comments or feedback have you had from your parents regarding your program?

Ms. At first, before almost toward the beginning, I always get feedback from parents, such as: "How is it going to look like? Are my kids going to learn more Spanish?" Some of them are a little bit more concerned about that not happening. They want to make sure that their kids are going to come out knowing enough English for them, you know. And so I have to explain to them, that I do it three times a week, that I do towards the end of the day, that their reading will be instructed in English only, and that's the main core there, because that's what will guide them into the writing and the math as well and will connect. But sometimes they will get some Spanish in math, and I tell them that I will read books to them, poems, songs, and we'll play games, maybe. But they seem ok about it; and then sometimes they'll come and check in, and that's fine. I tell them they're welcome to participate when that's happening, the instruction. Really they don't show up as much. Sometimes I get them through volunteering, but not just to come and observe. Even though they're welcome, they don't do that as much. They do ask, but they won't come and do it. And once they start seeing their progress reports, then they see that they're working well, they're pretty happy.

I: What effects, if any, has the implementation of Prop. 203 had on your school climate and culture; for example, not only your students' interactions with each other, but interactions and teaming among teachers across the school? You talked a little bit about you, but what about across the school?

Ms. Not too much. I would say that we have a good staff here at our school, and that we pretty much try to get along, I guess, the way our leader has presented you know, our groupings; it's worked well. I have noticed in a couple of other teams, though, where the SEI are just among themselves, and they leave out the TLA. And um, the TLA she's fine with it and she's doing a fabulous job; but I think that takes away from other instruction that they could work on together. But being that her team members, I guess, well, it's a different setting, then they plan differently. And in my case, like I said, it could be different, we do plan together, and we do do a lot of it the same, but the other portion, that's the part I have to take care of my own. And for the SEI teachers, they still work on that part of it themselves. On the afternoon language part of it, they do it themselves; they do

the ESL instruction. They even plan that out sometimes the same. There's one who sometimes changes her way of doing it, but we're always still trying to see what we're doing among ourselves.

Ms N: First-grade Bilingual Teacher:

Background—this is 8th year teaching, so I will be going into my 9th. Graduated from the U of A. Graduated from Pueblo HS. Southside schools. Trainings: Hoopy coming in and giving us our Reading strategies; math and also ESL program; the SIOP we've also encountered.

I: I'm just going to ask you some questions. And I'm going to be writing, just to make sure I get everything. And as you remember, on the consent form, it says that I won't use anybody's name or any student data; I won't use the name of the school; I make up a name for everybody.

Ms: ok, that's fine.

I: I'm going to ask you a series of questions. In terms of the requirements of Proposition 203, as you know my study is about the effects of Proposition 203 on our district. Regarding the requirements of Proposition 203 as a state policy, what is your understanding of it, as it relates to Structured English Immersion, bilingual education. What's your understanding of the requirements of Proposition 203?

Ms: Ok, the requirements that I think is the 80% English and 20% Spanish; that's all we can use the Spanish. But it has to be more of the, well the instruction would be only 20%; for example, throughout the day, you can use commandments—Siéntate, or actual vocabulary, but instruction has to be in English. The kids' work has to be in English. All the reading, literature has to be English.

I: How did you come to this understanding about these requirements?

Ms: The school.

I: How was it shared? How was the information shared with you and discussed regarding Proposition 203?

Ms: Faculty meetings.

I: Was there discussion with your staff?

Ms: Yes, and there was a handout?

I: Was it the principal mostly that was sharing?

Ms: Yes.

I: How would you say that Proposition 203 is implemented in your school? How has it been implemented?

Ms: Well, we don't have any bilingual anymore? Our principal did go with the whole English-only instruction. I think many teachers, if I'm correct in the 80-20, I think we all follow that. We do allow some Spanish in the classroom, you know, and if it's out of the context of the actual teaching, then kids are allowed to speak freely what their first language is. And that's allowed in our school. Our actual teaching and their actual learning on paper, writing, has to be English.

I: How many English language learners are in your classroom, and what are

- their levels of English proficiency?
- Ms. Gosh. . .
- I: Just off the top of your head, from what you know.
- Ms. I think I probably have about 24 students; I would say, probably about 10 of those students are the English language learners, where the vocabulary is needed, where I do need to explain what things are. And then I would say probably three of those students are Spanish dominant, no understanding of the English language. And all the other students can go both ways.
- I: What changes would you say have occurred in your classroom as a result of the implementation of Proposition 203. You spoke a little bit of the instruction.
- Ms. Oh, I think the connection with the students' actual . . . I don't feel as close to them as I would be if I would be able to share the Spanish language more in the classroom, you know, reading the books. Even though I don't know. . . just allowing them to speak the Spanish more than I would want them to speak, I kind of have to limit them. . . "ok, now you told me in Spanish, now you have write it in English." And that takes away their freedom a little bit, therefore, they don't learn better, and it's just harder to teach I think.
- I: How then have you modified your teaching strategies or instructional delivery as you implement your program model? What kind of specific strategies would you say?
- Ms. TPR, a lot of visuals, um. . . try to do the preview-review method where we review and I have a lot of my students that can rephrase it in Spanish for the other students. But I do do the preview, review and then we go back and close it up. And um, I think that's about it. Sometimes you teach and you don't even know what you're using, what model you're using.
- I: When you talk about the levels of English proficiency in your class, how was this information provided to you. How are you able to get this information?
- Ms. Yes, at the beginning of year, the kids are tested and we use the SELP and they let us know what level they're at. And that's practically it, and retesting them orally.
- I: Can you share the most positive or the most successful aspects of your instructional program?:
- Ms. The most successful. . . in?
- I: In your instruction, or something that you've noticed with your kids that is the most successful or positive aspect?
- Ms. I think the most successful is when um. . . let's just say when they get it, when they all understand, but the only way they all understand is if it's told to them in their language. So most of the class, this class I can say is a bilingual class. Just that when they get it, when they understand that the reading material, like the fish faces. They've never seen those kind of fishes and so when I explain it to them in English and I see the light bulb go on, it's like. . . so just when they get it. . . when they have the preview. . . ok, this is what we're reading, this is what it is. And then when we have the first reading and we go the next day and we start practicing the actual vocabulary and the spelling.
- I: And they seem to remember it?

- Ms. They remember it. And it's only then if I explain to them and I take the time. . .this book is about. And they know it before we go into the heavy details. Because one story I'll do like two or three days, and when I see they got it and they go back and read it themselves, that's when I know they liked it and they got it. . .they understood it. Because free choice reading, they take out the book and read it on their own. When they don't get it, when I know I didn't do a good job in explaining what it is about, that story is not taken out. It's left alone, and I think, "I just wasted a whole day, because they didn't get it." So I think just giving them a good understanding about what they're about to learn. And Total Physical Response—showing it to them, getting excited then it's all. . .and that's with everything. With math, with money you know. . .taking out the actual coins, having them tell me, "Cuánto es veinticinco?" (How much is twenty-five?). And just adding. . .oh. . .I don't like 203. I don't like this proposition. I wish that they can. . .but they're doing good. I think they're good. I just feel that if I give them the freedom to speak their language they're successful.
- I: What have been the greatest challenges facing you in the implementation of your program?
- Ms. It's that they wanna write in Spanish and read in Spanish and I have to, "No you can't. You have to do it in English." That's where it's hard or where they come in and yes, we do the half-hour of ESL, but I think they need more. I try to implement more throughout the day, but the actual half-hour of giving them just ESL and when I see that they need more, that's when, I (sighs), I have to cut it short, now, "sorry, guys, we need to move on." That's where it's hard. And then, like I said I try to give it to them throughout the day. And a lot of visuals.
- I: In general, why do you think the ELL students' achievement is lagging behind that of their non-ELL peers?
- Ms. I think. . .we don't. . .first foundation. . .and that's their foundation. . .I think that the first three years should be given to them in their first language. And because we cut them short, they get to school, kindergarten, and boom, it's English. And only because of myself. I was in a . . .in my setting. . .I confronted my mom about it, "Why didn't you ever put me in a bilingual class, mom?" "You were always in a bilingual." But kinder, first, second, and third, I have no memory of, because I only spoke Spanish and my teacher spoke English. And so therefore, I was in survival. . .and you know. . .ok, this is what we do. . .copying, . . .and I got through school that way, just looking at what other kids were doing. And um, so just cuz they didn't speak my language. They didn't speak to me the way I needed to be spoken to, so therefore I closed it. I have no memory of my education. . .those four years, nothing. I can't even tell you what I learned, anything. When I got to fourth grade, it was Ms. Lara, oh, excellent teacher, spoke to me in Spanish, taught me how to read. But by then I was four years behind. So I was a fourth grader reading at first grade level. I didn't know how to read. And yet we had Spanish books back then. But it wasn't till fourth grade. I do remember my books; I was one of the students they had to pull out for half an hour for intervention so I could catch up and in math, igual (the same). . .even

though math is a universal is just numbers, but I didn't understand. I closed up those four. . .so throughout school, throughout the whole I was at Pueblo reading at 6th grade level. I was in college reading at high school level. I was at the university and it was very difficult for me. So reading and writing is a challenge for myself, because I feel like I was cheated out of four years of my education. But I think . . .I'm gonna do it, I'm gonna show you guys. . .and I did it. I still wish I could learn more and I'm open to learning more. But it does set you back because they speak to you—what you're language it. That's why I think our ELL students are getting left behind and left behind. And if you don't have a teacher like myself who went through that so I know what they're going through, you know, I can nurture them in that way. But if you don't have a teacher like that, then they're just gonna forget about you and stay behind. And some kids choose to either be like myself and survive it or just give up. So I wasn't a giver-upper.

I: What other issues do you think impact your ELL students? You talked about their language, but what else?

Ms. From the school, or like a personal?

I think sometimes. . . sometimes the home environment. The parents have no clue. We have to send homework in English. They can't help them at home. Um, it's not a real welcoming to parents, and so the kids are kind of on their own. And so that impacts them. School itself, you know, we're not supplemented with enough material to give each one. We have one book—you guys have to share it. That makes it hard on the students to learn and that's why their impacted by them. Having 24 students and one teacher is awful and ay, I don't know, I think we would be very successful if we had fifteen kids. I had so many kids out today, and it's sad. . .but having the one teacher and 24 kids and half of them don't speak English. . .I'm still struggling and how do you maintain it? How do you keep an equal balance and at the same time, teach them. This group doesn't need nurturing, but they need to learn and I need to push them and I'm by myself. And these kids are always pulling me and so it's really hard to be by yourself. This school does have aides, so I do have an aide and we do try to keep them during our language arts time. But that's what it is.

I: How do you think your ELL students are performing in your classroom, based on whatever your in-class tests, your SIMS, your DIBELS whatever it is, your grades, whatever it is. . .

Ms. I think the majority of them are doing really good, really good. And by me putting my ELL students with the non-English, but they pick up with them because they have to; they're kind of forced to speak it. But then at the same time, on the other side there's somebody who speaks Spanish and so they're getting a little bit of both and they're being successful in the classroom.

I: Are you using any specific assessments? Are you using DIBELS or any other assessments?

Ms. The assessments I do, like for reading, I do the IRIs; I do our weekly. . .every week we have an assessment that we do with them to give me an idea of where they're at. And I just walk around and check on how they're doing.

- I: What else do you feel you need to help more effectively meet the needs of your ELL kids?
- Ms. Well, I think we've gotten trained on the different kind of instruction to give them; just putting it into play, I think, and actually have somebody come in and model it so that I know that I'm doing it right. I might think that I'm doing it right and in reality I'm not. Somebody could come in and model it. . .how you teach the kids. . .then I can model it and work on it and help those kids more. Just having somebody come in and say, "yes, you're doing it right. . . or this is what you need to work on. . .you are doing good, if you do this it would be even better." I think that would help me a lot with my ELL kids. You know because, like I said, you can do the nurturing, the confidence, yes you can do it. . .this is what you do, you know, but the actual academic part. . .like first you do this, then you do this, then you do that. . .what process. . .how do you teach them. Is it the vocabulary first? Is it introducing the picture first? Stuff like that I think would help me.
- I: Describe the interaction that your ELL kids have with non-ELL kids or English dominant kids on the playground, in the classroom, in the cafeteria. How would you describe their interactions?
- Ms. I think their interactions, especially first grade, where they don't really know how to make their own little cliques; those are the Spanish kids, those are the English kids—they don't know that. They haven't gotten that yet, and they all interact really good. And there's some I have for example, I have S---sits right there and J—sits over there and S—kind of like he knows that he didn't understand and says, "come sit with me." And yes, I always catch J here because he comes to him to help 'em. And yet over there, he always sits by K—and K is all English and then I tell her, "you need to help 'em; try to help him." And just him interacting with both. . .I think they do really good. They don't have a preference with being only speak Spanish so these are my friends.
- I: And the playground, do you see them playing together, and that kind of thing?
- Ms. Yes, all the time. And then I even see like J—he's going to play with K so he knows he's going to have to speak some English and so he does a lot of physical stuff to get her to understand and they play good. And I'm like, Wow! It's unbelievable the way they can communicate. She understands him by total movement—no words, but. . .yet, or she'll respond to him in English, "Do you want me to get the ball for you." You know, and him, and then, "yes." So yeah, it is really good. . .and that's why I said I like to mix them around. I have D here who sits by E. . .E no sabe much ingles (E doesn't speak much English). But D does so they help each other.
- I: What comments or feedback have you had from your students' parents regarding the program? You said a little bit about homework, what are . . .
- Ms. Well, every year I get the one parent who says, "Are you going to teach them in Spanish? Can you send homework in Spanish? And, um, I don't send homework in Spanish. I don't. . . But I do allow them to call me and I'll explain what they have to do, and stuff like that so, But the feedback that I get from the parents and

stuff. . .they wish that they could be bilingual and they're always waiting for that pink sheet so that. . .(laughs). . .and um, I do, I get some kids. . .I can remember S from last year. . .awesome little girl. Puro espanol (only Spanish), but yet when she got to here and it had to be the English, oh she flew with both of them. And now she can read in Spanish and she can read in English, and I think, God, why can't we give 'em that. Why do we have to eliminate the Spanish. And my daughter, all Spanish until four years old. I put her in preschool, and she started losing her Spanish; she chose English. Even though when we go to my family and mom only speaks Spanish, she speaks it, but if I put a book in front of her. . .she's lost it. And it makes me so sad. . .(sighs). . .gosh, why? You would have been bilingual. And so my hope with her is that. . .and I told her. . .I gave her a new duty is . . .you need to teach my second daughter. . .you need to teach her how to read in Spanish. "I don't know how to read in Spanish." Well, you're going to learn with her (laughs). So I got them the little, the pattern Spanish books and she does, her accent, and I have her in mariachi singing Spanish. And I'm , no you're not going to lose your Spanish.

- I: So have you had parents that have requested bilingual programs. . .have they voiced any other concerns about or comments about the SEI program?
- Ms. No, no. . .just where they want the bilingual to come back. . .so they can read the Spanish language.
- I: What effects if any has the implementation of Proposition of 203 had on your school climate and culture? For example, students interacting with each other, interactions and teaming of teachers. Has there been anything like that that you would say has been . . .
- Ms. Yes, I would say the first grade team, for example, we have three monolingual dominant English teachers. I think I'm the only bilingual teacher. . .so they're always in here asking me, "what would you do for this. . .what would you do for that?" And yes, our school does allow us our teaming time when we're allowed to share. So when we do get together, and they'll say, "What do you do with the kids that only speak Spanish? Or how do you teach them sounds when they're . . .so I'm sort of the team leader, so I tell them, "This is what I do." I always say, "This is what I do." I don't know if it's right or not, but this is what I do. And so, yeah.
- I: So has it been a positive thing? Has it caused teachers to team more or less? You're saying that they're asking you. Is this something that wouldn't have happened otherwise?
- Ms. Yes, I think so, because I'm trying to go back to my first year of teaching and it was just me and I—and we did have teaming, but it was so much easier, just ok, this is what we do and just do it. Now we have to go around it. How many kids do you have, how many kids do you have. It's a lot of. . . let's make it work, for the best of everybody. And if you don't know how to speak Spanish and give them what they need, so just give them to me. You give me your five and you give me your five and we make a class that they can be more successful.
- I: You share kids?

- Ms. We share kids. And when we did do the tutoring, we would have our language arts, where it just has to do with the language, and then we would do an afternoon rotation where I would take the ESL kids and they would do the social studies. . .
- I: This was before?
- Ms. Yes, this was before. So it's just more tutoring. . .I feel like it's just tutoring teachers. I feel like it's a lot more work. Ever since then. . .Proposition 203. So it's taking a lot of our time to be more effective teachers. If we had the energy to just gosh, just give them what they need, instead of just going around it or you can't do that. . .I don't know.
- I: How would you discuss how your classroom, not only your classroom but the school reflects the language and culture of the students and the community?
- Ms. I think that this school particularly is um. . .they just speak what they're going to speak and they don't have boundaries. . .the school has always been really open to you just are who you are. And the classroom teachers were (the principal) expects that from us, too. You are who you are, and if you feel comfortable with that, then I'm going to give you that, then I'm going to give you that, but yet you have to do this, you know, make sure you stay within the guidelines. So there's a lot of freedom, where (the principal) gives us, ok, this is what you have to do. Do it in the way you think is gonna. . .you know what I mean?
- I: Are you able promote the various cultures in your classroom? What about the way the school reflects the cultures?
- Ms. I think we're just open to everything. We are. . .we're just. . .we do have a mixture of different cultures. We're all fine and the kids are loving and we just treat them all the same. They're all the same. That's how I see it. I don't know if the all other teachers see the same think. That's the way I see it. To me they're my kids and they're first graders and I have to remember they're first graders. But I don't see the difference. We do give a little bit of Cinco de Mayo is going to come up and we tell them this is your culture and this what you should be proud of. And stuff like that so. . .I think we provide a lot of that. . .to the kids where they love being who they are.
- I: Anything else that you'd like to add that I didn't ask you?
- Ms. The whole proposition. I wish it didn't pass. Because of what I went through and I see these kids going through it. And not all teachers are on the same. . .and we would be much more successful if we could just give them their foundation in their language and the English comes. If people would see that, they would understand it. But they don't see it . . .and so. . .That's all. I just wish. I wish that they would give us an opportunity to show them—this is, look just let us teach kinder, first, second—let us teach them in their language and you'll see how they do in third. They make that interaction. I think that's why my daughter is so successful. Because she did have her foundation in Spanish, and she's a good, excellent reader; she's an excellent writer. She transitioned really good, but at the time, she lost her Spanish and that's the only bad effect in her case, but I don't know. . .that's all.

Ms. O: Second-Grade SEI Teacher:

Background---22nd year teaching. My first year teaching I taught 6th grade in a small school down in Nogales right on the base of the Santa Cruz river and I had one little girl that was only a Spanish speaker and I wish I knew then what I know now. My second year I did a 4th/5th combination. That was fun. Then I came back to Tucson got stuck in first grade. Then second grade. The last four years I wanted to move. Didn't get my best. Now that I'm in fifth grade, I'm happy and rediscovered the love of teaching and my kids are getting my best again. And that's what I wanted. Trainings: Montano-Harmon, Kagan cooperative learning; SIOP was good but it probably wasn't my best one, I'm sorry. It gave me a lot of information of what I needed to do and how to tighten up but I really need more strategies. The one that was in the community center. I walked away with the reading with...

I: Ok, these are just going to be questions that are related to Proposition 203. And, like I said there is not a right or a wrong answer; it's just your understanding. The first question is, what is your understanding of the requirements of Proposition 203 as it relates to Structured English Immersion, SEI; here it would be just SEI because you don't necessarily have bilingual ed., but what is your understanding of what the requirements are for SEI classrooms?

Ms.: That the teacher needs to be able to instruct the children with strategies that will help them to pick up the vocabulary, the language, um, to make sure that we don't leave those children behind.

I: How many ELL kids are in your classroom and do you have an idea of what their levels of proficiency are?

Ms. Um, in the past I've usually had at least half of my class ELL, because I was the first one fully trained in SEI. I pretty much knew what level they were at and I worked really hard on the vocabulary, the reading and the language building. But I've gotten a better understanding, I think, in the last few years that they need more oral with each other, with their peers, so I'm really implementing that. This year I only have one who's ELL, but I feel personally that I probably have four more that have been reclassified that still need more help from me. So we're doing a lot of group work where they work orally with each other. They work together with the written language. And I'm pulling a lot of those strategies that I learned.

I: What changes, you just mention a few of those. . .what changes have occurred in your classroom as a result of the implementation of Prop. 203? How was your classroom different before it passed?

Ms. A lot more group work. A lot more of the strategies that will help pull those kids along with me. And lot more vocabulary instruction. Reviewing it constantly. . .not just once, oh, here it is. No a lot of review. I've changed a lot of the ways that I get the information out to the children and have them work with it.

I: Describe what your SEI program model looks like and how have you modified your teaching strategies or instructional delivery as you implement this program.

- Ms. I do a lot more visual stuff. . . the body language or drawing the pictures or bringing in pictures. Um. . .can you repeat the question?
- I: The program model. . .what does the program model look like . . .
- Ms. I incorporate those strategies from Montano-Harmon, the Kagan, cooperative learning, in almost every lesson I do. Sometimes we just read out loud and we talk about it. But when it's something, that's important, I have those strategies embedded in almost every lesson I teach. Because I don't think it's enough just to say, I'll do half an hour of it. I don't do a separate half hour, I don't. I incorporate oral language in everything I do throughout the whole day. And it's in my plans every time I turn them in.
- I: Can you share the most positive or the most successful aspects of your program and what impact do you think these aspects have had on your ELL students?
- Ms.: Um, I think the positive is just seeing them as they grow and get the language and they understand what's going on. They have fewer questions as the year goes by, because they're understanding more, because they're doing it at a level they understand. What was that last part again?
- I: What impact do you think the successful aspects. . .
- Ms. I think the impact is that they're ready for that next grade level. They're ready for that next step. In fifth grade, my goal is that they'll be ready for college when they leave here! We talk about this all the time. That you have to be able to do this, cuz I want them to go to college. I want them to come back and invite me to their college graduation, so yeah. But yeah, I think the positive is just seeing how much growth they can make. I can see them with more confidence.
- I: What's been the greatest challenge in the implementation of SEI?
- Ms. Um, because I'm not bilingual, the biggest challenge is communicating with the parents. . .finding someone that can communicate with the parents, because we don't have a lot of bilingual people around here. That's challenging for me. .to communicate to the parents.
- I: Do you have quite a few parents that are not English speaking?
- Ms. Yes, this year I have four, but in the past I've had as many as 8 or 9. So even though the child can communicate in the language, the parents are not able to. And unfortunately, I'm still not able to communicate in their language. . .so to me that's the biggest challenge is the parents that aren't able to understand. And then they're not able to help their child at home. And that's frustrating for the children.
- I: What other issues do you think might be impacting your ELL kids?
- Ms. Just poverty usually. Especially those kids that come from across the border... their parents aren't able to afford a lot of the things the kids need. . .the outside of school tutoring. . .that's the biggest challenge. In the classroom, I try not to have too many huge challenges that I can't help them meet. I try to help them. . .and if I can't then I find a student that can kind of help work with them.
- I: How do you think your ELL kids are performing, based on you classroom, your test scores, grades?

- Ms. I think many of them perform very well. They show huge successes. They grasp the language very quickly. But I think others need that extra time and they need the patience of a teacher that you know. . .not just this year's teacher, but the next teacher so I always try to make sure that if it's one of those that's gonna need a little more, I try to steer them to the teacher that will have the most patience with them. Because they need the time to develop without you brow beating them. So if their scores aren't that high, well, ok, but look what they've done. Look how far they've come. What else can I do to help them. But I just want to be patient with them and not expect them to do it right now (snaps her fingers). So . . .and I don't want them to think they're learning disabled because I have one this year, that the mom thinks he's learning disabled, but he's not. . .he's still learning the language. And they need that time.
- I: Describe the interaction of your ELL kids with native English or English dominant students, both in classroom, on the playground, in the cafeteria. How would you describe the interactions?
- Ms. I think they're positive. The children that are English dominant to begin with are very helpful. There are quite a few that are English dominant but they are also Spanish kids. . .they were raised with both, not just one. And so they're always eager to help and speak to them. But last year was the first year I had a group of children that continuously spoke in Spanish even in the classroom, and I had to always. . .“English, English.”
- I: Were they fluent in oral English. . .they just chose . . .
- Ms. With some things they felt comfortable explaining it to the other one in Spanish, even though they didn't need to use the Spanish. They just felt like they could say it better in English. Whether it was the rules of the game outside on the playground or how to do the math activity in the classroom. That was the first year, I had children. . .it could be because when they walk home in the door, they switch right to Spanish, so they had a comfort level. But they could come right back to English and speak in English without any problems. And as soon as I would go “English, English,” they would go right back to the conversation and speak in English.
- I: What effects if any, has the implementation had on the school climate and culture? For example, the teacher with teachers, the climate with the kids?
- Ms. You want me to be honest? I think there are many teachers in this building that resent that they have to take on children that have language issues. Because this school was not meant to be a school that teaches “English” as the language. And I believe that there are teachers in this building who although they try to incorporate strategies, they don't do as much as they can for the children and I think their negativity comes out and kind of drags a few others along with them. Those are the ones that I try to steer my kids away from.
- I: How were ELL kids addressed before?
- Ms. We didn't have hardly any. We had very few in this building. Normally, we'd get maybe two of a hundred in a kindergarten, that came in speaking Spanish only. And because there were so many other models of English speakers, they

came along faster. But usually by . . . kinder and first was where it stopped. We didn't normally get any second and above. And now it's not uncommon to have several in a classroom at kindergarten that come in not speaking or first grade or even some in second grade.

I: Did parents just choose to . . . ?

Ms. Well, back then with bilingual ed. we could say, "Oh, your child needs to be in a bilingual classroom." And the parents just automatically took them there. We didn't. . . there were very few parents that said, "No I don't want it." They just automatically took them to a bilingual class. But once 203 came, it changed the whole climate of this school because now we have so many that are. . . you know and it's every year we get more and more and more. You know, this is where they want their children, and you can't tell them NO. And unfortunately, there are teachers in this building that are unhappy about it. They don't jump on the bandwagon of what we can do for these kids. And it's probably brought scores down somewhat, just because those children aren't as proficient like third and fourth graders. . . like the English speaker was. But it's nice to see the progress that they do make.

I: Has it affected how teachers interact with each other?

Ms. As long as you stay off of that topic, no. But if you get on that topic, there either will be a little bit of friction or the one who supports the whole aspect of it will kind of just stay quiet. Because I just tend to stay quiet, unless I think it's a major issue and then I'll say something. But I don't like to get into that kind of stuff. I just come into my room and do what I need to for my kids and I make sure they go to the next teacher that will take care of their needs.

I: What comments or other feedback have you had from your students' parents regarding the program?

Ms. None. I think that when we have them sign the papers at the beginning of the year, I try to explain to them what it means, that they're going to get everything they need with me. That nothing's going to change just for them. The whole class is going to be doing. . . and I think it's really helped the English speakers that came in that way. When you change your teaching, it helps all of them.

I: But parents have been ok with. . .

Ms. Yeah, I've never had any parents who are negative at all.

Ms. S: Bilingual Special Education Resource Teacher:

In the summer of 1994 came to Valley View; years of training and experience in learning disabilities and family therapy.

I: I'm going to ask you questions and you can certainly elaborate on the question, and then at the end you can add anything else. Ok, first question, as you know my study is about Proposition 203 and the effects that it has had on ELL students. What is your understanding of Prop. 203 specifically as they relate to Structured English Immersion and bilingual programs in [Valley View]. Let me read it all, and there is multiple parts. How did you come to this understanding and then

- how was information about 203 shared and discussed in the schools where you were at. So first, what is your understanding of what the requirements are?
- Ms. If I remember, this goes back in history. About seven years? As I remember, instruction was no longer to be provided in the native language of the student until he had a certain command of the language. And when we used the LAS, it was a 5. First it was just a five on the oral and a few years later we started talking about. . .wait a second, how about literacy in English. So as I remember we required a 3; but this didn't apply to special ed children because for obvious reasons I don't have to go into. So that didn't affect my students. But there was always that, let's call it window, that possibility that claiming that exclusive English instruction having a deleterious effect on the children and we could plea this, of course with the parents' participation. And we did do this with three or four children over the years, but no more because we would have had problems with other schools. You know, bureaucratic problems. Ok, so that's what I can bring to mind in terms of what Proposition 203 encompasses.
- I: How did you come to this understanding and how was the information shared in your school, in the different venues where you are.
- Ms. I remember that at the time that Proposition 203 was voted in, I was working on my administrative certification, so I was doing an internship with [the principal] and so I and the principal presented the information to the parents. We had several dates on which parents could attend. We just kept on insisting. They had to sign something. We had overheads prepared by admin, I guess by your department, that served that purpose.
- I: Is there information currently? What do you think the understanding is now in terms of what people consider to be the requirements or prohibitions of native language—especially after all these years?
- Ms. I believe there is a much greater, a clearer understanding of what is required of the teachers, by the teachers, but when I ask parents what language. . .was the child. . .let's say the child is coming from a different district or a different school, within the district, I'll ask the parents, what language of instruction has been. And they don't know, they can't answer that question usually. Which is telling me, I feel, is telling me an awful lot.
- I: So parents don't have an understanding?
- Ms. No, they don't understand.
- I: But you feel teachers understand the distinction and what's allowed?
- Ms. Right, because in the beginning, the first few years, teachers felt extremely threatened. They felt they were going to be sued if they uttered a word in the child's native language, which I always thought . . .well, I didn't know very much, but it always sounded so radical to me, so outrageous, oh my God. But you don't hear things like that anymore. Now it's clearer to teachers from what I observe that if it's not for instructional purposes, they can use the native language of the child.
- I: How, first of all, what is your case load in this school and what are the various levels of proficiency of the students you serve?

- Ms. This is a new case load and I'm just becoming familiar with it, but I can tell you off hand that I have a kindergarten child that prefers to speak Spanish. In fact, he has very little command of English; therefore, he's going to speak to me in Spanish. But he is, how do you say, receptive. . .he's very receptive of English and he'll . . .his attitude is very positive and he is able to respond to many of my commands and I provide him instruction in English and I'm just looking at him, and if I see that he doesn't. . .if it becomes evident that he's not understanding, then I'll use the Spanish. But I first give him a chance, and very often he is able to understand. Because you know, it's all the body language and the setting.
- I: And the rest of the kids, are they pretty fluent in English.
- Ms. Well, ok, so you know, it's just a very broad range. I have a student in fourth grade I can think of whose English is somewhat proficient. I would say quite proficient and he's reading at about a second grade level. His writing probably goes at about first grade. I haven't found out yet; I'm still trying to explore these things.
- I: What changes have occurred in your own teaching, your own classrooms as a result of Prop. 203? How were your services before and after 203?
- Ms. Well, I can tell you that. I had prepared and designed and developed so many instructional units in Spanish and it's not a question of translating, because it's the culture. Tears come to my eyes just thinking about it, because we were able to talk about and read and write whatever, sing about things that were dear to their hearts. . .that they could relate to. . .experiences. . .similar experiences that they had had. Now working in English, we have to take. . .it's foreign. . .it's foreign literature. The music is foreign. It must be uncomfortable for the children.
- I: So you're pretty much . . .you're forced to focus on what the children are doing in class. You have resource students, correct?
- Ms. Uh, well, now it's bilingual XLD, so they're half day in theory, but I haven't been able to do it yet. . .I don't have an aide. So I'm doing resource but it's every day except Wednesday. They get more services that they would in resource but not as much as they should be getting in XLD.
- I: So talk to me a little bit about the instruction now that you have, after 203 and how that looks different. How have you modified your strategies as you implement this new way?
- Ms. Well, I'm taking, I guess I'm impelled to take topics that the children are not familiar with. So I have to go through a process of familiarizing them with these topics, you know, like, orienting them to the time, space and culture. And then I've got to build up that basic vocabulary and uh there's just a lot of prior work, so we go a lot slower than we would if the children had better command of English. And I'm always checking to see if they understand the vocabulary or the expressions, the idiomatic expressions. . .check, check, check. To go very slowly.
- I: Can you share the most positive or most successful aspects of your current instructional program and what impact these aspects have on your ELL students?
- Ms. Well, I find that teaching them about (unintelligible), because it's doing, you know, and we don't have that cultural adjustment, demands for the cultural

adjustment made on the children; it's familiar to them, even if they're coming from Mexican schools. They enjoy it. And we get into word problems in English and we're able to act them out and it's a fun time. It's not as demanding on them, but more on me.

I: What have been the greatest challenges in the implementation of this program, under this new regime?

Ms. Like this little kindergarten student. Um, here I'm trying to teach him the alphabet. This is what they're doing in the classroom, so I'm attempting to support instruction provided in the classroom. And teaching the alphabet in English when he has so little command of the language. . .I find it extremely difficult and uh, everyday I ask myself. . .what other approaches are there? And how shall I deal with this? I don't have much experience with kindergarten children to begin with. It's not my training, and I haven't had the opportunity to work with kindergarten children.

I: So your background if I remember is more with adults, at the beginning, you were with families?

Ms. Well, yeah, I'm a family therapist. But I also worked with children with learning disabilities from Mexico. I have that training from Mexico. But where you were stressing the acquisition of literacy and also the number, mathematics, but kindergarten is a totally different thing. I have a student. . .I don't know if this is going to be useful to you, but perhaps. . .let's see what comes of it. I have a student that had been misdiagnosed in [the neighboring district] and placed in an autistic instructional setting for years until last year when he was in third grade he was assessed here and what we discovered was that he was just a severe LD student. So this year, I was asked if I would please take him on. . .not formally but informally. And I've been pushing for a change of placement. But the thing is I took him on, and he's probably 10 years old now, maybe going on 10 and he can't count. He doesn't know his alphabet. I don't know what. . .I just don't know what the goals and objectives are in an autistic program but this child doesn't. . .it's as if he's never had any academic experience.

I: Is he mostly English speaking?

Ms. Well, at this point because he's fourth grade, his English is adequate for instructional purposes. But I'm quite bewildered about what to do. So I have to teach him as though he were a first grader. He's responding. He's always happy to come. I guess we're doing ok, yeah.

I: Did he just not speak before? What were the conditions?

Ms. He has a language disorder and that's why they confused it with autism. But now I'm told that he's LD.

I: How many students do you have?

Ms. At the moment, I only have about 11; that's very little. I'm used to having so many more, like double that.

I: But you're going to have them all half day.

Ms. Half day the younger ones and half day with the older ones. Sometimes we'll have to make a jigsaw puzzle. But this student that I was telling you about, this

fourth grader. I don't know what his cultural background is. And because he's um, I won't say non-communicative. . .he's not able to share very much with me, so it's hard to meet him. You don't know where he is. And his academic background as I was saying is very deficient, but it's also very different from the academic background from the rest of my students. Speaking of foreign cultures. . .he's coming from a culture that's for me, foreign. So maybe I should visit the group and see what the culture is to get more of a sense of how to meet the child.

I: What other issues do you think are impacting your ELL kids?

Ms. Well, I have several concerns. They're living how would you say, an idyllic life, in the sense that they're not encountering as far as I know, the discrimination in this area of the district. I understand it can be different. But once they enter middle school, from what they tell me when they come back to visit, it's very different. They find, most of them tell me that they find the environment in middle school hostile. They don't know how to deal with it. You see they haven't had the opportunities to learn to cope with it and to respond and be on top of it. Totally unprepared for this. . .for the social aspect and the academic, too. It's not unusual for student to enter into some type of crisis when they enter middle school.

I: How might we address that?

Ms. That's a very good question. I've asked myself that. I guess we have to start discussing the bigger world; because they're living in a very small world. I ask them how they spend their free time, what the family outings are, etc. etc. especially during the summer. And it seems that they don't get out of this area very often and if they do, it's to go to Mt. Lemmon they tell me or A Mountain. I haven't of any experiences with our culture. They're not experiencing the acculturation process. We could say that they're acculturated to our school system, at least what this school represents, but that's all.

I: How do you think your ELL students are performing in their classroom?

Ms. These children are barely surviving at all.

I: What kind of grades do they get in the classroom?

Ms. Well, that's been a problem here. Because from what I've understood. Remember this is the first year that I've actually been working here. They have been getting F's and D's. Very recently I heard our principal address the issue and she said something to the effect of "we can't do that." But she didn't go into it so I think it's something that we the members of the special ed team have to discuss amongst ourselves, and decide how to handle this. I don't know how the grading system is set up on the what's it. . .

I: Infinite Campus.

Ms. I don't know if there's flexibility. If you can put this is a special education student; therefore, the grades are correspondent to his own progress.

I: What are some the needs that you have to help you more effectively meet the needs of your special education students?

Ms. Well, for example, I want to set this area up where I have tapes, cassettes, where stories are read to the students and they can follow along. We have a librarian

that's only filling in; she's a substitute, so she doesn't know where any equipment is and it looks like I'm going to have to go into a new area and search out the materials myself. And that's a big time investment and it could be a lot of hit and run. But I'd like them to be able to hear English and see it written more than they do. I'd like them to have more opportunities to write. Just talk about total immersion in the language; they also have to have ample experience to write, and I only get them for very limited time blocks and I don't know what's happening in the classroom. I doubt that they can be provided the time they need.

I: For writing, talking

Ms. I'm a firm believer in copying to begin with. They need to be familiarized with our spelling, with our alphabetic principles. And if there were time for them to copy, copy, copy, I'm confident that that would help them with the written language.

I: What do you think are the positives and the negatives? What worked before? And what are the positives now?

Ms. I think before the children were much more self-confident, more comfortable and they were able to explore and explore themselves and explore their world.

I: Do you think kids were doing better?

Ms. Absolutely. Well, at least in bilingual special ed. I can't speak for the broader context. They found great joy in what they were doing. And now that they're working in English, it's a struggle. They're strained and stressed out. There are children that just give up, reject learning. So I'm trying to find a way to help them learn without them realizing their learning. I haven't come up with a way. It's as though school were the adversary for some of them. It's conflict.

I: How would you say they interact with other students, for example with native English or English dominant students? On the classroom, on the playground, do you see any differences?

Ms. I don't see any differences in. . .this year I've been given, what do you call it. . .playground duty. . .so I'm able to see what's happening out there?

I: And what are your perceptions?

Ms. I see that the Spanish speakers hang with Spanish speakers; and students that prefer English hang out with each other. I don't see any changes.

I: They don't interact with each other?

Ms. I don't see that they're rejecting each other. . .it's just that it's what's comfortable.

I: You talked a little bit about your students' parents. Do they have comments about how their kids are doing or about the program?

Ms. Ok, yes, parents never cease to amaze me. Because the parents I deal with, of course I'm only talking about what I know; the parents I deal with very frequently don't speak English; they may have been here for ten years and they still don't speak English. They tell me that they have little opportunity. They speak in the Spanish-speaking world and uh, when we discuss the child's acquisition of the English language, they'll immediately, very quickly assure me that the child's doing beautifully; that they're able to handle translating for them or handle their affairs. Of course, parents are no judge about how well the child is speaking

English, because they themselves don't speak English. And too often the child is barely getting by and frequently not making himself understood. But the parents are not aware of this. So that's really sad.

I: So do they feel like the programs are meeting the needs of kids?

Ms. No, I'll say to them that the child really needs to be exposed to more English. What sports would he be interested in or activities, just so he'd have more contact with other English-speaking children. But they just don't seem to understand what I'm trying to convey to them, because they haven't had the experience themselves. So I'll say, well during the summer there are activities at the libraries, like story time, and it would be wonderful once or twice a week to get their kids there to pick out books. It just doesn't happen. Sometimes it's because the mother doesn't have a car. Maybe half the time. But there are always carpooling. It's just not part of their culture.

I: What about at home? Interactions at home? Do they have comments about that?

Ms. Well they tell me the child watches all his programs in English, but it's just caricatures. And they interpret that as a demonstration of the child's understanding of English. And they think that it's a positive thing for the child to be exposed to mucho inglés (a lot of English). I don't know if I answered your question.

I: What effect do you think Prop. 203 has had on the school climate and culture, for example, student interactions with each other, interactions and teaming patterns of teachers and how the school reflects the language and culture of the students and community?

Ms. I've been told that there are schools where the bilingual teachers segregate themselves. Many teachers felt that bilingual education wasn't working.

I: How did they feel it wasn't working.

Ms. Well, that they could not meet the demands placed on them of providing instruction in both languages. Because they wouldn't have bilingual students exclusively, because they would have English dominant students. And they just felt overwhelmed and unable to cope.

I: So what would an ideal bilingual class look like. What would bilingual education have to be working?

Ms. Lots of teamwork and sharing where one teacher would do the Spanish and one would do the English and then they could flip-flop.

I: Do you get a sense that parents want bilingual ed for their kids? Do you get a sense that they know about bilingual ed or that they have asked for it?

Ms. I have worked with some parents who are literate and semi-professionals and yes they value that.

It seems like we have more resources than we've ever had; but it probably has more to do with NCLB. And we're requiring all teachers to have an SEI endorsement. There's more acceptance of bilingual children. They're more receptive to what they can do to help their students.

I: Is there anything else you'd like to add?

Ms. Only that frequently I happen to open a cabinet or open a box where I have all my materials in Spanish and the feeling of nostalgia and sadness comes over me. I won't let go of these materials because I'm holding on to hope that eventually we'll be able to use both the materials we have boxed as well as the materials we have in our school system in an enriched environment.

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