EXPLORING THE RELATIONSHIP BETWEEN SHELTERED INSTRUCTION AND SCHOOL CLIMATE IN SECONDARY PUBLIC SCHOOLS: A MIXED METHOD APPROACH

A Doctoral Research Project
Presented to
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Doctoral Research Committee Chair
Esteves School of Education
The Sage Colleges

In Partial Fulfillment of the
Requirements for the
Degree of Doctor of Education
In Educational Leadership

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December 5, 2013

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Acknowledgements

There were many people who were a tremendous support to me throughout this journey. I am grateful for their unconditional love, guidance, and belief in me every step of the way. Without their support, successful completion of this program would not have been possible.

My heartfelt gratitude goes to my dissertation chair, Dr. Robert Bradley. His guidance, high expectations, and encouragement throughout this journey provided me with the confidence and perseverance needed to complete this program.

I also wish to thank my dissertation committee members, Dr. Daniel Alemu and Dr. Lynne Wells, for the feedback they provided and the genuine interest they showed in my study. I wish to also thank my executive coach, Sr. Jane Herb, whose encouragement and guidance served as the necessary foundation that enabled me to move through this program in a successful manner.

I wish to thank those people in my life who have always believed in me and stood by me through even the toughest of times. My parents for being a strong source of inspiration and providing much needed unconditional love, dedication, and strength and my husband for making sure our family was well taken care of during the countless times the demands of the program prevented me from doing so.

Finally, I wish to personally acknowledge and dedicate this work to my Aunt Betty. You have blessed me in ways that cannot truly be described in words. You are an angel on Earth, and continue to amaze me with your strength and ability to see the positive in everyone and everything. You are my role model, and I love you with every breath of my being.

Abstract

The purpose of this mixed methods study was to explore the relationship between the depth of implementation of sheltered instruction for ELL and secondary school climate. In addition, the study examined self-reports of grade 6-8 core content teachers in small urban school district in Massachusetts and their perception about the role of district leadership regarding sheltered instruction program and secondary school climate.

A mixed method design was used to collect and analyze quantitative data from the Organizational Climate Index (OCI) and the Sheltered Instruction Observation Protocol (SIOP) self-assessment. This design included qualitative data collection and analysis from semi-structured interviews with content teachers that focused on their perceptions about the role of leadership with regard to Sheltered Instruction and School Climate.

A significant quantitative finding from the data showed that there was a statistically significant relationship between the OCI subset Achievement Press (AP) and the SIOP subsets Lesson Preparation (LP), Comprehensible Input (CI), and Strategies (ST). This suggests that the schools in this study place high expectations on their students while supporting them given their academic needs.

The qualitative findings suggest that the teachers in this study perceive the role of a district leader as communicator is necessary in order to support instructional strategies for diverse learners, namely ELL's. Interview response data also indicated that the establishment of relationships was a key factor in the role of the superintendent in supporting school climate.

Opportunities exist for ELL academic supports to be internalized by all members of the school community, especially individual teachers and educational leaders, and

embedded in the professional climate of the school and district. A school climate conducive to student academic and social growth as well as a strong depth of implementation of instructional practices to support diverse learners will encourage districts to embrace this notion of shared accountability.

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Chapter One: Introduction

Historical Background

The United States has experienced an increase of English Language Learners (ELLs) at a steady rate over the past several decades (Fix & Passel, 2010). According to Almeida (2007), "One of every six children of school age is a language minority student" (p. 147). Nearly 79% of this language minority group are Spanish speakers (Almeida, 2007).

Prior to 1968, federal educational language policies regarding language minority students in need of English language development were not developed. In most cases, schools ignored the needs of language minority students and simply placed them in English immersion programs (Wright, 2005). However, since the inception of the No Child Left Behind Act of 2001 (NCLB), schools are held accountable not just for the overall student achievement, but also for the ELL's as a targeted subgroup.

The Civil Rights Act of 1964 (Title VI) prohibits discrimination on the basis of race, color, or national origins in programs or activities that receive federal funding. In 1968, President Lyndon B. Johnson signed the Bilingual Education Act of 1968 (BEA). This marked the beginning of a new era for Americans whose mother tongue is not English (Crawford, 2004). In order to ensure compliance with President Johnson's Bilingual Education Act , federal laws and court decisions were put into place to protect the rights of ELLs.

The 1974 Supreme Court case *Lau v. Nichols* set the stage for numerous states to enact laws authorizing and, in some cases, require bilingual instruction. The court required that school districts must take affirmative steps to overcome educational barriers

faced by non-English speakers. This ruling reaffirmed that all students, regardless of their native language, have the right to receive a quality education. Following the court's decision, the U.S. Department of Education's Office of Civil Rights (OCR) created a set of guidelines known as the Lau Remedies. These guidelines served two primary purposes: to determine whether a school district was in compliance with the law (and therefore in observance of the civil rights of LESA students) and to provide guidance in the development of adequate educational plans aimed at correcting civil rights violations (Teitelbaum & Hiller, 1977). The Lau decision called for school districts to take affirmative action so that equal access to education is not denied due to language (Lyons, 1995).

Since the 1970s, a variety of educational approaches to meeting the needs of ELLs have been implemented with varying degrees of success (August & Hakuta, 1997). These approaches are designed to help these students develop proficiency in English, as well as learn the knowledge and skills that make up the curriculum (August & Hakuta, 1997). Congress, the courts, state legislatures, departments of education, and various professional and advocacy groups set the stage for change. Initially, these programs were not based on research, but relied on professional intuitions, political voices, and a moral conviction that something had to be done to reverse the pattern of poor academic outcomes for these students (Levy, 1984).

Statement of the Problem

As ELLs strive to meet academic standards, they face the added challenge of learning, comprehending, and applying the academic English through which teachers and textbooks deliver important information. Those who teach these students must take into

consideration the students' unique language acquisition needs (Short & Echevarria, 2005).

The number of ELL students across the nation has continued to grow, and educators must assure educational opportunities for all students. Educational leaders play a vital role in the effective implementation of instruction for ELLs (Echevarria, Vogt & Short, 2011).

The literature has identified strong instructional leadership as playing a critical role in providing instruction that responds to the needs of ELLs and in making their achievement a priority (August & Hakuta, 1997). Much of the professional literature provides direction about specific attributes and strategies that make some programs and practices more successful than others, and how educational leaders can more effectively serve culturally and linguistically diverse student populations (Smiley & Salsberry, 2007).

Miramontes, Nadeau, and Cummins (1997) stated that effective educational leaders of schools with ELLs must have a keen awareness of instructional strategies that are crucial to successful programs for linguistically and culturally diverse students (p. 87).

Smith and Piele (1996) asserted that the greatest influence affecting students' learning is the set of beliefs, values, and attitudes about learning that are held by the administrators, teachers, and students. An effective superintendent creates an organizational environment committed to increasing teacher productivity and student achievement through staff development and teacher support. Masumoto and Brown-Welty (2009) identified how effective leaders communicate change with a goal of

increasing student achievement and teacher productivity. The principal receives clear administrative directives executing instructional programs approved by the superintendent. In turn, effective principals provide teachers with directives and measurable benchmarks increasing student achievement.

Kelley, Thornton, and Daugherty (2005) asserted that educational leaders are equipped with the power, authority, and position to impact the climate of the school. Behaviors such as effective communication, teacher advocacy, participatory decision-making, and equitable evaluation procedures are related to school climate (Kelley, Thornton, and Daugherty, 2005). The study of instructional leadership and school climate conducted by Kelley, Thornton, and Daugherty (2005) established the need for instructional leaders to create a climate of open communications and collegiality. Schools with positive school climates have leaders who promote effective feedback, envision teacher needs, empower teachers to share the vision, and provide the foundation for an atmosphere conducive to change (Kelley, Thornton, and Daugherty, 2005).

Alig-Mielcarek (2003) stated that the district and building level leader supports a positive school climate by defining and communicating shared goals that assert high expectations for students. The leader's ability to effectively monitor and provide feedback on teaching and learning and promote professional development aligned with teacher needs and school goals are critical towards the development of positive school climate (Alig-Mielcarek, 2003).

Purpose Statement

The purpose of this mixed methods study was to explore the relationship between the depth of implementation of sheltered instruction for ELL and secondary school

climate. The study examined self-reported perceptions of grade 6-8 core content teachers in small urban school district in Massachusetts and their perception about the role of district leadership regarding sheltered instruction program and secondary school climate.

This chapter describes the historical background of ELL education, statement of the research problem, research questions, significance and gaps in research, and definition of terms that are used in this study.

A mixed method design was used to collect and analyze quantitative data from the Organizational Climate Index (OCI) (Appendix A) and the Sheltered Instruction Observation Protocol (SIOP) self-assessment (Appendix B). This design included qualitative data collection and analysis from semi-structured interviews that focused on teacher perceptions about the role of leadership with regard to Sheltered Instruction and School Climate. In addition, the study explored teacher perceptions about connections between mandated Sheltered Instruction and school climate, and specific strategies used to shelter instruction for ELLs.

Research Questions

The following research questions were designed to guide this study:

1. What is the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study?
2. How do the subsets of the Organizational Climate Index (OCI) describe the schools in this study?
3. Do relationships exist between the subsets of the OCI and the Sheltered Instruction Observation Protocol (SIOP) self-assessment survey at the secondary schools participating in this study?

4. What are the perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs?
5. What are the perceptions of grades 6-8 core content teachers about the role of a superintendent with regard to school climate?

Significance of Research

This study explores the relationship between secondary school climate and depth of implementation of instructional strategies, as reported by grades 6-8 teachers in small urban school districts in Massachusetts.

The findings may contribute to the understandings of secondary teachers regarding the level and manner of the implementation of Sheltered Instruction strategies in the content areas. Additionally, the findings may provide a framework for designing more effective pre-service and in-service professional development in the use of Sheltered Instruction and give practitioners and educational leaders important insights into the value of such approaches for enhancing the academic achievement and social growth of diverse learners.

Most importantly, this study may inform possible district policy changes to assist in fostering teacher and leader high expectations for all students, promote systemic reforms to monitor depth of implementation of ELL specific instructional strategies, and support district wide efforts to promote a positive climate within the schools.

Definition and Terms

The following terms and definitions directly relate to this study and will be used throughout the course of the research:

Core content teachers are teachers of Math, Science, English and Social Studies.

English Language Learner (ELL) is a Massachusetts Department of Education definition for students for whom English is not a home language and who have not attained English language proficiency as measured by a state adopted English language proficiency assessment (Massachusetts Department of Education, 2002).

Sheltered Instruction includes strategies and techniques used to make content comprehensible for English language learners while they are developing English proficiency (Echevarría et al., 2011).

School climate is the situational practices and procedures that develop shared perceptions of trust, employee behavior and attitudes by teachers, principals, administrators, parents, and the community (Rafferty, 2003).

School Culture consists of the stable, underlying social meanings that shape beliefs and behavior over time (Deal, 1993).

Home Language is the language first taught to a child and that is most commonly used at home during childhood.

Second Language Acquisition refers to knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

Bilingual Education refers to teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.

Delimitations

Delimitations included narrowing the sample to include only small urban school districts, focusing on a specific geographic area (Massachusetts), and including only core content area teachers at the secondary level (grades 6-8) for the SIOP analysis.

Limitations

One limitation was that the data are only as valuable as the accuracy of the self-reported teachers' perceptions on the SIOP self-assessment. There was also the limitation that teachers may unintentionally over or underestimate their actual behavior when responding to questions about past implementation. The implementation part of the survey only gave information regarding how teachers perceive their implementation not their actual implementation.

The study was also limited by participant bias, which might affect the internal validity of the study. The assumption was made that the teacher respondents will understand the survey questions and respond truthfully. Hoy, Tartar, and Kottkamp (1991) noted the shortcomings of those climate instruments that neglect the student aspect. While the OCI addresses achievement press and student behavior, the respondents to the OCI are comprised completely of school faculty.

Summary

This chapter provided a background and overview of educating ELLs in the United States. Additionally, this chapter described the research problem associated with this study and stated the purpose statement and research questions that guided this study. The significance of the study was explained, and definitions and terms were provided.

Chapter two will focus on the review of the literature and research for the purpose of this study. Specifically, the literature review will focus on providing an historical

context for educating ELLs in the United States, as well as second language acquisition, Sheltered Instruction, and school climate and leadership.

Chapter Two: Literature Review

The purpose of this chapter is to provide an historical context of educating ELL's in the United States, define language proficiency in the context of educating ELLs, explore the literature and research surrounding second language acquisition and sheltering instruction with regard to academic supporting ELLs, and address research on school climate in the context of organizational climate. This chapter will conclude by discussing literature and research regarding district leadership support of instructional programs and school climate.

Educating ELL's in the United States

This section will discuss federal and state policies and legislative decisions and explore the impact they have had on educating ELLs in the United States.

Smiley and Salsberry (2007) explain, "Administrators must be aware of the laws and legal requirements and issues related to meeting the educational needs of English language learners in order to be strong advocates for them" (p. 7).

In 1968, The Bilingual Education Act established federal policy for bilingual education for economically disadvantaged language-minority students. The director of the Office of Civil Rights issued a memorandum on May 25, 1970 to school districts to clarify The Bilingual Education Act and remind them of their responsibility to language-minority students. The memorandum declared that where the inability to speak and understand English excludes students from effective participation in a program, a school district must take affirmative steps to rectify the language deficiency in order to open its instructional programs to these students (OCR, 2009, p. 43).

The Supreme Court case *Lau v. Nichols* (1974) upheld the 1970 memorandum

from OCR. This suit, filed by Chinese parents in San Francisco, led to the ruling that identical education does not constitute equal education under the Civil Rights Act of 1964 (Crawford, 2004). The court found that in classes where instruction is given solely in English and provides no assistance in learning English, English learners are denied an opportunity to participate in the education program (OCR, 2009). The Supreme Court reaffirmed that all students, regardless of their native language, have the right to receive a quality and meaningful education.

The Equal Educational Opportunity Act of 1974 reaffirmed the court decision by stating that educational agencies must take appropriate action to overcome language barriers that impede equal participation by students in their instructional programs (OCR, 2009). Although section 1703(f) of the EEOA does not require schools to adopt a particular type of language acquisition program such as an English as a Second Language (ESL) program, courts generally consider three factors to assess compliance:

1. whether the school's program is based upon sound educational theory or principles;
2. whether the school's program is reasonably calculated to implement the educational theory effectively and
3. whether, after a period of time sufficient to give the program a legitimate trial, the results of the program show that language barriers are actually being overcome (Section 204, EEOA, 1974).

Another court decision affecting language minorities was Castañeda vs. Pickard (1981). The federal Fifth Circuit Court of Appeals formulated a set of basic standards to determine whether Raymondville Independent School District in Texas was in

compliance with the Equal Educational Opportunity Act of 1974. The Castañeda test fostered three basic criteria to determine whether the school district was compliant. The Castañeda test includes the following criteria: (a) Theory: The school must pursue a program based on an educational theory; (b) Practice: The school must be able to implement the programs with instructional practices, resources, and trained personnel to transfer the educational theory to reality; (c) Results: The program must be evaluated and found to be effective for English language development and academic content (Ovando, Collier, & Combs, 2003). The court ruling in the Castañeda vs. Pickard makes clear that districts have two responsibilities: to teach English and to provide access to academic content instruction.

In the comprehensive study, *School Effectiveness for Language Minority Students*, researchers Thomas and Collier (1997) defined effective ELL programs by the following variables: first language instruction or L1 instruction; English language instruction or L2 instruction; interactive, discovery learning, and other current approaches to teaching; socio-cultural support; and student integration with the mainstream. This study included more than 700,000 student records covering a 14-year span, and sorted and defined programs by the amount of instructional support given through L1.

Sheltered Instruction replaced bilingual education programs in Massachusetts in an effort to support the acquisition of English and academic language in the mainstream classroom (Massachusetts Department of Education, 2003). The Massachusetts Department of Education required that, with limited exceptions, all public school children must be taught English by being taught all subjects in English and being placed in English language classrooms (Massachusetts Department of Education, 2002).

The mandates of Title III, Part A of NCLB (2002) state the following: (a) ELLs will succeed in the development of language skills and content objectives; (b) The same high academic standards expected of all children will be expected of ELLs; (c) Schools will develop high-quality instructional programs for all students including ELLs; (d) SEAs, LEAs, and schools will establish, implement and sustain instructional programs in English language development and academics for ELLs; (e) Schools receiving funds will promote parent and community involvement programs; and (f) Program design and approach will be grounded in scientifically based research in ELLs instruction.

Defining Language Proficiency

English language learners (ELLs), a term utilized in the state of Massachusetts (Massachusetts Department of Elementary and Secondary Education), are a group of students who are identified as ELL by a state selected English language proficiency exam. These students are identified as requiring additional academic support because they are not yet proficient in English (Ballantyne et al., 2008).

Defining language proficiency is complex. Cummins (1984) explains language proficiency as mastery of both quickly acquired or surface Basic Interpersonal Communication Skills (BICS) and the more slowly acquired and less visible Cognitive Academic Language Proficiency Skills (CALPS). BICS are the language skills used in everyday communicative situations and CALPS are needed to manipulate language in academic settings.

Cummins' Linguistic Interdependence Theory (1984) asserts that language learners have language knowledge and skills that are shared between the primary and additional language, and often these skills are below the surface or unseen in language

production. The common skills create a foundation which aides in the development of subsequent languages. Cummins' Linguistic Interdependence Theory creates a distinction between English for communication and academic English.

Other theorists offer an understanding of proficiency in terms of communicative competencies (Canale & Swain, 1980). This understanding of language proficiency has three components: grammatical, sociolinguistic, and strategic. These three components comprise communicative competence. A speaker must know and demonstrate (a) grammatical competence: the correct syntax and phonology of a word, (b) sociolinguistic competence: the appropriate use of discourse and (c) strategic competence: what verbal and non-verbal strategies are used to ensure communication.

Language proficiency of ELLs is often discussed by categorizing the student based on English fluency (Colombo & Furbush; 2009; Krashen & Terrell, 1983). These categories are established based on amount and complexity of the English vocabulary and grammatical structures produced by the ELL. For secondary students, proficiency in language also includes an understanding of how to use language within the content areas. Tikunoff et al. (1991) explain that ELLs need to be educated in ways that help them develop language competencies that allow them (a) to participate in class by responding to classroom procedures, (b) to interact by using rules of classroom and social discourse and (c) to acquire new academic skills.

The mainstream teacher must understand the differences between basic interpersonal communicative language competence, (BICS) and cognitive academic language competence (CALPS) in order to understand the proficiency level of the students (Cummins, 2000). Classroom discourse can be filled with discipline specific

language that is more sophisticated than the proficiency of the language learners within the classroom, however the teacher may not be aware that the student is struggling with the CALPS because the child can communicate effectively on a social level (Cummins, 2000). The distinction is important for mainstream teachers because of the emphasis on the need for the classroom teacher to communicate content in a way that can be understood by the student (Williams, 2001). It is important that the mainstream teacher recognize that learning the academic language of a content area is much more cognitively demanding and takes more time than learning communicative language (Karabenick & Noda, 2004).

The mainstream teacher must have some understanding of the language proficiency of the students in order to tailor classroom instruction (Cummins, 1984).

Language proficiency involves knowing how and when to use a language in order to accomplish a goal. Krashen and Terrell (1983) have offered four stages of proficiency that have been adopted by many school systems in the US. In the preproduction stage, ELLs are simply using receptive skills and often engage in nonverbal responses and may have a receptive vocabulary of 500 words. During this stage of language proficiency, ELLs focus on learning communicative English. The next stage is the early production stage. These learners may utter one or two word responses and generally have a receptive vocabulary of 1,000 words and an active vocabulary of 100 to 500 words. The third stage is speech emergence. These students have a receptive vocabulary of 7000 words and an active vocabulary of up to 2000 words. These students focus on interacting in English and are developing both communicative and beginning academic English. In the fourth stage, intermediate fluency, ELLs have native like fluency in social English, but not in

academic English. The students may have a 12,000 word receptive vocabulary and a 4000 word active vocabulary. These students need continued development of academic English (Cruz & Thornton, 2010; Krashen & Terrell, 1983).

Second Language Acquisition and ELLs in the Classroom

Acquiring a language is a long, complex endeavor influenced by multiple factors (e.g., learner and linguistic factors, learning processes, and instructional variables) (Brown, 2007). The Prism Model (Collier & Thomas), helps explain the complexity involved in acquiring a second language (2009). The model consists of four interrelated components that influence academic language acquisition: socio-cultural, linguistic, academic, and cognitive. At the center of the model are the students' social and cultural experiences including that which occurred in the past, present, and future; as well as in all contexts (i.e., home, school, and community).

The socio-cultural aspect of the model acknowledges the influence that socio-cultural variables have on language acquisition. Such variables can include an individual's self-esteem or the experience of being discriminated against by members of a community. The linguistic component of the model comprises the subconscious and conscious aspects of language development (i.e., the innate ability of humans to acquire oral language and the formal instruction of language in school, as well as the acquisition of writing). The high cognitive development of oral and written language in the student's first language significantly supports cognitive and academic success in the second language (Collier & Thomas, 2009).

In their Prism model, Collier and Thomas (2009) defined academic development as schoolwork in the subjects of language arts, mathematics, the sciences, and social

studies. As students progress through the grades, the cognitive, lexical, and sociolinguistic demands increase dramatically. Collier and Thomas suggest that academic knowledge and conceptual development transfer between languages and offering academic classes in the students‟ first language, while teaching the second language through meaningful content during other times of the day, is most efficient and beneficial to the student.

The cognitive aspect of the model refers to the natural, subconscious process of constructing knowledge that occurs from birth through schooling and beyond. Collier and Thomas (2009) emphasized the importance of continuing cognitive development in the child's first language at the very least through elementary school. Language was simplified while academic content was often reduced to basic skills before the development of the Prism Model. Cognitive development was also frequently neglected in the first language (Collier & Thomas, 2009).

Each component in the Prism Model influences the development of the other components. As a result, a student's overall development and success relies on program design and instruction that address each part of the model. At the center of the model is the socio-cultural environment in which the student learns. Therefore, it is essential for educators to ensure the school environment is supportive to students and allows both their first and second language development to thrive (Collier & Thomas, 2009).

In secondary settings, it is particularly important that classrooms with ELLs focus on both social and academic language due to the complexity of the course content and the speed at which ELLs must master the language (Short & Fitzsimmons, 2007). According to Cummins (1984), in order for language and content to be comprehensible, there must

be some understanding of instruction of both content and discipline literacy, including language. This level of student understanding proves difficult for some secondary teachers since content knowledge is often assigned more status than literacy knowledge (Arkoudis, 2006). In order for mainstream teachers to offer both literacy and content instruction, Short (1997) asserts that teachers must have a knowledge of English as a language, knowledge of content and knowledge of how classroom tasks should be achieved in order to provide quality instruction for ELLs.

Core content teachers should understand issues of language acquisition and proficiency in order to support ELL's in the classroom (Cruz & Thornton, 2010). One important understanding for the mainstream teacher is that language is acquired in a natural order (Chomsky, 1988; Krashen, 1981). Cruz and Thornton (2010) assert an order in which human beings acquire the grammatical structures of a language, in both a first and second language, and that this order is not altered regardless of instruction or experience. Consequently, teachers should understand that though students will follow a prescribed route when acquiring English, teachers very much impact the rate at which an ELL can acquire the language.

Sheltered Instruction in the Content Classroom

Short and Echevarria (1999), in collaboration with The Center for Research on Education, Diversity & Excellence (CREDE), undertook a project designed to develop an explicit model of sheltered instruction that teachers could use to improve the academic success of their students. The study, using both qualitative and quantitative methods, was based on the best practices and experiences of participating teachers representing four large urban school districts on the east and west coasts.

The participating teachers used sheltered instruction in a variety of settings, such as traditional English as a second language (ESL) classes, content-based ESL classes, and sheltered content classes. English language learners represented 22-50% of the total population at the project schools, and the proficiency levels of these students ranged from beginning to advanced level ELL students. Short and Echevarria (1999) began this undertaking with an examination of district-produced guidelines for ELLs. Their purpose was to develop a consistent model of sheltered instruction.

Classroom observation, coaching, discussion, and reflection of this model assisted them with refinement and application of changes. The final product, Sheltered Instruction Observation Protocol (SIOP) model, resulted in a sheltered instruction resource that integrated the characteristics of their sheltered instruction model (Short & Echeverria, 1999).

The SIOP instructional practices were implemented during the course of the project in the middle school setting of four urban schools. Prior to the use of the SIOP model, teachers received professional development that included exploration of the project's goals, development of the observation instrument, lesson demonstrations, and discussion of videotaped classroom scenes.

The observation instrument and lesson planning tools developed were composed of thirty items grouped into three sections: preparation, instruction, and review/evaluation. Instruction was further divided into six subcategories. The subcategories were the basis of individual teacher observation. Items were scored using a Likert scale. Teachers were also interviewed monthly in order to gather information about their impressions of their experiences, help them to reflect on instructional

practices and analyze student outcomes (Short & Echeverria, 1999).

Short and Echevarria (1999) found through teacher interviews that the implementation of SIOP helped teachers expand their knowledge base in the protocol areas of preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. The teachers also indicated an increased understanding of their subject matter, especially in the area of language development.

Short and Echevarria (2005) contend that distinguishing between academic and communicative language is essential in helping ELLs develop language, but mainstream teachers must also help develop content. This requires knowledge of both content and academic literacy with a discipline.

Understanding that each discipline has a specific discourse and positioning literacy as the means by which members of that discipline communicate is a profoundly different approach to both content and literacy instruction for content teachers (Short & Echevarria, 2005). Ballantyne et al. (2008) assert that in order to teach ELLs, the mainstream teacher does not need excessive information about second language acquisition, but instead needs to focus on discipline specific language such as the meaning of plot in mathematics versus plot in literature.

The teaching of discipline specific language is also suggested by Dong (2004). Within the fields of math, science, English, and social studies, knowledge varies based on issues, methods of inquiry, rhetorical and linguistic conventions (Greene & Ackerman, 1995), which frame discipline specific contexts. Green and Ackerman (1995) contended that this approach to content instruction meant a shift towards teaching the specific skills

of reading, writing, listening and speaking in the discipline, as a way of understanding the content for ELLs.

School Climate in the Context of Organizational Climate

The roots of school climate as a field of study grew out of the organizational theory research of the early to mid-1900s (Anderson, 1982; Cohen, McCabe, Michelli, Pickeral, 2009). Organizational theory itself borrowed many concepts from earlier established work in industrial and organizational psychology and organizational behavior, which mainly focused on the individual worker (Schneider, 1990).

Beginning in the 1950s and well into the subsequent decades, organizational researchers such as Pace & Stern (1958), March & Simon (1958), and Halpin & Croft (1963) defined organizational climate as "organizational life" or the "work environment." Argyris (1958) then introduced, in his case study diagnosing group dynamics of a bank, "organizational climate" as a concept and provided a comprehensive definition of the term. Through the study he defined climate in terms of formal organizational policies and employee needs, values, and personalities. It was also his work, due to its all-encompassing scope, that led to an ambiguous relationship between climate and culture that persisted until the 1970s (Kundu, 2007).

The focus on climate during the latter part of the 1950's and 1960's was primarily on empirical research rather than that of scholarly writing. Thus, there is a larger body of material on research methodology and instrumentation, rather than on a defined conceptual framework (Schneider, 1990). Lewin and Stringer (1968) provided the first comprehensive overview of how climate is conceptualized and operationalized (Schneider, 1990; Stringer, 2002). Lewis and Stringer described six dimensions of

organizational climate that included structure, responsibility, reward, risk, warmth, and support (Stringer, 2002; Kundu, 2007).

Tagiuri (1968) continued defining the terminology surrounding organizational climate as "the general notion to express the enduring quality of organizational life" in his essay, *The Concept of Organizational Climate* (Stringer, 2002). It was during this time that the conceptual framework of organizational climate began to take shape and the accepted view that climate can be conceptualized and measured was established (Kundu, 2007).

Building on the work of their predecessors, James and Jones (1974) provided three new standard categories in which to conceptualize and measure organizational climate: Multiple measurement-organizational attribute approach (MMOAA), Perceptual measurement-organizational attribute approach (PMOAA), and Perceptual measurement-individual attribute approach (PMIAA) (James & Jones, 1974; Kundu, 2007). Most of the work on organizational climate after the 1970s falls under one of these three approaches. Most of the recent work in the area of organizational theory represents the corporate culture, working to identify strategies and best practices to maximize productivity (Deal & Kennedy, 2000).

Although educators have recognized the importance of school climate for many years, it was Tagiuri (1968) who bridged the gap between the business world and education by encompassing the total environmental quality within a school building (Cohen et al., 2009). His taxonomy of climate-related terms provided a precise specification of the constructs dealing with the total environmental quality within a school as an organization (Anderson, 1982; Cohen et al., 2009).

Tagiuri (1968) defined climate as being a set of four distinct qualities representative of an individual. A breakdown of Tagiuri's taxonomy including the four main distinctions follows:

- *Ecology* – the physical and material aspects of the organization
- *Milieu* – the social dimension concerned with the presence of persons and groups
- *Social System* – the social dimension concerned with the patterned relationships of person and groups
- *Culture* – the social dimension concerned with belief systems, values, cognitive structures, and meaning

While there is no commonly agreed upon definition for school climate, many researchers and educators propose that the essence of school climate reflects the collective and subjective experiences within a school (Cohen, 2006). Many researchers focused on the observable qualities of a school and saw school climate as a tangible property, like that of a building or its physical condition (Cohen et al., 2009).

Hoy and colleagues (1991) assert that although climate was initially used to express a quality of organizational life, its characteristics, which are influenced by individual behavior, are a collective perception of those in the environment. They concluded that an organization's climate could be equated to that of an individual's personality (Hoy et al., 1991).

Contemporaries describe school climate as the "ethos or spirit" of an organization (Greunert, 2008). Most notably, Cohen et al. (2009) suggest that "school climate refers to the quality and character of school life... based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and

learning practices, and organization structures" (p. 10).

School Climate versus School Culture

Due to the similarities between climate and culture, and the common roots of both concepts, the differences between the two terms can be subtle (Hoy, Tarter & Kottkamp, 1991). Although both climate and culture are conceptual, organizational culture – unlike that of climate – is rooted in the field of sociology and anthropology. Anthropologists describe culture as the norms, beliefs, values, rituals, and ceremonies of a collective group of people. This would encompass the shared attributes of the students, teachers, administration and other participants who choose to interact in the school environment (Schein, 2004). School culture is an abstract concept, which can best be studied through observation, interviews, and other qualitative research methods.

Gruenert (2008) applies the human attributes of attitude versus personality in order to illustrate the differences between climate and culture. Defining school climate as a person's attitude, Gruenert's (2008) concept draws on the current mood of an individual. According to Gruenert (2008), school climate can change frequently based on internal and external forces, and is a reflection of the moment. Culture, on the other hand, is more like a person's personality, which does not change as our personalities are set for life. Although they may alter slightly by a traumatic or significant life event, they are more inclined to stay constant. The make-up of our personality is based on internal desires, values, ideals, and beliefs, which are molded from our experiences and rarely are they directly influenced by others (Dimmock & Walker, 2005).

Hoy, Tarter, and Kottkamp (1991) also provide an expanded explanation of the relationship between climate and culture. Although climate and culture each try to

identify significant properties of the organization, there are unique and distinct attributes that set each other apart. Hoy and colleagues elaborate by describing culture as the shared assumptions, ideologies, and values of the members of an organization, while climate is described as being the shared perceptions of behavior.

Climate and culture are different aspects of school character. Culture is the set of shared assumptions held by community stakeholders. The climate of a school is identified by the shared perceptions of the members in a school community (Van Houtte, 2005). School culture can be understood by examining artifacts as in anthropology. School climate is considered within the more subjective limits of the unique nature of individual perceptions that are explored in this study.

School and Organizational Climate: A Definition

Throughout the course of the last century, many definitions of organizational and school climate have been proposed; still, not one commonly accepted definition exists (Cohen, 2006). The following are common characteristics of school climate among the field of study based on the foundation of organizational climate and further research on school climate:

- Peoples' shared perceptions of the school or department (Stolp & Smith, 1995; Hoy, Tarter & Kottkamp, 1991; and Freiberg, 1999)
- The collective impressions, feelings and expectations of individuals within an school (Stolp & Smith, 1995; and Freiberg, 1999)
- Perceptions of the school's structure and setting (Stolp & Smith, 1995; and Freiberg, 1999)
- Social interactions and behaviors among individuals who work or spend time in

the school (Stolp & Smith, 1995; Hoy, Tarter & Kottkamp, 1991; and Freiberg, 1999)

- It is something that is immediate and present, not historical. (Stolp & Smith, 1995; and Freiberg, 1999)
- It is something that surrounds us and is influenced by us, but is not integral or part of us. (Stolp & Smith, 1995)
- Climate is part of a school's culture; culture is separate and not necessarily part of the climate. (Stolp & Smith, 1995; Hoy, Tarter & Kottkamp, 1991)

Although there is no one single definition of school climate, the literature contains several examples. Tagiuri (1968) provides a base for this activity in his definition. He states, "Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by it's member, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization." (p. 27)

Lewin and Stringer's (1968) definition provides additional clarity. "Organizational climate is a concept describing the subjective nature or quality of the organizational environment. Its properties can be perceived or experienced by members of the organization and reported by them in an appropriate questionnaire." (p. 187) This definition provided insight into the construct that climate is "perceived" or "experienced."

Organizational climate can be defined in more specific terms, capturing the essence of an organization's character (Hoy et al., 1991). Taking the knowledge of organizations as places in which adults and children work, play, interact, and learn can be

applied to the school environment. With help from Hoy and colleagues (1991) school climate can be defined in these terms: “School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behaviors, and is based on their collective perceptions of behaviors in schools” (Hoy, Tarter, & Kottkamp, 1991; Hoy & Miskel, 1987; Tagiuri, 1968).

Another perspective on school climate research through Wang, Haertel, and Walberg’s (1997) meta-analysis that found “When averaged together the different kinds of instruction and climate had nearly as much impact on learning as the student aptitude categories” (p. 205). Classroom management was the most significant influence of the 28 categories they found to have an influence on learning (Freiberg, 1999). This study, as Freiberg describes (1999), ultimately determined that among other factors, “school climate is a real factor in the lives of learners and that it is measurable, malleable and material to those that work and learn in schools” (p. 17).

School climate is not something that just occurs, it is the result of intentional, or unintentional actions. According to Stringer (2002), “It doesn’t just happen – it is caused.” The cause that creates or determines a school’s climate can be based on a variety of factors (or determinants), which may include external environment, strategy, leadership practices , organizational arrangements , and historical forces (Springer, 2002).

These five determinants each play a role in shaping a school’s climate. Although it’s not clear if these factors are causal to one another, leadership is a significant factor in shaping school climate (Stringer, 2002).

Leadership as an Intervening Variable

Garza (2008) reported that superintendents are powerful educational leaders who formulate school processes and provide equitable opportunities for employees, students, and the community. Alsbury and Whitaker (2006) identified community input and support of the superintendent as influencing educational outcomes such as increased student achievement.

Nir and Eyal (2003) observed that superintendents are in pivotal roles, requiring support and empowerment of staff while maintaining traditional standards of instruction and assessment. Just as stockholders rely on senior leaders to protect the interests of customers, parents trust superintendents to oversee the education of students in the community. The community expects the superintendent to build an educational system capable of developing the citizens and workforce of the future (Crippen & Wallin, 2008).

Effective superintendents who motivate educational stakeholders by providing a welcoming climate encourage idea sharing and trust to increase both teacher performance and program efficacy (Rouse, 2008).

Elmore (2000) explained that effective instructional leadership requires leaders to do many different tasks. Elmore insisted that effective instructional leaders must be able to coach, teach, and develop teachers in student performance through their own knowledge of curriculum, instruction, and assessment. Smith and Andrews (1989) identified four dimensions of instructional leadership. Each of the four dimensions required the instructional leader to act more as a provider than director. The four dimensions were resource provider, instructional resource, communicator, and visible presence.

Ten years after Smith and Andrews (1989) provided their four dimensions, Blasé and Blasé (1999) created what they called the reflection-growth model. This model identified the following characteristics of an instructional leader, and they were not unlike the four dimensions provided by Smith and Andrews in 1989. The characteristics were: (a) Encouraging and facilitating the study of teaching and learning, (b) Facilitating collaborative efforts among teachers, (c) Establishing coaching relationships among teachers, (d) Using instructional research to make decisions, and (e) Using the principles of adult learning when dealing with teachers.

Fink and Resnick (2001) suggested that leaders could provide an environment for continuous learning by developing what they termed as nested learning communities. There must be a high level of program coherence throughout the district and individual schools where student and faculty programs are coordinated, directed towards clear goals, and sustained over time (Darling-Hammond & Youngs, 2002).

Elmore (2000) provided a set of emerging themes focused on implementing characteristics associated with instructional leadership. These characteristics include:

- The improvement of instructional practice and performance
- Instructional improvement requires continuous learning.
- Learning requires modeling.
- The roles and activities of leadership flow from the expertise required for learning and learning improvement, not from the formal dictates of the instruction.
- The exercise of authority requires reciprocity of accountability.

A study conducted by Blasé and Blasé (2002) provided data that a teacher's most valued educational leaders are those who promoted and demonstrated reflection of their daily practice because they created communities of collaboration and life-long learning. This data stressed the importance of leaders who evaluate specific teaching strategies and develop supports. Essentially, leaders are trying to increase the instructional capacity of their schools, producing meaningful and engaging instruction and interactions between the administrators, teachers, and students (Ball & Cohen, 1999).

Effective school leadership, often represented by district superintendents, promotes organizational teamwork and camaraderie to build a positive learning climate to educate students. Austin, Grossman, Schwartz, and Suesse (2006) identified a superintendent's support of open communication, trust, and constructive criticism as a driving force for organizational change.

Kowalski & Keedy (2005) identified the importance of effective superintendent communication for initiating improvements in a school's climate. A superintendent who values principals, teachers, and staff builds an organizational climate conducive to positive change. Empowered employees are confident that any task can be accomplished with the support of the superintendent and upper-level management. Effective superintendents encourage employees by creating a climate that fosters risk-taking, creativity, and design without fear of retribution that could suppress innovative thinking, programs, and successful change.

MacIver & Farley (2003) conducted a literature review that emphasized the importance of the superintendent's leadership along with the transformation of the central office culture to be more flexible and service-oriented rather than regulatory and monitor

oriented. MacIver & Farley, as a result of their literature review, were able to present consensus about the importance of the following for superintendents' instructional leadership:

- A district culture emphasizing that achievement is the primary responsibility of every staff member in the district and the central office is a support and service organization for the schools.
- A primary focus on improving instruction, accompanied by a high level of resources devoted to coherent professional development linked to research- based practices.
- Focused attention on analysis and alignment of curriculum and instructional practice and assessment.
- Professional development for principals in interpreting data to make good instructional decisions.

This chapter provided an historical context of educating ELL's in the United States, defined language proficiency in the context of educating ELLs, explored the literature and research surrounding second language acquisition and sheltering instruction with regard to academic supporting ELLs, and addressed research on school climate in the context of organizational climate. This chapter concluded by discussing literature and research regarding district leadership support of instructional programs and school climate. Chapter Three will outline the research design and data collection and analysis procedures.

Chapter Three: Methodology

This mixed method study explored the relationship between secondary school climate and grades 6-8 core content teacher self-reports regarding depth of implementation of Sheltered Instruction for English Language Learners in small urban school districts in Massachusetts. The study also examined perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs and school climate at the secondary level.

The research questions were developed to examine the relationship between Sheltered Instruction and school climate. These questions focused on the OCI and SIOP subsets. Two questions were developed to explore teacher perception with regard to the role of district leadership and Sheltered Instruction and the role of the superintendent and school climate. These questions were designed to assist the researcher with gathering, clarifying, and analyzing qualitative data with regard to Sheltered Instruction and school climate at the secondary level.

The research questions that guided this study are as follows:

1. What is the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study?
2. How do the subsets of the Organizational Climate Index (OCI) describe the schools in this study?
3. Do relationships exist between the subsets of the OCI and the self-reported depth of implementation of Sheltered Instruction at secondary schools participating in this study?

4. What are the perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs?
5. What are the perceptions of grades 6-8 core content teachers about the role of a superintendent with regard to school climate?

Research Design

An explanatory mixed method design was used to conduct this study. In explanatory mixed method research, quantitative and qualitative data are collected in two phases: Phase 1 involves the collection of the quantitative data, which are the priority of the study, while Phase 2 focuses on the qualitative data (Creswell, 2008). The quantitative data and results establish a general idea of the research problem; further analysis using qualitative data collection serves the purpose of refining, extending, or explaining the general idea (Creswell, 2008). Figure 1 represents the details of the design procedures of this study:

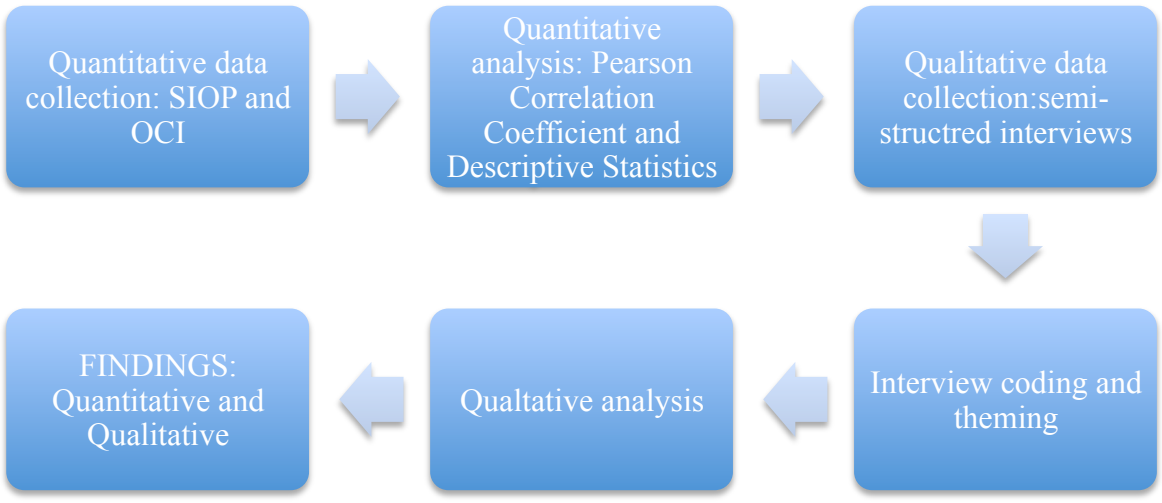

Figure 1. Flow chart depicting the steps in this mixed methods explanatory design.

Quantitative research has been criticized for not allowing participants' voices to be heard directly and for lacking understanding of the context of the study. When data are reported in quantitative studies, the researchers are in the background yet their own personal biases and interpretations are often not discussed (Creswell & Plano Clark, 2007).

Qualitative research has been challenged because of the personal interpretations of the researcher may result in bias and the difficulty of generalizing findings to a large group because of the limited number of participants studied (Creswell & Plano Clark, 2007).

Mixed method research has strengths that quantitative and qualitative research do not have when used separately. According to Hanson, Creswell, Plano-Clark, Petska and Creswell (2005), "using both forms of data allows researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomena of interest" (p. 224). A researcher can make generalizations from the sample to a population. This is an approach typically used by quantitative researchers. These generalizations can be further supported and enhanced through rich descriptions of some aspects of the data, an approach normally taken by qualitative researchers.

Population

This section describes the population and sample of the population for this study. The participants of this study were core content teachers from 11 of the 13 small urban school districts in Massachusetts that house grades 6-8. Twenty-six schools house grades 6-8 in the small urban school districts in Massachusetts and participated in this study. The

total enrollment of small urban school districts in this study ranges from 4,500 and 6,300 students. The districts participating in this study have a Limited English Proficient (LEP) population ranging from 4.8%-9.4%.

Sample

Quantitative Sampling. A total of 375 core and non-core teachers were contacted. A total of 333 teachers completed the survey for an 89% response rate. A total of 257 content teachers representing Math, Science, Social Studies, and English were contacted and administered the SIOP with 223 teachers completing the self-assessment survey for an 87% response rate.

Qualitative Sampling. Teacher interview data were collected from 10 individual interview sessions with grades 6-8 core content teachers, representing Math, Science, English, and Social Studies. Participants were selected based upon their current teaching role and completion of the SIOP self-assessment. The researcher employed a stratified random sampling method in order to ensure fair representation across grades 6-8 and content areas representing Math, Science, English, and Social Studies. The following teacher subgroups were developed based upon core content representation as indicated on the SIOP survey: Math, Science, English, and Social Studies. The researcher selected interview participants from those who returned the SIOP self assessments which were completed anonymously.

The criteria for small urban school districts, established by the Massachusetts Department of Elementary and Secondary Education, include student enrollment between 4,500-10,000 and a minimum of 40% of the student enrollment representing low-income

subgroup populations as determined by Free and Reduced Lunch (Massachusetts Department of Elementary and Secondary Education).

Instrumentation

Quantitative and qualitative instruments were used in this study. This section describes the Organizational Climate Index (OCI), the Sheltered Instruction Observation Protocol (SIOP) self-assessment survey, and teacher interview questions (Appendix C). Permission was granted to use these instruments via email from Dr. Wayne Hoy, the developer of the OCI, and Dr. Echevarria and Pearson Education, developer and distributor of the SIOP (Appendix D).

Quantitative instruments. The OCI is used to measure school climate. It is a short descriptive measure for schools (Hoy et al., 2002). The OCI is a combination of the Organizational Climate Descriptive Questionnaire (OCDQ) and the Organizational Health Inventory (OHI). It is a 27-item Likert-type scale that assesses critical aspects of the school workplace. The OCI has four dimensions: collegial leadership, teacher professionalism, academic press, and institutional vulnerability to the community.

The SIOP self-assessment survey provides concrete examples of the features of sheltered instruction that can enhance and expand teachers' instructional practice (Echevarria, Vogt, & Short, 2011). The protocol is composed of 30 items grouped into clusters under the following eight components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, and Lesson Delivery, and Review and Assessment.

Respondents self-reported the degree to which they adhere to the SIOP model in their teaching. Respondents were asked to indicate the frequency with which they employed each feature using a 3-point scale (1=Never, 2=Occasionally, 3=Daily).

The four subtests of the OCI, collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability, were examined for their collective and independent relationship to teacher perception of sheltering instruction for ELL students. Teacher perception of depth of implementation of sheltering instruction for ELL students was measured using the Sheltered Instruction Observation Protocol (SIOP) tool.

Qualitative instrument. The interview questions focused on Sheltering Instruction, the role of district leadership with regard to Sheltered Instruction programs, and the role of the superintendent with regard to school climate (Appendix B).

An expert / review was used prior to the beginning of the study in order to assist the researcher in determining if there are flaws, limitations, or other weaknesses within the interview design and will allow the researcher to make necessary revisions prior to the implementation of the study (Kvale, 2007). The participating teachers in the panel review were current teachers in a small, urban school district not participating in this study. The panel of teachers evaluated the clarity of questions and language, connections to the research questions, and the opportunity for thoughtful responses.

A matrix was developed by the researcher indicating the relationship of the interview questions to the research questions (Appendix D).

The researcher employed one-on-one semi-structured interviews, one of the most common forms of qualitative research (Creswell, 2008). While a degree of structure in questioning is necessary, the researcher must ensure that the participant's perspective of

the role of leadership with regard to Sheltering Instruction and school climate can unfold as the participant views it, not as the researcher views it (Marshall & Rossman, 1999). In the semi-structured interview, general questions are specified on an interview protocol, but the researcher may seek both clarification and elaboration on the answers given (May, 2001).

The interviews were structured as semi-structured person-to-person format. Neuman (2003) maintains that the interview process allows the researcher to observe the surroundings and use non-verbal communication. Neuman (2003) recognizes that some of the advantages are increased response rate, more thoughtful answers, and the opportunity for clarification of questions when needed.

Interviews provide the researcher with the opportunity to see the world from another person's perspective (Patton, 2002). A semi-structured interview allows the researcher to be free to explore beyond the questions and to guide the conversation spontaneously with the focus on a particular predetermined subject (Patton, 2002). This interview style allows the researcher to respond to participants' stories as they emerged during the interview (Merriam, 2001).

Open-ended questions were used to encourage participants to respond freely and openly to queries (Bogdan & Biklen, 2003). Probing and/or follow-up questions were used, when necessary, to encourage participants to elaborate on or clarify a response (Denzin & Lincoln, 2003).

Reliability and Validity

This section will discuss the reliability and validity measures of the quantitative instruments (OCI and SIOP) and qualitative instrument (interview questions) used in this study.

In previous studies (Hoy et al., 2002) the reliability scores for each dimension of the OCI were: Collegial Principal Behavior (.94), Professional Teacher Behavior (.88), Achievement Press (.92), and Institutional Vulnerability (.87). These results demonstrate that the OCI is a reliable instrument. A factor analysis of the instrument supports the construct validity of the concept of school climate (Hoy, Smith, & Sweetland, 2002).

Guarino, et al. (2001) calculated the Cronbach's alpha for each of the instrument's three subsections to establish the internal consistency of the SIOP. Results ranged from 0.91 to 0.95 demonstrating that the SIOP was a reliable instrument for distinguishing between educators who used sheltered techniques and those who did not.

Creswell (2008) also recommends member checking as a way of increasing the validity of data collection. The researcher used member checking as a means to establish reliability of the data collected from the interview questions. This allowed the participants an opportunity to assess the accuracy of data by reviewing their respective professionally transcribed interview and being asked to ascertain whether themes and interpretations are fair and representative. Participants were electronically sent a transcribed version of their interview to allow for member checking. A one week window was given to offer validation of accuracy or suggestions for editing or clarification.

Data Collection

Quantitative data. Use of the OCI ensured anonymity because there were no names or identifying information associated with the individual surveys. The researcher administered the survey during a faculty meeting and submitted their response sheets in a non-identifying manila envelope. The survey did not have identifying information for the respondents. Unique codes, representing each district and school, were utilized on the OCI in lieu of recording identifying information.

The SIOP self-assessment was sent to grades 6-8 content teachers representing Math, Science, English, and Social Studies via a secure web-based survey that did not track IP addresses in order to maintain anonymity. Each survey had a unique identifying code.

Qualitative data. The interview question responses were confidential. The names were altered to codes in the dissertation in order to maintain the confidentiality of the participants. Any information obtained through this study that could identify individuals remained strictly confidential.

The study codes were kept on a password-protected computer with restricted access, allowing only the primary and student researcher access. Consent documents were separated from the interview responses, the SIOP self-assessment, and the OCI.

This section describes the, quantitative, qualitative, and mixed method collection and analysis of data as well as methods to maintain anonymity and confidentiality.

Data Analysis

Quantitative data. The quantitative analysis used data from the SIOP self-assessment and the OCI. The Organizational Climate Index (OCI) was administered to

practicing teachers during a regularly scheduled faculty meeting (Appendix A). The Sheltered Instruction Observation Protocol (SIOP) self-assessment was sent electronically to core content teachers representing Math, Science, English, and Social Studies teachers at the participating schools (Appendix B).

Data from OCI and SIOP were entered into the IBM SPSS software version 21. In order to explore the relationship between the variables of the OCI and teacher self reported depth of implementation of sheltered instruction, a simple correlation coefficient was computed between the OCI subsets of school climate and SIOP subsets of sheltered instruction. A correlation coefficient was then calculated between each of the four subtests of the OCI and depth of implementation of sheltered instruction.

The Pearson Product Moment Correlation coefficient (r) was chosen for this study. This method allowed the researcher to examine a relationship between the OCI subsets and the SIOP subsets.

A coefficient value of -1 or 1 indicates a perfect association between two variables. A positive value indicates that *y* reacts in the same direction as the change in *x*. Thus, as *x* increases one unit, *y* will increase a specific amount, or as *x* decreases one unit, *y* will decrease a specific amount. A negative sign signifies an inverse relationship. As *x* increases or decreases, *y* reacts inversely (i.e., if *x* increases, then *y* decreases or if *x* decreases, then *y* increases). A value of 0 implies there is no association between two variables. Correlation coefficients are considered small when they range from .10 to .30, medium when .31 to .50, or large when .51 to 1.0 (Cohen, Cohen, West & Aiken, 2003).

Qualitative data. All interviews were conducted by the researcher and took place at a location and time of the participant's choosing using an interview protocol. All

questions were open-ended to allow the participant to share his or her understanding of sheltering instruction, school climate, and the role of leadership with regard to both. Interview questions were crafted to relate to the research questions.

All interview sessions were taped, allowing the researcher to take notes and identify themes as they emerged. Immediately after each interview, the researcher reviewed the tape and notes taken during the interview. All interviews were transcribed and themes and categories were noted as they emerged. Clustering these themes and categories was an on-going process that was repeated by the researcher throughout the data gathering process.

In order to ensure that participation in the interview process was voluntary, each participant was given the option not to participate before each session begins. An informed consent letter was distributed and signed by each participant (Appendix E). The letter clearly stated that participation was voluntary and respondent's had the freedom to withdraw at any point during the study. Each participant was informed that they would be assigned a unique ID number in lieu of recording identifying information. The ID numbers were kept in a separate location on a password-protected computer with restricted access, allowing only the primary and student researcher access. Consent documents were separated from the interview responses.

All data remained confidential throughout the study. The names of the participants were not attached to any of the responses; pseudonyms were assigned for the purposes of reporting the results of the study and in this dissertation. These interviews were audio recorded and professionally transcribed. The transcriber was required to sign a confidentiality agreement to protect the subjects.

Responses to the interview questions were coded for specific themes through the process of categorizing and sub categorizing during the review of the interview data. Glesne (2006) points out that coding is a progressive process of sorting and defining and defining and sorting those pieces of collected data that are applicable to your research purpose.

Data about interviewed teacher's respective content area, length of time teaching, and length of time in the current district were gathered from interview questions one through three. These responses were used to place the subsequent interview responses into context.

The participants' responses to questions four through seven were analyzed, coded, and counted. The researcher used thematic analysis to identify distinct themes from the data. The frequency counts of the identified themes were analyzed to provide a deeper understanding of the participants' professional development needs and sheltered instruction strategies utilized in the content classroom.

The participants' responses to questions 9 and 10 were also analyzed to provide a greater understanding of the participants' perception about the role of leadership with regard to sheltered instruction and school climate.

Mixed method data. The researcher used multiple sources of data (interviews, survey collection, and document review) in order to triangulate the data. Denzin (1970) drew a distinction between *within-method* and *between-method* triangulation. The former involves the use of varieties of the same method to investigate a research issue; for example, a self-completion questionnaire might contain two contrasting scales to measure

emotional labor. Between-method triangulation involved contrasting research methods, such as a questionnaire and observation, and applies to this study.

The process used to conduct the study, and specifically answer research question one, ensured that the data analyses were matched to the explanatory mixed method design. Hanson, Creswell, Plano-Clark, Petska, and Creswell (2005) maintain that both forms of data allow researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomenon of interest.

Collecting and analyzing both numbers and words in a single study allows the research to mirror the way in which people tend to understand the world around them. By combining both inductive and deductive thinking the researcher tends to base knowledge claims on pragmatic grounds (Creswell & Plano-Clark, 2011).

Research questions one and two in this study were answered using both quantitative (phase one) and qualitative data (phase two) that were gathered sequentially. The OCI and the SIOP provided quantitative data with regard to depth of implementation of sheltered instruction strategies and extent of elements of school climate as reported by teachers in districts participating in this study. The interview responses supported and explained the quantitative results represented by the OCI and the SIOP.

Summary

The purpose of this mixed method study was to explore the relationship between secondary school climate and grades 6-8 core content teacher self-reports regarding depth of implementation of Sheltered Instruction for English Language Learners (ELLs) in small urban school districts in Massachusetts. The study also examined perceptions of

grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs and school climate at the secondary level.

This chapter described the research design, population and sample, instrumentation, data collection and analysis to include procedures to maintain confidentiality and anonymity, and delimitations and limitations of the study. The following chapter will outline the results based upon the analysis of the OCI, SIOP self-assessment and interview data findings.

Chapter Four: Data Analysis and Results

Introduction

The purpose of this mixed method study was to explore the relationship between secondary school climate and grades 6-8 core content teacher perceptions through self-reports regarding depth of implementation of Sheltered Instruction for ELLs in small urban school districts in Massachusetts. The study also examined perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs and school climate at the secondary level.

In this chapter, the data are presented as they relate to each research question. The quantitative analysis is presented using descriptive statistics and Pearson product-moment correlations. SPSS version 21 was used as a means to analyze the quantitative data. A total of 375 teachers were administered the OCI with 333 teachers completing the survey for a response rate of 89% of the total population. A total of 257 content teachers representing Math, Science, Social Studies, and English were administered the SIOP with 223 teachers completing the self-assessment survey for a response rate of 87%.

Ten teachers were interviewed for the qualitative phase of this study: two social studies (TSS1, TSS2), two math (TMA1, TMA2), and three science (TSCI1, TSCI2, TSCI3) and three English (TELA1, TELA2, TELA3). Overall classroom experiences of the interviewed teachers with ELLs ranged from two months to six years. The interviews were transcribed and coded for common recurring ideas and themes. During this step of the process the goal after transcribing the interviews was to pull the responses apart and sort comments into common themes.

Consistent with the explanatory mixed method approach, the qualitative data will be presented as a means of explaining and expanding upon the quantitative data. In explanatory mixed method research, quantitative and qualitative data are collected in two phases: Phase 1 involves the collection of the quantitative data, which are the priority of the study, while Phase 2 focuses on the qualitative data (Creswell, 2008). The quantitative data and results establish a general idea of the research problem; further analysis using qualitative data collection serves the purpose of refining, extending, or explaining the general idea (Creswell, 2008).

Research Question One

What is the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study?

Quantitative data analysis. The minimum and maximum scores were considered for each SIOP subset. This allowed for a consistent and contextual interpretation of the findings since the subsets vary with regard to minimum and maximum score. Table 1 shows the minimum and maximum score for the SIOP subsets. The descriptions of the subsets can be found in Appendix B.

The SIOP subsets include the following:

- Lesson Preparation (LP)
- Building Background (BB)
- Comprehensible Input (CI)
- Strategies (ST)
- Interaction (INT)
- Practice and Application (PA)

- Lesson Delivery (LD)
- Review and Assessment (RM)

Table 1

Minimum and Maximum Possible Scores: SIOP Subsets

	Minimum	Median	Maximum
LP	6	12	18
BB	3	6	9
CI	3	6	9
ST	3	6	9
INT	4	8	12
PA	3	6	9
LD	4	8	12
RA	4	8	12

Table 2 shows the Means and Standard Deviations for the SIOP subsets. Lesson Preparation (LP) yielded the mean closest to the maximum possible score. This suggests a strong depth of implementation in the context of the remaining subsets. The mean calculations for the remaining subsets indicate that depth of implementation is beyond the median towards the maximum score. This suggests little difference in depth of implementation between the remaining subsets and is consistent with a depth of implementation that is beyond the median of the minimum and maximum range of possible scores.

Depth of implementation was measured by establishing the means and standard deviations of the SIOP self-assessment subset responses. The data were presented using descriptive statistics and analyzed using SPSS version 21. The data are indicated in Table 2.

Table 2

SIOP Subsets

	Mean	*SD*
LP	15.16	.51
BB	7.63	.33
CI	7.37	.33
ST	7.32	.33
INT	9.00	.50
PA	7.37	.35
LD	9.57	.50
RA	9.89	.40

The quantitative findings suggest that Lesson Preparation is the strongest subset with regard to depth of implementation of Sheltered Instruction among the participating schools in this study.

Qualitative data analysis. In order to support the explanatory mixed method process, qualitative data was collected subsequent to the quantitative data to explain the findings. Specifically, the qualitative data addressed the finding of the greatest mean score of Lesson Preparation relative to the remaining subsets. The qualitative finding is consistent with Lesson Preparation yielding the strongest depth of implementation among the remaining subsets.

Lesson Preparation, as indicated on the SIOP self-assessment, involves the following instructional practices and strategies:

- Clearly defined content objectives for students.
- Clearly defined language objectives for students.
- Supplementary materials used to a high used to a high degree, making the lesson clear and meaningful.
- Adaptation of content to all levels of student proficiency.

- Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking (Echevarria, Vogt, & Short, 2011).

Interview data. An initial list of 25 themes was developed based upon the interview responses. Use of visuals as an effective instructional tool, hands-on activities as an effective instructional tool, modifying class work and homework yielded the most responses as part of this initial list. Standard phrases were identified from the teacher interviews in order to develop the initial list. These phrases reflected common ideas that consistently appeared as a result of the research.

The initial list of 25 themes was reviewed again to group similar data together. After all data had been placed in preliminary groups, all common ideas were reviewed and the groups were split or merged based on common themes. According to Seidman (2006) when reviewing data, information placed in groups or categories should be distinctly similar. This sorting resulted in ten consolidated categories. These categories are indicated in Table 3.

Saldana (2009) states, "…when the major categories are compared with each other and consolidated in various ways, you begin to transcend the "reality" of your data and progress toward the thematic, conceptual, and theoretical" (p.11).

The categories in Table 3 were organized with the frequency of responses from the teachers to the right of each category. The frequency of responses signifies how many individual coded ideas were placed in each category. The number listed is a frequency of response that identifies each category and content teacher(s). A low number in the right column signifies few matches to a particular category.

These consolidated categories show the interview data from the teacher interviews. Several categories reflect issues that consistently appeared as a result of research. One category, instructional strategies, was represented with 41 responses.

Table 3
Teacher Categories

Categories	TSS1	TSS2	TMA1	TMA2	TSCI1	TSCI2	TSCI 3	TELA1	TELA2	TELA3
Instructional strategies	3	5	3	4	2	3	8	5	3	5
Relationships	3	2	3	4	3	2	1	3	2	2
Student Engagement	1	3	2	4	2	2	3	2	3	2
School/district Leader support	3	2	1	3	4	2	1	1	2	3
State mandates	1	3	2	3	3	4	2	1	1	2
Academic support	2	1	4	2	1	2	2	1	3	2
Cultural assimilation	0	1	2	2	1	1	0	3	4	5
Collaboration with teachers	1	1	2	2	1	3	2	1	2	2
Teacher Experience	0	1	2	0	2	1	0	1	3	3
Participation after school	1	0	0	2	0	3	0	0	2	1

The teachers' interviews shared details about their teaching experiences with sheltered instruction with ELLs. TSS1.The teacher with the least amount of experience with sheltered instruction, shared:

> I've had ELLs in my classes since I began in this district. I just wanted to work with them as a group to see if they perform better using things I learned in professional development. Even at the middle school level, using graphic organizers and manipulatives are quite useful for my ELL students (personal communication, March 20, 2013).

TSS2 related her personal struggles as an ELL as the reason why she wanted to teach the sheltered class. TSS2 stated:

> I sympathize with the ELLs because I know what it is like starting school without knowing any English. I struggled for many years and I tell my students that. This is always why I am so careful when I do my lessons. I want to make sure they understand (personal communication, March 22, 2013).

All ten teachers referenced a common training they had experienced before teaching in the sheltered instructional model. All interviewed teachers had been trained in the SIOP (Short & Echevarria, 1999) instructional model prior to teaching the ELL sheltered class.

Adjusting the curriculum content reported to be a challenge more for the two interviewed social studies teachers interviewed than for the math teachers. Both TSS1 and TSS2 indicated that the ELL teachers they worked with were helpful with simplifying the core content into academic English the ELLs would understand. TSS2 explained:

> Our ELL teacher has to reel me in sometimes when I get going on a topic or assign a five paragraph essay. I have now learned to start small with five to ten sentences rather than several paragraphs. I definitely modify my lessons now (personal communication, March 23, 2013).

TSS1echoed the statements of TSS2 who shared that without maps and other visuals, her students would not be able to understand much of the content. She also indicated that she felt it was important that both the content teacher and the ELL teacher have a common planning time for lesson planning. TSS1 explained that this helped her discuss strategies and new ideas with her the ELL teacher and promoted a sense of community for the teachers and students (personal communication, March 22, 2013).

One of the math teachers, TMA1, agreed with the importance of visuals and manipulatives but he did not believe math needed to be adjusted because of the lack of academic English knowledge. TMA1 felt the gap in math background mostly stemmed from students who enroll with little or no education or whose education had been interrupted. These students presented the biggest challenge for him since he did not have the support of an ELL teacher in his classroom this year. Due to budget and staffing constraints in the district, content teachers were not provided with an ELL teacher dedicated to working inside the content classroom. TMA1 did not present this as a negative aspect of his teaching. He indicated that he has been successful with collaborating with the ELL teacher during before or after school time in order to foster a sense of teamwork and consistency (personal communication, March 24, 2013).

Conversely, TSS1 was new to sheltered instruction and was not willing to relinquish sole control over instruction. TSS1 stated that the ELL teacher was willing to

work with her in a supportive role until she felt more comfortable with this particular instructional model. TSS1 was hopeful that this would allow her to effectively integrate sheltering strategies into her instruction as the year progressed. TSS1 shared that she liked the supportive role of the ELL teacher and she preferred a system where the students could be integrated into the content classroom with appropriate support during the lesson and also be pulled out of the class to work one-on-one or in small groups on their writing and language skills (personal communication, March 23, 2013).

Collaborative lesson planning varied from team to team and teacher to teacher. One teacher, TELA1, shared the same philosophy of Short and Echeverria (1999) where the investigators noted that more research needed to be done in order to refine and define the roles of the core teacher and the ELL teacher. TELA1 explained:

> I would like to see a written definition of the specific roles of the content and ELL teacher in collaborative practices. These roles are often not very clear for those teachers who are paired together (personal communication, March 23, 2013).

All the teachers interviewed felt their instructional practices and the support of all teachers at their respective schools were influential with the ELLs' ability to graduate from high school. Every teacher agreed the implementation of sheltered instruction that places emphasis on academic English in the content area with support of content and language was producing long-term results such as graduation, decrease in absences, decrease in behavior referrals. From the interviewed teachers' point of view, providing for this type of enriched instructional delivery with a teacher support system was effective (personal communications, March 22-24, 2013).

Research Question Two

How do the subsets of the Organizational Climate Index (OCI) describe the schools in this study?

Quantitative data analysis. The elements of the OCI for schools in this study are described by establishing the means and standard deviation of the OCI subsets. These data were examined using descriptive statistics analyzed using SPSS version 21 and are indicated in Table 5. The OCI subsets include the following:

- Collegial Leadership (CL) is describes the extent to which the principal "treats teachers as professional colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance" (Hoy, 2002, p.154).
- Professional Teacher Behavior (PTB) "is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support" (Hoy, 2002, p.154).
- Achievement Press (AP) "describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and the principal exert pressure for high standards and school improvement" (Hoy, 2002, p.154).
- Institutional Vulnerability (IV) "is the extent to which the school is susceptible to a few vocal parents and citizen groups. High vulnerability suggests that both teachers and principals are unprotected and put on the defensive" (Hoy, 2002, p.154).

In order to interpret the mean scores in context, the minimum and maximum possible scores were considered for each OCI subset. This allowed for a consistent and contextual interpretation of the findings. Table 4 shows the minimum and maximum score for the OCI subsets.

Table 4

Minimum and Maximum Possible Scores for the OCI Subsets

	Minimum	Midpoint	Maximum
CL	7	17.5	28
PTB	7	17.5	28
AP	8	20.0	32
IV	5	12.5	20

Table 5 presents the Means and Standard Deviations for the OCI subsets. Professional teacher behavior (PTB) and Achievement press (AP) yielded the means closest to the maximum. PTB is a subset that places value on "respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support" and the OCI subset AP "describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success." (Hoy, 2002, p.154). The subset Institutional Vulnerability (IV) yielded the lowest mean, .26 points above the midpoint of possible scores for this subset. IV describes a school that "is susceptible to a few vocal parents and citizen groups" (Hoy, 2002, p.154).

Table 5

OCI Subsets

	Mean	*SD*
CL	18.27	1.80
PTB	21.02	1.41
AP	21.80	1.57
IV	12.76	1.31

These findings are consistent with schools that value a sense of community, student potential, and high expectations for students. The findings also suggest that while community and family pressure may be present, it is not as influential as the value placed on student expectations and support of colleagues.

Research Question Three

Do relationships exist between the subsets of the OCI and the Sheltered Instruction Observation Protocol (SIOP) self-assessment survey at the secondary schools participating in this study?

Quantitative data analysis. Pearson product-moment correlations were calculated to determine the extent to which relationships exist between the subsets of the OCI and the SIOP. These data were examined using SPSS version 21 and are indicated on Table 6.

Table 6

Significant Correlations among OCI and SIOP subsets

	OCI			
SIOP	CL	PTB	AP	IV
LP	.523** (.000)		.513** (.001)	
BB				
CI			.744** (.004)	
ST			.663** (.002)	.390* (.004)
INT				.554** (.003)
PA		.684** (.001)		
LD				
RA				

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

There are strong positive correlations between AP and CI (.744) with a significance level of $p<05$, PTB and PA (.684) with a significance level of $p<05$, and AP and ST (.663) with a significance level of $p<05$.

Achievement Press was shown to have a strong statistically significant relationship with three of the SIOP subsets (Lesson Preparation, Comprehensible Input, and Strategies). Achievement Press "describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success" (Hoy, 2002, p.154). This finding is

consistent with schools that place value on high expectations for both students and teachers.

Research Question Four

What are the perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs?

Qualitative data analysis. Table 7 displays key words that emerged throughout the interviews. These key words were chosen based upon their frequency and distribution of use by the interviewed participants.

Table 7

Key Words: Role of District Leadership and Sheltered Instruction

Word/Phrase	TSS1	TSS2	TMA1	TMA2	TSCI1	TSCI2	TSCI 3	TELA1	TELA2	TELA3
visible	X		X	X		X	X		X	
transparent	X		X		X	X		X		X
communication		X		X	X		X	X	X	X
role model		X		X	X			X	X	
supporting		X	X			X	X	X		X
leader	X	X		X	X		X	X	X	

When TSS2 was asked what kind of school support she received this year, she indicated it was almost non-existent. The class schedules for TSS2 and the ELL teacher had been designed in such a way that neither could find time in the day to collaborate. TSS2 stated that the administration at the school had changed and she felt as if the support for ESL was no longer a priority. She started the school year as the only teacher assigned to the social studies class with ELL students with beginning level language

skills. In years past the ELL teacher was assigned as a collaborative teacher, but TSS2 is now the sole instructor. The concern she shared was that this was a class with 24 students from five diverse cultural backgrounds with 10 of the students having limited academic English skills. She knew it would be difficult for her to provide ELLs with the instruction and support she had been giving them for the previous four years. She stated that she felt as if the administrative support she had received was no longer there. She could not prepare these students to pass the Social Studies district and state assessments without support from the ELL teacher working inside the classroom. After much "pleading" she stated, the ELL teacher's schedule was changed so she could collaborate with TSS1 (personal communication, March 22, 2013).

When TELA2 and TSCI1 were asked about the role of district leadership in supporting sheltering strategies, each indicated that visibility is key and communication and consistency are important. TELA 2 explained:

> Our superintendent and the people working in central office are regularly in the school building. They make an effort to talk to the ELL students, even if language is a problem. A smile and welcoming feel are worth a lot. I feel supported by district administration especially with the personal interaction they show (personal communication, March 22, 2013).

TSCI1 suggested some attributes he felt were necessary for a district leader. He shared:

> I think that being a role model is very important and showing support for resources that support these strategies for our ELL's and making them comfortable in their environment are things that our Superintendent has done. It is

obvious our Principal talks to the district people about our data and needs for our ELL's, and they listen and respond most times (personal communication, March 21, 2013).

TELA1 indicated that transparency and communication are the most important qualities for an effective leader. He stressed:

> You can never communicate too much with people, whether it's with staff, students, parents – having all levels on board is huge, and it all comes down to effective communication (personal communication, March 22, 2013).

While TELA1 was satisfied with his principal's level of communication, he indicated:

> I think every educational leader can do a better job at communicating the changes taking place, communicating this is where we're headed and why (personal communication, March 22, 2013).

TELA3 stated:

> More communication from leaders will always improve job satisfaction with teachers (personal communication, March 22, 2013).

Research Question Five

What are the perceptions of grades 6-8 core content teachers about the role of a superintendent with regard to school climate?

Qualitative data analysis. Table 8 identifies key words and phrases that emerged during the interview process. The key words were chosen based upon the frequency of use by the teachers. (range of use)

Table 8

Key Words: School Climate

Word/Phrase	TSS1	TSS2	TMA1	TMA2	TSCI1	TSCI2	TSCI 3	TELA1	TELA2	TELA3
Positive	X		X		X	X			X	
Humor	X		X			X			X	X
Accessibility	X		X		X	X	X		X	X
Cultural awareness			X		X	X	X		X	X
Supportive					X	X	X			X
Confidence			X		X		X		X	X

The findings, based upon the data in Table 8, show that the recurring words with the highest distribution are: "accessibility" and "cultural awareness". Interview responses indicated that teacher perception of the role of the superintendent with regard to school climate is to work with school leaders to foster relationships among ELLs and their native English speaking peers, as well as establish a culturally competent district wide environment. Figure 2 provides a visual representation of the central focus of relationships to cultural awareness and accessibility.

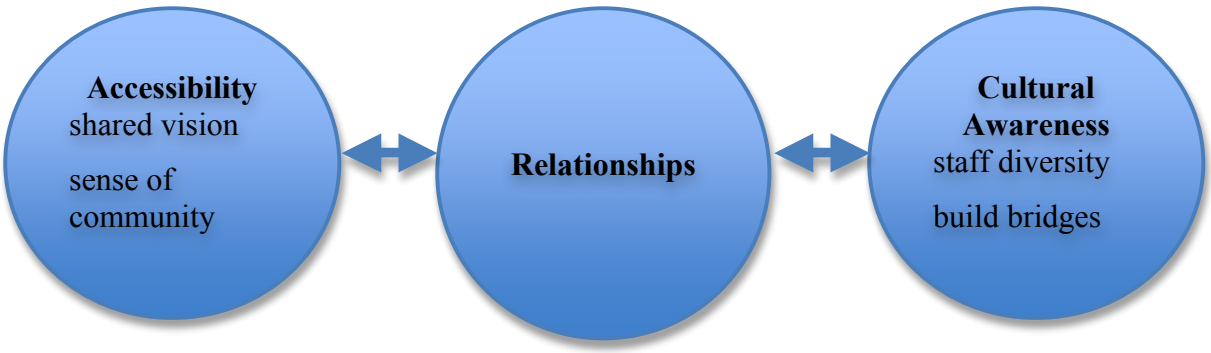

Figure 2. “Relationships” central to “Accessibility” and “Cultural Awareness.”

When asked about the manner in which ELL students had developed relationships with each other and non-ELL students, every teacher who was interviewed indicated that the ELLs tended not to integrate with their English speaking peers or school community (personal communication, March 20, 2013).

TELA2 felt this was an area where his Principal and school should place more emphasis. He wanted to see a deliberate effort made by the school and district leadership to find a way to encourage the interaction between ELLs and the school community. He stated that ELLs did not always feel comfortable in their mainstreamed classes and this was not a problem only in his school. TELA indicated that the changes should begin at the district level and move down to the schools where changes can take place under the leadership of the Principal (personal communication, March 20, 2013).

TMA1 shared his thoughts on creating a cultural awareness in the school and overall community:

> All of the Principals recently had training in Cultural Competency. I think it was just for one day. It would be great for the Superintendent to continue this message by doing more than trainings. I think that as someone who leads a whole district, one of his main roles is to connect the community and the schools-to build bridges, I guess. The problem is that our school (well, our district) does not look like our community. We do not have a lot of minority teachers or administrators. That needs to change. The only one who can really make that happen is the Superintendent. If he changes that, then I think we will be able to have a

> culturally aware place to work and our ELL students will feel comfortable being here (personal communication, March 24, 2013).

As a teacher new to the field, TSS1 offered insight into her perception of a Superintendent with regard to school climate. She explained that she is fascinated how some schools in the district have a rather healthy environment while others are in a state of disarray. The Superintendent, TSS1 suggests:

> He should reach out to everyone to make sure that all of our schools have a shared vision of making sure the students are in a healthy environment. Our students are really vulnerable many of them having just moved here and not speak the language. It is important to me for someone who is leading our district to put his actions into words and model what it means to be a good citizen, to foster a sense of a culturally aware community (personal communication, March 20, 2013).

This chapter presented the findings as they related to each research question. Chapter five will present a summary of the analyses and will discuss conclusions and recommendations based upon the findings.

Chapter Five: Summary of Findings, Conclusions, and Recommendations

This chapter presents a summary of the findings conclusions based upon the data. The chapter concludes with recommendations for educational leaders and teachers of ELLs, and considerations for further study.

The purpose of this mixed method study was to explore the relationship between secondary school climate and grades 6-8 core content teacher self-reports regarding depth of implementation of Sheltered Instruction for English Language Learners (ELLs) in small urban school districts in Massachusetts. The study also examined perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs and school climate at the secondary level.

The first section will discuss the findings according to the research questions. The second section will present the conclusions that are drawn from the findings. The third section of this chapter will present recommendations based on the findings. The chapter will conclude with considerations for further study.

The following research questions guided this study and provided the foundation for the data analysis:

1. What is the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study?
2. How do the subsets of the Organizational Climate Index (OCI) describe the school in this study?
3. Do relationships exist between the subsets of the OCI and Sheltered Instruction Observation Protocol (SIOP) self-assessment survey at the secondary schools participating in this study?

4. What are the perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs?
5. What are the perceptions of grades 6-8 core content teachers about the ole of a superintendent with regard to school climate?

Summary of Findings

There are several key findings that emerged as a result of the analysis of the data in this study. The first research question generated findings as a result of both qualitative and quantitative data analysis. Consistent with the intent of the explanatory mixed method design, the qualitative data findings further explained and supported the key quantitative findings of research question one in this study. The second and third research questions generated findings as a result of quantitative data analysis. The fourth and fifth research questions generated findings as a result of qualitative data analysis.

Research question one. What is the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study?

This research question yielded quantitative findings with regard to the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study In addition, qualitative findings were used to explain and support the quantitative data findings.

Quantitative data findings. Depth of implementation of Sheltered Instruction was measured by establishing the means and standard deviation of the SIOP self- assessment subsets. The data were presented using descriptive statistics that were analyzed using SPSS version 21.

In order to interpret the mean scores in context, the minimum and maximum scores were considered for each SIOP subset. This allowed for the consistent and contextual interpretation of the following findings.

Lesson Preparation (LP) yielded the mean closet to the maximum possible score when compared to the remaining SIOP subsets. The quantitative data from this study indicate that Lesson Preparation is the strongest SIOP subset with regard to depth of implementation of Sheltered Instruction among the participating schools in this study.

The second finding from the first research question revealed that the mean calculations of Building Background (BB), Comprehensible Input (CI), and Strategies (ST), and Practice and Application (PA) were within .21 of each other, suggesting similar depth of implementation among these four subsets. These four subsets have the same minimum and maximum scores, thus the mean calculations can be compared fairly among the four subsets.

The third finding that emerged from the quantitative data analysis was that the overall depth of implementation, as represented by all of the SIOP subsets, yielded a mean score past the midpoint, closer to the maximum score.

Qualitative data findings. One of the quantitative findings from research question one found that lesson preparation is the strongest subset with regard to depth of implementation of Sheltered Instruction, as measured on the self-reports of the SIOP. Another quantitative finding that emerged from the quantitative data was that the overall depth of implementation, as represented by all of the SIOP subsets, yielded a mean score past the midpoint, closer to the maximum score. Qualitative data were collected after the quantitative data to refine and explain the quantitative findings.

The frequency of responses from the interviews supported an initial list of 25 themes. The themes were identified with a standard phrase that was paraphrased from the teacher interviews. These themes reflect common ideas that emerged as a result of the research. Use of visuals as an effective instructional tool, hands on activities as an effective instructional tool, modifying class work and homework each received the most responses within the provisional groupings. These common ideas found in the initial list reinforce the finding from the quantitative data that shows lesson preparation is the strongest subset, based upon the mean score relative to the minimum and maximum scores.

The initial list was reviewed and consolidated into a list of 10 categories. One category, instructional strategies, was represented with 41 responses. This category represented the greatest number of responses relative to the remaining nine consolidated categories. While the qualitative findings do not measure depth of implementation directly, the findings do support the quantitative finding of Lesson Preparation yielding the mean score closest to the maximum possible score.

According to Short and Echeverria (1999), Lesson Preparation must produce lessons that enable students to make connections between their own knowledge and experiences and the new information being taught. Concepts must be appropriate for the age and educational level of the student. The teacher and students should use supplementary materials such as charts, graphs, pictures, illustrations, multimedia and manipulatives, as well as demonstrations. Graphic organizers, such as outlines and labeling, should also be used, in addition to study guides, marginal notes, adapted text, and highlighted text.

The qualitative findings that suggest instructional strategies, particularly the use of visuals as an effective instructional tool, hands on activities as an effective instructional tool, and modifying class work and homework add to the quantitative finding about strong depth of implementation with regard to Lesson Preparation.

Research question two. How do the subsets of the Organizational Climate Index (OCI) describe the schools in this study?

Quantitative data findings. The subsets of the OCI with regard to the schools in this study are described by establishing the means and standard deviations of the OCI subsets. The data were analyzed using SPSS version 21 and presented using descriptive statistics.

The minimum and maximum scores were considered for each OCI subset in order to interpret the mean scores in context,. This allowed for a consistent and contextually appropriate interpretation of the findings.

The first finding from this research question found that Professional Teacher Behavior (PTB) and Achievement Press (AP) yielded the means closest to the maximum score.

The second finding from this research question found that Institutional Vulnerability (IV) yielded the lowest mean, just .26 above the midpoint score.

Qualitative data findings. Interview question number ten, "What is the connection, if any, between school climate and depth of implementation of sheltered instruction in the content classrooms?" connects to research question two.

Interview data findings yielded from this question relate to the quantitative findings of the valuing a sense of community (Professional Teacher Behavior) and high

expectations for students (Achievement Press). Eight out of ten teachers indicated that the stronger the collaboration between themselves and the ELL teacher, the more likely they are to shelter instruction. Nine out of ten teachers indicated that in order to maintain a sense of rigor for ELLs in the content classrooms, it is necessary to scaffold instruction and make sure that supports are in place to assist them to understand the content. Eight out of ten teachers mentioned the importance of academic vocabulary and their role in fostering the development for ELLs.

Interview question number 8, "How has the requirement by Massachusetts to shelter instruction for ELLs in the content classroom impacted your school's climate from your perspective?" connects to research question two.

Interview data findings yielded from this question relate to the quantitative finding that the schools' vulnerability to the pressures of the outside community (Institutional Vulnerability) is low. Every interviewed teacher indicated that the mandate to provide sheltered instruction motivated them to differentiate instruction to meet the needs of their ELLs. Nine of out of ten teachers indicated that the mandate fostered a sense of collaboration between teachers, Principals, and support staff. Seven out of ten teachers indicated that the mandate provided concrete strategies and a way to consistently communicate how they support ELLs in the content classroom.

Research question three. Do relationships exist between the subsets of the OCI and the Sheltered Instruction Observation Protocol (SIOP) self-assessment survey at the secondary schools participating in this study?

Quantitative data findings. The findings for this research question show statistically significant relationships between the OCI subset Achievement Press and the

SIOP subset Comprehensible Input, the OCI subset Professional Teacher Behavior and the SIOP subset Practice and Application, and the OCI subset Achievement Press and the SIOP subset Strategies.

The findings for this research question also show statistically significant relationships between the OCI subset Achievement Press and the SIOP subsets Lesson Preparation, Comprehensible Input, and Strategies.

The statistically significant relationship between Achievement Press and the SIOP subsets Lesson Preparation, Comprehensible Input, and Strategies suggest that the schools in this study deliver instruction that is intended to meet the needs of an academically diverse set of learners based upon the quantitative data.

Research question four. What are the perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs?

Qualitative data findings. Key words that the interviewees used when ask about their perception of the role of district leadership with regard to Sheltered Instruction were identified during the coding process. The recurring key words emerged throughout the course of the interview and were chosen based upon their frequency and distribution of use by the interviewed participants.

The qualitative key words emerged in the qualitative finding: visible, transparent, communication, role model, supporting, and leadership. The findings also show that the key words communication and leadership appeared in 7 out of 10 teacher responses. This finding suggests that the role of communicator is an important role for a district leader with regard to Sheltered Instruction.

Research question five. What are the perceptions of grades 6-8 core content teachers about the role of a superintendent with regard to school climate?

Qualitative data findings. Recurring words were identified during the coding process that emerged consistently throughout the interviews when interviewees described their perception of the role of a superintendent with regard to school climate. The words "friendships", and "cultural awareness" were used most consistently throughout the interview responses.

Interview responses indicated that an important role for a superintendent with regard to school climate is to be a supporter of relationships.

When asked about the manner in which ELL students had developed relationships with each other and non-ELL students, every teacher who was interviewed indicated that the ELLs tended not to establish relationships with their English speaking peers or school community (personal communications, March 20, 2013). While all of the teachers indicated that the superintendent is not in the schools every day, they agreed that supporting the ELL students' smooth transition into the school system was a key role for system leaders.

TELA2 felt supporting ELLs positive integration into the school was an area where his principal and school should place more emphasis. He wanted to see a deliberate effort made by the school and district leadership to find a way to encourage the interaction between ELL's and native English students. TELA2 indicated that the changes should begin at the district level and move down to the schools where changes can take place under the school based leadership (personal communication, March 20, 2013).

> TSS1, a teacher new to the field, offered insight into her perception of a superintendent with regard to school climate. The superintendent, TSS1 suggests: …should reach out to everyone to make sure that all of our schools have a shared vision of making sure the students are in a healthy environment. Our students are really vulnerable many of them having just moved here and not speak the language. It is important for me for someone who is leading our district to put his actions into words and model what it means to be a good citizen, to foster a sense of a culturally aware community (personal communication, March 20, 2013).

Conclusions

Research question one explored the depth of implementation of Sheltered Instruction by grades 6-8 content teachers in small urban school districts represented in this study. The quantitative data indicate that Lesson Preparation is the strongest SIOP subset with regard to depth of implementation of Sheltered Instruction. In addition, the findings indicated that subsets of Building Background (BB), Comprehensible Input (CI), Strategies (ST), and Application (AP) showed similar depth of implementation, as measured by their respective mean scores. Overall, the findings showed that depth of implementation of sheltered instruction is consistent among the schools participating in this study.

The qualitative data findings support the quantitative findings through the identification of key words and phrases that were consistently expressed throughout the interviews. The qualitative findings show that instructional strategies represented the greatest number of responses relative to the consolidated categories.

A conclusion that can be drawn from the quantitative findings, subsequently supported by the qualitative findings, is that the schools represented in this study integrate the various subsets of the SIOP into their instruction in order to ensure strong lesson preparation for ELLs. This, in turn, facilitates access to the content curriculum for ELL's. The overall findings for this research question support the conclusion that the depth of implementation with regard to the SIOP subsets is comprehensive among the schools participating in this study. All subsets yielded mean scores greater than their respective possible midpoint scores. None of the subsets yielded mean scores less than their respective possible midpoint scores.

Research question two examined how the subsets of the OCI describe the climate of schools in this study. While Professional Teacher Behavior (PTB) and Achievement Press (AP) yielded the strongest mean score, Institutional Vulnerability (IV) yielded the lowest mean score.

A conclusion that can be drawn from these findings is that schools represented in this study value a sense of community, student potential, and high expectations for students. The findings also suggest that while community and family pressure may be present, they are not as influential as the value placed on student expectations by teachers and support of colleagues.

Research question three explored relationships between the subsets of the OCI and SIOP. A finding from the data showed that there was a statistically significant relationship between the OCI subset Achievement Press (AP) and the SIOP subsets Lesson Preparation (LP), Comprehensible Input (CI), and Strategies (ST).

Achievement Press "describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success" (Hoy, 2002, p.154). The connection between Achievement Press and the SIOP subsets that require clear and consistent preparation and delivery of instruction suggest that the schools in this study intend to deliver instruction that will meet the needs of an academically diverse set of learners. This conclusion is also consistent with schools that place value on high expectations for both students and teachers. This finding supports Short and Echevarria's (2005) contention that distinguishing between academic and communicative language is essential in helping ELLs develop language, but mainstream teachers must also help develop content. This requires knowledge of both content and academic literacy with a discipline.

Research questions four and five examined teacher perceptions with regard to the role of district leadership and Sheltered Instruction as well as the role of the superintendent and school climate.

The qualitative findings suggest that the teachers in this study perceive the role of a district leader as communicator is necessary in order to support instructional strategies for ELLs. In addition, the qualitative findings show that a superintendent's ability to foster a sense of community is valued by teachers in order to support a school climate that is conducive to an effective learning environment.

The importance of the role of district leader as a communicator is consistent with the literature surrounding district level leadership and the importance of communication when supporting instructional practices. Austin, Grossman, Schwartz, and Suesse (2006) identified superintendent open communication, trust, and constructive criticism as a

driving force for organizational change in the classroom. Darling-Hammond and Youngs (2002) stressed that there must be a high level of program coherence throughout the district and individual schools where student and faculty programs are coordinated, directed towards clear goals, and sustained over time.

In addition, the role of the system leader as a community builder with regard to school climate is consistent with the literature addressed in this study. MacIver & Farley (2003) conducted a literature review that emphasized the importance of the superintendent's leadership along with the transformation of the central office culture to be more flexible and service-oriented rather than regulatory and monitor oriented. Nir and Eyal (2003) observed that superintendents are in pivotal roles, requiring support and empowerment of staff while maintaining traditional standards of instruction and assessment.

Recommendations

This section will discuss recommendations for teachers of ELLs, as well as district and system level leaders based upon key research findings. It will conclude with considerations for further study.

Recommendations for content teachers. Acquiring sufficient English proficiency to master grade appropriate content takes time. Research indicates that attainment of conversational English proficiency takes approximately 3–5 years and proficiency in academic English takes 4–7 years (Cook, Boals, & Lundberg, 2011). Across the content areas, ELLs also will be asked to meet grade-appropriate standards in literacy, such as "cite specific textual evidence to support analysis" (Common Core State Standards Initiative, 2010a, p. 61).

The language acquisition and Common Core considerations require action at all levels of the system. The data in this study showed statistically significant relationships between OCI subset Achievement Press and the SIOP subsets Lesson Preparation, Comprehensible Input, and Strategies. The data support the connection between high expectations for students of diverse needs with integrating grade-appropriate standards, scaffolding techniques to ensure that content delivered in a second language is comprehensible for ELLs at all levels of English proficiency, and developing academic language across content areas into the instruction and content support of ELLs. Educators should, in an effort to meet the academic needs of ELLs, maintain high expectations for all students through facilitating access to the content for every learner.

Recommendations for district level leadership. Leadership at both school and district levels play a critical role in creating and sustaining systems of support for teachers who work with ELL students. Skilled and knowledgeable leaders offer a vision for effective ELL instruction, leverage necessary resources, and strive for coherence and alignment in the development of instructional goals for these students. Findings from this study, based upon perceptions and interview responses, suggest that leaders with a commitment to ELL issues can influence the leveraging of supports for classroom teachers that ultimately impact the quality of instruction for ELL students. Several recommendations bear consideration based upon the reviewed literature and conclusions of this study.

District leaders should reflect on the ways they are communicating a consistent and compelling rationale for serving ELL students. Consistent communication will create and sustain a system of support for classroom teachers and will enable building level

leaders to connect their school's goals with the district vision as it may pertain to meeting the needs of the ELL student population.

District leaders should articulate their instructional improvement strategies so that the needs of ELL students are fully integrated into district wide improvement efforts.

Administrators should establish priorities that align and coordinate resources to support general education teachers working with ELL students. System level leaders must be aware of how resources are being leveraged and where there might be opportunities to better align them. This study suggests that collaboration between the content teacher and the ELL teacher encourages sheltering of strategies in the content classroom. The ELL teacher in the role of an integral and accessible resource should be consistent across the district.

School and district leaders are in a position to continue to monitor and ensure appropriate supports for students who have formally left the ELL program but may still need support to succeed academically. These educational leaders must inform and support teachers with regard to the instructional needs of students who have recently exited an ELL program.

Considerations for Further Study

Federal and state laws mandate that public education accommodate the needs of ELLs and as numbers of ELLs enrolling in public schools continue to grow, issues related to meeting the educational needs of these students will continue to be important. Ninety-six percent of U.S. eighth-grade students who are limited English proficient (LEP) scored below the basic level on the reading portion of the National Assessment for Educational Progress (Short & Fitzsimmons, 2007). As determined by Short and

Fitzsimmons (2007), there is a significant lack of sustained research on ELL instruction and programming at the secondary level.

One consideration for further study could be a longitudinal study of multiple school districts implementing an ELL sheltered instructional model that quantitatively examines the program effectiveness based on scores on end of course assessments and the relationship to graduation rates. This would allow for an exploration of long-term data and further examination into the acquisition of academic language for ELLs over time and its effect on graduation.

In addition, a qualitative investigation of the knowledge base of secondary administrators and district leaders on the principles of ELL instruction and program implementation could be a consideration for further study. The data from such a study would lend insight into the gaps and/or strengths regarding ELL specific instructional practices and programming. The findings could be useful to educators, curriculum developers, and school and district based leaders in an effort to close the achievement gap between ELLs and their native English-speaking peers.

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Appendix A

OCI

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school from **rarely occurs** to **very frequently occurs**.	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4
2. A few vocal parents can change school policy.	1	2	3	4
3. The principal treats all faculty members as his or her equal.	1	2	3	4
4. The learning environment is orderly and serious.	1	2	3	4
5. The principal is friendly and approachable.	1	2	3	4
6. Select citizens groups are influential with the board.	1	2	3	4
7. The school sets high standards for academic performance.	1	2	3	4
8. Teachers help and support each other.	1	2	3	4
9. The principal responds to pressure from parents.	1	2	3	4
10. The principal lets faculty know what is expected of them.	1	2	3	4
11. Students respect others who get good grades.	1	2	3	4
12. Teachers feel pressure from the community.	1	2	3	4
13. The principal maintains definite standards of performance.	1	2	3	4
14. Teachers in this school believe that their students have the ability to achieve academically.	1	2	3	4
15. Students seek extra work so they can get good grades.	1	2	3	4
16. Parents exert pressure to maintain high standards.	1	2	3	4
17. Students try hard to improve on previous work.	1	2	3	4
18. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
19. Academic achievement is recognized and acknowledged by the school.	1	2	3	4
20. The principal puts suggestions made by the faculty into operation.	1	2	3	4
21. Teachers respect the professional competence of their colleagues.	1	2	3	4
22. Parents press for school improvement.	1	2	3	4
23. The interactions between faculty members are cooperative.	1	2	3	4
24. Students in this school can achieve the goals that have been set for them.	1	2	3	4
25. Teachers in this school exercise professional judgment.	1	2	3	4
26. The school is vulnerable to outside pressures.	1	2	3	4
27. The principal is willing to make changes.	1	2	3	4
28. Teachers "go the extra mile" with their students.	1	2	3	4
29. Teachers provide strong social support for colleagues.	1	2	3	4
30. Teachers are committed to their students.	1	2	3	4

Appendix B

SIOP® Model Self-Assessment

Teacher _____

Grade(s): _____ Content Area(s) _____

The Sheltered Instruction Observation Protocol (SIOP®) (Echevarria, Vogt, & Short, 2004)

Directions: Using the features below, mark the box that most closely represents your current teaching practices
D = Daily; O = Occasionally; N = Never.

	D	O	N
1. Lesson Preparation			
1. Clearly defined **content objectives** for students.	❑	❑	❑
2. Clearly defined **language objectives** for students	❑	❑	❑
3. **Content concepts** appropriate for age and educational background level of students.	❑	❑	❑
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals).	❑	❑	❑
5. **Adaptation of content** (e.g., text, assignments) to all levels of student proficiency.	❑	❑	❑
6. **Meaningful activities** that integrate lesson concepts (e.g., survey, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.	❑	❑	❑
2. Building Background			
7. **Concepts explicitly linked** to students' background experiences.	❑	❑	❑
8. **Links explicitly made** between past learning and new concepts.	❑	❑	❑
9. **Key vocabulary emphasized** (e.g., introduced, written, repeated and highlighted for students to see)	❑	❑	❑
3. Comprehensible Input			
10. **Speech** appropriate for students' proficiency level (e.g.,slower rate, enunciation, and and simple sentence structure for beginners).	❑	❑	❑
11. **Explanation** of academic tasks clear.	❑	❑	❑
12. **Use a variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language.)	❑	❑	❑

4. Strategies

13. Ample opportunities provided for students to use **strategies**.	❑	❑	❑
14. Consistent use of **scaffolding** techniques throughout lesson, assisting and supporting student understanding, such as Think-alouds.	❑	❑	❑
15. Teacher uses a variety of question types, including **those that promote higher-order thinking skills** throughout the lesson (e.g., literal, analytical, and interpretive questions.)	❑	❑	❑

5. Interaction

16. Frequent opportunities for **interactions** and discussion between teacher/student and Among students, which encourage elaborated responses about lesson concepts.	❑	❑	❑
17. **Grouping configurations** support language and content objectives of the lesson.	❑	❑	❑
18. Consistently provides sufficient wait time for student response.	❑	❑	❑
19. Ample opportunities for students to **clarify key concepts in L1**.	❑	❑	❑

6. Practice and Application

20. Provides **hands-on** materials and/or manipulatives for students to practice using new Content knowledge.	❑	❑	❑
21. Provides activities for students to apply **content and language knowledge** in the classroom.	❑	❑	❑
22. Uses activities that integrate all **language skills** (i.e., reading, writing, listening, speaking.)	❑	❑	❑

7. Lesson Delivery

23. **Content Objectives** clearly supported by lesson delivery.	❑	❑	❑
24. **Language Objectives** clearly supported by lesson delivery.	❑	❑	❑
25. **Students engaged** approximately 90 – 100% of the period.	❑	❑	❑
26. **Pacing** of the lesson appropriate to the students' ability level.	❑	❑	❑

REVIEW AND EVALUATION

8. Review and Assessment

27. Comprehensive **review** of key vocabulary.	❑	❑	❑
28. Comprehensive **review** of key components.	❑	❑	❑
29. Regularly provides **feedback** to students on their output (e.g., language, content, work.)	❑	❑	❑
30. Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson.	❑	❑	❑

Appendix C

Interview Protocol and Questions

Date: _____ Location: _____ Time:_____

Method of communication: _____In-person _____Video Conference

Interviewer: _____ Position:_____

District code: _____ Interviewee code: _____

Hello, today we will be conducting an interview to gather data for an explanatory mixed method study. The purpose of this explanatory mixed method study is to explore the relationship between secondary school teacher self report of depth of implementation of Sheltered Instruction and School Climate. It is anticipated this session will last approximately 45 minutes.

1. What subject area and grade level(s) do you currently teach?

2. How long have you been teaching in this subject area and grade level(s)?

3. How long have you been a teacher in your current district?

4. Can you describe what your responsibility is in regards to teaching ELL's in your classroom?

5. What sheltering strategies do you use when teaching content to ELL's in your classroom?

6. How does your professional development and in-service opportunities address language and content service delivery to ELL's?

7. What is the connection, if any, between school climate and depth of sheltering instruction in the content classroom?

8. How has the requirement by Massachusetts to shelter instruction for ELL's in the content classroom impacted your school's climate from your perspective?

9. What is the role of district leadership and Sheltering Instruction programs from your perspective?

10. What is the role of the Superintendent and school climate in your perspective?

Appendix D

Virginia Guglielmo-Brady <vguglielmo@pittsfield.net>

Re: permission to use OCI (dissertation)

1 message

Wayne Hoy <whoy@mac.com> Wed, Nov 14, 2012 at 12:54 PM
To: Virginia Guglielmo-Brady <vguglielmo@pittsfield.net>

Hi Virginia--

You have my permission to use the Organizational Climate Index in your research.

Good luck.

Wayne

WAYNE K. HOY
FAWCETT PROFESSOR OF
EDUCATION ADMINISTRATION

HOY.16@OSU.EDU
WWW.WAYNEKHOY.COM

On Nov 13, 2012, at 3:26 PM, Virginia Guglielmo-Brady wrote:

> Dear Dr. Hoy,
>
> My name is Virginia Guglielmo and I am doctoral student at Sage Graduate School in Albany, NY. I am pursuing my Ed.D in Educational Leadership and my research proposal for my dissertation involves exploring the relationship between School Climate and Secondary School teacher's perceptions on ELL students (particularly, views on Sheltering Instruction, which is mandated in Massachusetts and is the state I will be focusing on for my research).
>
> As such, I would very much like to administer the Organizational Climate Index as part of my study. I am seeking permission from you to do so. I look forward to hearing from you and will most certainly share with you my findings!
>
> Respectfully,
>
> Virginia
>
> --
> Virginia Guglielmo
> ELL Coordinator
> Pittsfield Public Schools
> 413-499-6304

Virginia Guglielmo-Brady <vguglielmo@pittsfield.net>

RE: SIOP self assessment (dissertation request)

1 message

Lewis, Vineta <Vineta.Lewis@pearson.com> Fri, Nov 16, 2012 at 3:02 PM
To: Virginia Guglielmo-Brady <vguglielmo@pittsfield.net>

Dear Ms. Guglielmo-Brady,

You have our permission to include the SIOP Model Self-Assessment as part of dissertation in order to gather self reporting data on sheltering instruction in the content classroom. No other use of the content can be made without permission of the publisher. Permission does not include any content that is attributed to parties other than Pearson Education. You may credit our author, title and Pearson Education, Inc., Upper Saddle River, New Jersey.

Sincerely,

Vineta

Vineta Michelle Lewis

Permissions Supervisor

Pearson Education, Inc.

1 Lake St.

Upper Saddle River, NJ 07458

phone 201-236-3281

fax 201-236-3290

From: Virginia Guglielmo-Brady [mailto:vguglielmo@pittsfield.net]
Sent: Thursday, November 15, 2012 12:49 PM
To: Martinez, Aurora
Cc: Jana Echevarria; MaryEllen Vogt; Debbie Short; Lewis, Vineta
Subject: Re: SIOP self assessment (dissertation request)

Dear Aurora,

Thank you so much for your reply and your support. I will, most certainly, send you a copy of my dissertation once it is completed.

I will look forward to hearing from Vineta Lewis regarding official permission to use the SIOP Model Self-Assessment in my study.

Thank you, again!

Virginia

On Thu, Nov 15, 2012 at 4:37 AM, Martinez, Aurora <MariaAurora.Martinez@pearson.com> wrote:

Dear Virginia,

Thank you for your request.

I am copying here our permissions person Vineta Lewis to formally approve this permission request. It is OK by me.

When you dissertation is complete, I would to ask if you could send us a copy of it. As we continue to work on the SIOP model, it is always very useful for us to know of other studies done.

Good luck with your dissertation.

Best,

Aurora

Aurora Martinez

Vice President, Editor in Chief

Higher Education & School Achievement Services

C/O Michelle Hochberg & Katie Wiley

501 Boylston St. Suite 900

Boston, MA 02116

O: 917 981 2303

From: Virginia Guglielmo-Brady [mailto:vguglielmo@pittsfield.net]
Sent: Thursday, November 15, 2012 12:04 AM
To: Jana Echevarria
Cc: MaryEllen Vogt; Debbie Short; Martinez, Aurora
Subject: Re: SIOP self assessment (dissertation request)

Dear Dr. Echevarria,

Thank you so much for your reply. I would like to administer the SIOP Model Self-Assessment to core content teachers (Math, ELA, Science, and Social Studies) at the secondary level (focusing specifically on content teachers of grades 6-8) in order to gather self reporting data on sheltering instruction in the content classroom. My intention is to utilize this data, along with data gathered through the administration of the Organizational Climate Index (I received permission from Dr. Hoy to use his survey) to explore the relationship between school climate and teachers' self report of the implementation of Sheltered Instruction in the content classrooms. The OCI will be administered to the entire faculty of the

participating secondary schools, while the SIOP Model Self-Assessment will be administered solely to core content teachers (grades 6-8) who have ELL's in their classrooms.

My research will be limited to small urban public schools in Massachusetts (excluding the district in which I work).

Please let me know if you need additional information. Thank you so much for your support!

Virginia

On Wed, Nov 14, 2012 at 11:27 PM, Jana Echevarria <Jana.Echevarria@csulb.edu> wrote:

Dear Virginia,

Please send us an email outlining how you plan to use the SIOP in your dissertation. Copied on this email is Aurora Martinez, our editor, who will send your request to the permissions department.

Best wishes on your dissertation!

Jana

From: Virginia Guglielmo-Brady [mailto:vguglielmo@pittsfield.net]
Sent: Wednesday, November 14, 2012 8:02 PM
To: Jana Echevarria; Jana Echevarria
Subject: SIOP self assessment (dissertation request)

Dear Dr. Echevarria,

My name is Virginia Guglielmo and I am a doctoral student at Sage Graduate School in Albany, NY. My research proposal for my dissertation involves exploring the relationship between school climate and secondary school content teachers' self report of their implementation of sheltered instruction. In my research, I believe it would be most useful to utilize the SIOP Model Self-Assessment to gather self-reporting data relative to Sheltered Instruction in the content classrooms.

I respectfully request your approval to use the SIOP Self-Assessment tool in my research. My efforts to obtain contact information for Dr. Short and Dr. Vogt have been unsuccessful, thus my not being able to include Dr. Short and Dr. Vogt in this email.

Thank you so much and I am very much looking forward to hearing from you.

Respectfully,

Virginia

--

Virginia Guglielmo

ELL Coordinator

Pittsfield Public Schools

413-499-6304

Appendix E

INFORMED CONSENT FORM
INTERVIEW

To: _____

You are being asked to participate in a research project entitled**:**

Exploring the relationship between Sheltered Instruction and School Climate in Secondary Small Urban Public Schools: A Mixed Method Approach

This research is being conducted by:

Student investigator: Virginia Guglielmo, Doctoral Candidate, Sage Graduate School

Principal investigator: Robert Bradley, Ed.D., Associate Professor, Doctor in Educational Leadership Program, The Sage Colleges

Purpose of the research study

The purpose of this mixed methods study will be to explore the relationship between secondary school climate and grades 6-8 core content teacher self-reports regarding depth of implementation of Sheltered Instruction for English Language Learners in small urban school districts in Massachusetts. The study will also examine perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs and school climate at the secondary level The nature and duration of subject's participation

Face to face and/or technology based (Skype, Facetime. Teachers will represent the following content areas: Math, Science, Social Studies, and English.

Participants in this study will be interviewed by the researcher for approximately 45 minutes, answering a series of questions related to the role of district leadership and Sheltered Instruction programs and school climate, the role of the Superintendent with

regard to school climate, as well as questions related to Sheltering Instruction in their classrooms for English Language Learners. The interviews will be conducted at an agreed upon location most convenient for the participants.

The procedures to be followed and maintenance of confidentiality

For the purpose of data analysis only, the interviews will be digitally recorded by the researcher and later transcribed by a transcriptionist whose procedures and contractual agreement will protect the confidentiality of the participants. The interviews will be played in the home of the researcher for data analysis purposes only and in the office of the transcriber who has signed a confidentiality agreement. There will not be any identifying names on the digital recording.

The selected participants will be assigned a unique ID number in lieu of recording identifying information. The ID numbers will be kept in a separate location on a password-protected computer with restricted access, allowing only the primary and student researcher access. Consent documents will be separated from the interview responses.

The data gathered will remain confidential throughout the study. The name of the participant will not be attached to any of the responses; a pseudonym will be assigned for the purposes of reporting the results of the study. All electronic information will be stored on a password-protected computer and hard copies of data will be kept in a locked filing cabinet. Only the researchers will have access to the study data. After the dissertation, all data will be destroyed. The results of the research will be published in a typed document and may be published in a professional journal or presented at professional meetings.

Benefits of participation

It is intended that the information gathered from this study will lead to a better understanding of secondary school climate and Sheltered Instruction for English Language Learners at the secondary level. In addition, depending on the findings of the study, recommendations may be made for changes and/or enhancements in K-12 district leadership as it relates to school climate and Sheltered Instruction programs for English Language Learners.

Potential risks of participation

The risk as a participant in the study will be minimal. In order to maintain the confidentiality of the participants, pseudonyms will be used in the research study. Any information obtained through this study that could identify individuals will remain strictly confidential.

Transcripts of the interviews will be provided to you for review for accuracy and a report of the statistical analysis of the cumulative survey data for the research project will be provided to you upon completion of the transcription and statistical analysis.

In the event that I am harmed by participation in this study, I understand that compensation and/or medical treatment is not available from The Sage Colleges. However, compensation and/or medical costs might be recovered by legal action.

Participation is voluntary, I understand that I may at any time during the course of this study revoke my consent and withdraw from the study without any penalty.

I have been given an opportunity to read and keep a copy of this Agreement and to ask questions concerning the study. Any such questions have been answered to my full and complete satisfaction.

I, _____, having full capacity to consent, do hereby volunteer to participate in this research study.

Signed: _____ Date: _____

Research participant

This research has received the approval of The Sage Colleges Institutional Review Board, which functions to insure the protection of the rights of human participants. If you, as a participant, have any complaints about this study, please contact:

Dr. Esther Haskvitz, Dean
Sage Graduate Schools
School of Health Sciences
65 First Street
Troy, New York 12180
518-244-2264
haskve@sage.edu

Appendix F

Interview and Research Questions Matrix

Research Question 1: What is the depth of implementation of Sheltered Instruction by grades 6-8 core content teachers in small urban school districts represented in this study?

Related interview questions:
(4) Can you describe what your responsibility is in regards to teaching ELL's in your classroom?

(5) What sheltering strategies do you use with teaching content to ELL's in your classroom?

(6) How does your professional development and in-service opportunities address language and content service delivery in the content classroom?

Research Question 2: How do the subsets of the Organizational Climate Index (OCI) describe the schools in this study?

Related interview questions:
(7) What is the connection, if any, between school climate and depth of implementation of sheltering instruction in the content classroom?

(8) How has the requirement by Massachusetts to shelter instruction for ELLs in the content classroom impacted your school's climate in your perspective?

Research Question 4: What are the perceptions of grades 6-8 core content teachers about the role of district leadership with regard to Sheltered Instruction programs?

Related interview question:
(9) What is the role of district leadership and Sheltered Instruction in your perspective?

Research Question 5: What are the perceptions of grades 6-8 core content teachers about the role of the superintendent with regard to school climate?

Related interview question:
(10) What is the role of the superintendent and school climate in your perspective?