2019

ELA and ESL Educators' Lived Experiences in Urban, Middle Level, Mainstream Classrooms

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Abstract

This ethnographic qualitative study explores best practices for English Language Learning (ELL) students by analyzing one particular co-taught 8th grade English Language Arts (ELA) classroom where students received instruction from both a trained ELA teacher and one certified in English as a Second Language (ESL). The results suggest that the ELA mainstream teacher, Mr. Scott, was disengaged in class; disinterested in his students; unaware of his students' backgrounds and needs; unaware of professional development offered; resistant and resentful towards new pedagogical approaches; tentatively interested in but unaware of best practices; displayed unprofessionalism; and indifferent about students' academic success. The ESL co-teacher, Ms. Beasley, overcame several obstacles to teach and when she taught; did not appear to have a supportive relationship with her co-teacher; received no support to teach her ELLs; was overworked and did everything herself; and was knowledgeable about and implemented effective best practices. Implications for school and research include classroom teachers becoming more aware of students' and the supports they need; non-classroom teachers informing and educating classroom teachers of modifications, accommodations, proper diagnosis, and ways to support all students; and for administrators to have more control of situations happening in the building. Limitations include, but are not limited to, the researcher having one semester to conduct this study; using only one ELA and one ESL co-teacher; eliminating a third teacher due to time constraints; a second researcher was not employed; this study was conducted at one district; and this study focused on one age group of students in 8th grade.

Introduction

Since 2018 the percentage of immigrants coming to the United States has steadily increased with more than a quarter of people, or about 86 million, making up America's population (Zong, Batalova, & Hallock, 2018). This directly impacts America's education system, teacher training, and ELL students' academics and experiences. A major issue in the educational system is that mainstream teachers are not properly prepared to teach ELLs in their classroom (Rubinstein-Avila & Lee, 2014). Because educators are not properly trained to to ELLs in their mainstream classrooms, it is more difficult to modify and accommodate for ELLs. At the state and federal level, there are laws that educators must obey to in order to ensure ELLs are receiving an adequate and equal education. Examples include: Title VI, Civil Rights Act of 1964; The VII of the ESEA of 1968: The Bilingual Education Act; Equal Education Opportunity Act of 1974; Students' Right to Desegregation- school districts may not segregate students on the basis of national origin or English Language (EL) status; Federal: Providing Language Assistance to ELLs- ELLs are entitled to an appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program (programs designed for instructing ELLs must be educationally sound in theory and effective in practice); Federal: staffing and supporting an ELL program- ELLs are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials and school districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary; ELLs must be able to participate effectively in all programs and content areas (ISBE, 2019). A teachers' lived or instruction experience are, perhaps, shaped as much by

their dispositions, mindsets, and employed methods of pedagogy. This review examines the best practices a middle school ELA teacher implements into his mainstream classroom with ELLs.

Literature Review

This ethnographic project studies one ELA 8th grade teacher, one ESL co-teacher, teacher perceptions of ELL students, and ELA and ESL best practices. This topic interests me because I am a former ELL student, and a certified high school and middle school English teacher, who did not have the best experiences in school. The education system is constantly changing, and teachers are struggling to teach ELL students. Teachers are not properly trained to teach ELL students, educators feel that it is unnecessary to have ESL training, or they have no desire to receive ESL training (Rubinstein-Avila & Lee, 2014). This study will give insight on what mainstream teachers are doing to help their students who are learning English as a second language in their classroom, which best practices ELA teachers implement into the classroom for ELL students, and how effective these strategies are for ELLs.

Best Practices: ELA and ESL

A best practice is defined as an instructional approach using modeling, demonstrations, and mentoring rather than telling or giving information to students (OECD, 2009). Best practices are statistically proven methods of instruction that provides a guide for how curriculums should be examined and measured (OECD, 2009). The Organization for Economic Co-Operation and Development (OECD) (2009) discusses how teachers' beliefs and attitudes, based on their backgrounds, play a role in their training, professional development, the content they are teaching, and whether they are employed part-time or full-time. Additionally, their level of education, whether they hold a bachelors or master's degree, may influence their methods and best

practices they are implementing (OECD, 2009). Depending on the direct, indirect, and classroom management of teachers, their classroom environment and expectations vary. There are many factors to keep in mind when teachers are implementing best practices, but it is important to know which best practices are appropriate to implement. In the English classroom, there are a wide range of best practices used to develop and enhance student success.

Educators have ample reading strategies to choose from and implement into the classroom (Zemelman, Daniels, & Hyde, 1998). Some of the most widely accepted best practices include read aloud, teaching students how to read and understand the text (CCSS.ELA-LITERACY.CCRA.R.1); provide more time for independent reading (CCSS.ELA-LITERACY.CCRA.R.10); allow students to choose their own texts; more teacher modeling and explanations of their reading processes; evaluating students on holistic, higher-order thinking processes; writing before and after reading (CCSS.ELA-LITERACY.CCRA.W.4); teach skills in the context of whole and meaningful literature; and implement more social, collaborative actives with discussion and interaction (CCSS.ELA-LITERACY.CCRA.SL.1) (Zemelman, Daniels, & Hyde, 1998). When students are not provided explicit directions, are not given opportunities to collaborate, and are isolated, they are less likely to gain vital reading comprehension skills. These particular best practices would be beneficial for ELLs in the mainstream classroom because they are able to read texts they can connect to; deepen their understanding of texts through teacher models; collaborate with their peers; and improve their reading development. In order to determine the extra interventions and pedagogical resources an ELA teacher may need to best serve their ELL students, it is important to review some widely accepted best practices for ELA instruction and to

note the overlap between them and ELL best practices. Students often articulate meaning or ideas that are extracted from text base writing.

ELA teachers have a variety of writing best practices to choose from (Zemelman, Daniels, & Hyde, 1998). When educators are teaching students to write for a specific purpose and audience, teachers should increase the amount of time spend in class dedicated towards writing whole, original pieces through: establishing purpose for writing and students involvement, and implementing instruction supports at each stage of the writing process (prewriting, drafting, revising, and editing) (CCSS.ELA-LITERACY.W.8.10); promoting student ownership and responsibility by helping students choose a topic of their choice, conducting brief teacher-student conferences, and teaching students to review their progress; implementing more writing models, like drafting, revising, and sharing; provide grammar and mechanical errors at the editing stage (CCSS.ELA-LITERACY.L.8.1); and creating a supportive setting for shared learning, using collaboration in small groups, actively exchanging and valuing students' thoughts and ideas, and holding conferences and peer edits that provide responsibility for improvements (CCSS.ELA-LITERACY.SL.8.1) (Zemelman, Daniels, & Hyde, 1998). If the teacher discusses their writing but never shares his/her work, isolates grammar lessons, controls every writing decision, and implements writing assignments that are brief with no purpose, students will not gain essential skills needed for writing development. In the ESL classroom, there are specific reading best practices that help students understand and comprehend the text better.

ESL teachers can implement reading best practices that can help students' comprehension and retention levels (Rothenberg & Fisher, 2007). When teaching ELL students reading strategies, educators can use culturally relevant reading material; connect reading with students' back-

ground knowledge and experience (TESOL- Build on students' background and cultures; build background where necessary on using evidence from different types of text); ask students' families to read with students in their native langue at home (TESOL- Know and use ELLs' first-language reading literacy skills as a support as appropriate); read aloud frequently to help student become familiar with sounds and structures of written English; teach language features, like text structure, vocabulary, and text- and sentence-level grammar (TESOL- Teach the meanings of words with multiple definitions, idiomatic expressions, and technical terms); conduct pre-reading activities that elicit discussion of the topic; teach key vocabulary vital for the topic; cognates (TESOL- Teach ELLs strategies to guess unknown words (e.g., cognates, prefixes, roots, suffixes)); and encourage students to discuss the readings, including cultural aspects of the text (TESOL- Integrate ELLs' background knowledge and culture into instruction) (Rothenberg & Fisher, 2007, p. 144). Additionally, teachers can utilize and implement strategies like anchor charts, readers' theater, vocabulary frames, word walls, personal picture dictionary, and shared reading (TESOL- Create and use scaffolding and supports so that ELLs at different levels of English language proficiency can take part in meaningful conversations and writing using complex text) (Teaching Tolerance, 2017), which would help enhance their understanding of the literature they are analyzing. When teachers implement these various reading strategies, ELL students' analytical and comprehension skills will sharpen, develop, and carryover in all areas of their life. ESL educators can also incorporate writing best practices to help students develop better writing skills.

Writing maybe be a challenging and daunting task for ELLs, but there are writing strategies to help them view writing through a different lens. For example, educators can: provide a

nurturing environment for writing; implement collaborative writing actives that promote discussion; provide meaningful and frequent opportunities for students to generate their own writing; create writing assignments for a variety of audiences, purposes, and genres (TESOL- Provide ELLs with linguistic structures so that they can use evidence, cite sources, avoid plagiarism, synthesize information from grade-level complex text, and create argumentative/ persuasive speech and writing); provide extensive feedback on students strengths and indicate sections where the student meets expectations; provide explicit feedback (written and oral); and provide more than one suggestion for change, allowing students to maintain control of their own writing (Rothenberg & Fisher, 2007, p. 163). Additionally, educators can have students make journal entries, brainstorm ideas for writing, fill out graphic organizers, and help students organize their thoughts (TESOL- Create and use scaffolding and supports so that ELLs at different levels of English language proficiency can take part in meaningful conversations and writing using complex text) (Makofsky, 2019). By implementing best practices into the classroom for ELL students, it will build students confidence, help them sharpen and build on their previous skills, and provide a sturdy foundation for their life. Often teachers are casted with collaborated instruction, or co-teaching.

Co-Teaching

Co-teaching is a promising pedagogical practice that benefits English language learners who are in the mainstream classroom. According to Abdallah (2009), co-teaching is defined as the classroom teacher and a special education or ESL teacher working together (Abdallah, 2009, pg. 2). Additionally, co-teachers must "agree on methods of instruction, discipline, supervision of classroom aides, and in some cases even the curriculum…they must plan together, teach to-

gether and assess the students together" (Abdallah, 2009, p. 2). When an ELA teacher is co-teaching with an ESL teacher, there are various aspects that both professionals need to consider. For example, educators should collaborate with grade level teams to support the integration of best practices for ELLs; create a flexible design for educators to have a block of time during the day to arrange services; partner a first-year teacher with a veteran teacher who can act as a mentor and support the new teacher; provide first-year co-teachers with a coach to guide and support their co-teaching partnership by co-planning, co-teaching, co-assessing, and reflecting with both professionals; and partner with a literacy specialist to provide push-in services and support (Pauley et al., 2018). While there are many elements to consider when co-teaching, there are several models of co-teaching professionals can adapt in the mainstream classroom.

Co-teaching partners can have many options of different approaches. Specifically, educators can agree to implement the following approaches: Station Teaching, which has both teachers working at a station, while students rotate through teacher guided and independent areas; Parallel Teaching, which has educators working two groups, with teachers instructing students in different ways using different strategies; Alternative Teaching, which consists of one teacher teaching the whole group while the other educators pulls together a small group to re-teach, pre-teach, or clear confusion; Teaming is when educators co-instruct the lesson together; One teach, One Assist is when one teacher leads the whole group instruction in the mainstream classroom while the second teacher moves around the room to monitor and re-explain concepts/material; and One Teach, Once Observe consists of one teacher leading the whole group instruction while the second educator collects observations and gathers data (Pauley et al., 2018). These six approaches allow both educators to have several options to implement and see which style is best

for them and their students. Along with these approaches, there are several benefits that enhance students' learning.

Studies show that co-teaching is beneficial for students' learning and academic growth (Pauley et al., 2018). Co-teaching benefits students because it re-emphasizes instruction, implements strategies that will benefit all students, allows students to stay in class with their native-speaking classmates, and it creates a classroom culture of acceptance for all students (Pauley et al., 2018). There are promising pedagogical best practices applicable to each student in the mainstream classroom that provides a rigorous curriculum, which will create a feasible model and effective instructional practices. When an ESL teacher is co-teaching with an ELA mainstream teacher, it allows both educators to take on a role and teach the same lesson while implementing different strategies to accommodate each student's academic needs. Because each student is unique, it is vital for both teachers to know their students' academic and cultural background.

ELL Immigrant Students: Ethnography

In order to see how co-teaching plays out in real world scenarios, this project took on the form of ethnography because it helps individuals understand one's community, how they act, and how they think. By definition, ethnography is the study of cultural systems from an *Emic* and *Etic* view, with a focus on comprehending the socio-cultural context and understandings of the specific cultural system (Whitehead, 2004). An e*mic* approach is when the researcher has an understanding of a cultural system from the view point of the specific group being studied. Researchers conducting a study using an *emic* perspective immerse themselves in one's culture as an insider, drawing their own self-understandings (Morris, et al., 1999). Researchers are actively

observing, interviewing, and making records in qualitative form. For example, if native-born American researchers go to a foreign country, like Greece, to study anthropology, they would fully immerse themselves in the Greek culture by staying in a village, using the Greek language, and eating Greek food. On the other hand, if the same researchers completed this study from an e*tic* perspective, it would be different.

An *etic* perspective approach analyzes a cultural system through examples and patterns from an outside point of view. Researchers conducting a study using an *etic* perspective conduct brief, structured observations of multiple cultural groups (Moris, et al., 1999). Observations are typically conducted in a parallel manner across various settings. For example, when comparing the Eastern to Western world's perspectives of education, one can find various factors across each culture. For students who immigrate to America, they have different customs and cultural backgrounds compared to America.

Researchers conducting ethnographic studies may discover vital information to help inform others on diverse cultures and individuals' social dynamics, but ethnographic studies can be complicated. Contextual contingencies, or circumstances that can possibly occur, but cannot be predicted and are dependent to the situation, such as an ELL immigrant student fleeing from a war country or a child whose parents are furthering their education (Whitehead, 2004).

ELL Immigrant Students' Experiences

While it is important to ensure that all student populations that are served by co-teachers are getting the best instruction possible, it is necessary to understand the wider contexts and challenges faced by these individual populations. Beyond having academic needs, adolescents who have recently immigrated to another country often struggle in terms of peer interactions. Kids

usually have their own friend groups from year to year, which makes it difficult for immigrant students to find their group of friends. Latino students, typically, are excluded and isolated in school by their Caucasian and African American peers because of their ethnicity (Perreira, Chapman, Stein, 2006). Because Latino students are learning English and trying to fit in, they cannot communicate with their peers well, impacting their ability to make new friends (Perreira et al., 2006). Students have indicated that many ELL students feel so uncomfortable in school that they eat lunch in the ESL classroom with their teachers. This feeling of being an outsider does not help students feel welcomed or promote a positive learning environment. This affects students' grades, social skills, school experience, and identity (Perreira et al., 2006). Just as ELL adolescents struggle with their peers, they face difficulties recognizing their self-worth.

In the classroom, ELL students are made fun of for the way they speak. Immigrant students are learning English as their second language, and they do not pronounce words or phrases the same as native born Americans would. In a study conducted by Norrid-Lacy and Spencer (1999), a senior adolescent immigrant reflected on her experiences in mainstream classrooms, and she expressed her feelings of hatred and embarrassment because she was made fun of for her speech, mispronunciations, and comprehension rate by her peers (Norrid-Lacey & Spencer, 1999). If she was not feeling ashamed of herself or afraid, she was in the ESL classroom where she felt less intelligent than her peers in the mainstream classroom. There are some ELL students who would prefer to be in mainstream classes so they can fit in with everyone else, but there are other students who will never leave the ESL classroom because they do not want to face bullying or isolation from their peers (Norrid-Lacey & Spencer, 1999). Because many ELL students are degraded and are barely supported, they often think about who they really are.

Studies have shown how Latino immigrant students also experience identity crisis. As Holland (1998) describes in their study, *figured worlds* discusses how individuals' identities are created through their activities, relationships with others, cultural phenomenons, and social encounters (Urrieta, 2007). For ESL immigrant students, they are raised in a country that has a different culture compared to America. When ESL adolescents start school, they're exposed to their American peers who may reject them because they may seem different. Rejection creates a new, negative experience for immigrant students, impacting who they are and what agencies they create for themselves. Some ESL adolescents identify with their culture and do not feel ashamed to speak in their native language, while others completely leave their culture and language behind. Depending on the adolescents' experience and situation, fitting in is what matters. Some students completely change who they are, and parents are unsure if they can help. Being a teenager is difficult in itself, but coming to a new country with a new language and dynamic creates more barriers for ESL immigrant students (Perreira et al., 2006). Not only do students face identity crisis, but they are confronted with discrimination from their peers.

Scholars have revealed that immigrant students experienced different situations of racism at school (Perreira et al., 2006). In multiple situations, Latino ELL students face both external and internal forms of racism. ELL students confided in their parents that they were being teased and bullied on the bus by an African American student to the point where the students got into a physical altercation. There are other instances of violence between Latino immigrant and African American students, but Latino ELL students also faced discrimination from other Latino ELL students. Because one group of Latinos felt more superior to the other, the bullies hindering their peers' learning (Perreira et al., 2006). Unfortunately, when teachers and school personnel

witness such conflicts, it may have an impact on how they interact with these ELL students themselves.

ESL Teacher Perception

With different events and experiences shaping each individual, researchers examined and exposed teachers' perceptions of their ELL students were both positive and negative (Norrid-Lacey & Spencer, 1999). Positive teacher perceptions reflected sensitivity, support, and encouragement for ELL students. When teachers have a positive mindset and classroom environment, students have a better opportunity for success. If teachers have negative perceptions, this mindset could spread within the classroom, creating a negative learning environment. For example, an ESL teacher said that one of her students will end up pregnant before she can even go to college; the kids are smart, but too lazy; and immigrant people come to take advantage of teachers and the school (Norrid-Lacey & Spencer, 1999, p. 11). Teachers even promoted that ELL students should completely get rid of their native language. And, if educators heard students talking in Spanish, they would be punished. When teachers have a negative perception, it trickles down and is presented in their teaching (Wade, 2000). The teacher is there to be an advocate for students, to help them learn and grasp skills for their future endeavors. But when the teacher does not believe in their students, their effort, motivation, and enthusiasm is diminished. Punishing students for using their native language not only discourages them to participate and learn, but ELL students lose more confidence (Norrid-Lacey & Spencer, 1999). Each ELL student has a different educational background.

ESL Immigrant Students' Educational Background

When newly immigrant students arrive at schools in America, they are typically under-achieving and demonstrate growth issues (Good et al., 2010). There is a huge achievement gap between advantaged and disadvantaged students, and ELL students fall in the disadvantaged group. Hispanic ELL students' proficiency and performance on state-standardized assessments shows alarming results. But because immigrant students come from countries that may not be as advanced or privileged as America, ESL adolescents struggle to learn. Educational leaders, school districts, and school employers see that there is an issue with achievement for immigrant students. According to Zacarian, Finlayson, Lisseck, and LoIacono (2011), 66% of ELLs in U.S. schools come from non-literacy oriented homes. Because some of these parents are not literate in English, the idea of formal education is unknown to them. The education that ELL students are exposed to in America is completely different than what they were exposed to back in their native country, so students have to make unthinkable adjustments, while learning a foreign lan-guage. Most of immigrant students receive an education back home, like Mexico. Some stu-dents have not been to school until they came to America. Each student is different and has a different education background (Good et al., 2010). Based on each family's experience(s), par-ents of ELL students may view the world in a certain lens.

Parent Perspective and Influence

Parents face fears of the unknown; how they can navigate through unfamiliar work, school, and neighborhood environments; situations of encountering and confronting racism; and losing family connections (Perreira et al., 2006). Latinos became the largest minority group to immigrate to America, and parents have been trying to adapt parental strategies to help their child's development. Parents have specific goals and values lined up for their children that could

not be achieved due to low-income and violence (Perreira et al., 2006). The main reason why

parents decide to immigrate to America is to have a better education, have a better economic fu-

ture, to grow up in a safer environment, and to reconnect with family. But when parents decide to

immigrate, a snowball effect occurs. They face a change in social status, leading them to make

sacrifices and cope with certain losses. Then, the families become socially segregated from oth-

ers, leading them to become fearful of their environment and encounters diversity and con-

fronting racism. The intentions of immigrant parents are good, but the results are different than

expected (Perreira et al., 2006).

Parents who immigrate to America face new challenges that were not anticipated (Per-

reira et al., 2006). More than half of parents faced challenges when they tried to navigate within

their new living environment and encounter anxiety, which also effected their children (67%).

The language barrier was a huge aspect that parents had to overcome while navigating in their

new world. Parents felt alienated, helpless, and trapped because of the language barrier. An Ar-

gentinean mother, who is well-educated, stated that, "I didn't understand anything completely—

nothing. That put me in a type of jail, you know. I couldn't communicate for the first time in my

life. It was like I wasn't a part of this society" (Perreira et al., 2006, p. 1396). Parents could not

help their children at home with their homework, they could not communicate with the school,

and their children started to resent their culture and parents. Immigrant children would learn

English at school, and most of the students would become embarrassed and ashamed of who they

were because they were different from their friends at school. They want to fit in with their peers

at school, which meant leaving their native language and culture behind (Oh & Fuligni, 2010).

In a recent study, out of 5,000 second-generation adolescents in California and Florida, only 30

percent of adolescents are fluent in their native language (Oh & Fuligni, 2010). When immigrant families try to fit into their new environment, they also face unique cultural challenges in their new towns.

    Researchers discovered that the community where immigrant parents reside in gave them struggles because of their cultural background, which created a barrier (Perreira et al., 2006). Coming from a different country, parents are unfamiliar with their neighbors, what type of community they live in, and the parents of their children's friends. This impacts the children because they are not allowed to spend time with their friends outside of school nor participate in activities; immigrant parents do not feel comfortable letting their child be around complete strangers in a country they are not familiar with. Children start to feel more isolated, detached, and may even lose their friends (Perreira et al., 2006). These parents not only are trying to do what is best for their child in their everyday life, but also in their academic life.

    In school, immigrant parents had mixed perceptions with their children's teachers (Good, Maseqicz, & Vogel, 2010). Parents who wanted to become more involved in their children's academics felt like they could not do so because schools and teacher would not value their voice. Despite parents' English skills, they wanted to communicate and help their children, but schools would not always provide translators for them. This made parent involvement almost impossible, which directly effects the support students receive at home. Each culture has their own traditions and way they live their life. Families coming from places, like Mexico, experience teachers who are from the same culture, and parents are used to this. There is an understanding that the teacher is an extension of their family; they are like parents, grandparents, counselors, and caretakers. But in America, the teacher's role is viewed differently. The cultural barrier has

a huge impact on teacher-parent relationships, teacher-student relationships, and student-parent relationships (Good, Maseqicz, & Vogel, 2010). Just how there are struggles between each relationship, parents faced discrimination between coworkers in their workplace.

Researchers found that Latino immigrant parents experienced racism at work (Perreira et al., 2006). Specifically, parents working were told by African Americans that immigrant parents would be more successful if they stayed in their home country and they would not struggle the way they are if they came here (Perreira et al., 2006, p. 1402). This ingrained fear into the minds of parents, which impacted their mindset towards others and how they view their new homes. Children, also, encountered racism at school by other African American students, so the new perception parents adopted effected their children's lives; they became racist towards others because they were discriminated against. As a result, immigrant parents and children started to internalize their feelings and isolate themselves more from others and their community (Perreira et al., 2006). After developing these feelings constantly overtime, they see a difference in their relationships with extended family.

When immigrant families come to the United States, scholars have discovered that they struggle, lose family connections, and family dynamics change (Perreira et al., 2006). Parents come to America so they can have a better life and help support their families, but a lot of parents had to leave some of their family members behind. Many immigrants see how their relationships with children and loved ones are affected once they see them again, and it may be good and bad. If parents come to America and live with extended family, the transition of living with family does not give them any privacy or sense of independence; they feel like they are intruding. Depending on how close-niche the family is and their situation, many immigrant families have a

rocky road of trying to find their own way with their immediate family, family back home, and extended family already established in America (Perreira et al., 2006). Depending on the student, teachers implement specific best practices in their classroom to help them understand and grasp skills.

Methods

To better understand the lived experiences of teachers of ELL students, I interviewed one 8th ELA teacher and one ESL teacher who co-teach together. I conducted interviews with both teachers individually to see what his/her teaching background is, what ESL experience they have, what best practices they know and implement, and which best practices they feel are most effective. After my interviews, I observed each teacher teach for two class periods to see which best practices they are implementing, and if they are doing what they are saying in their interviews. Throughout the qualitative ethnographic study, I relied on grounded theory and content analysis from data collection through data analysis (Birks & Mills, 2011; Charmaz, 2014; Krippendorff, 2013; Whitehead, 2004).

Sample

I was able to interview the ELA and ESL teacher in March, and scheduled various days to observe them after the interview that day. Mr. Scott has been teaching English Language Arts (ELA) at the same urban school for 35 years, while this is Ms. Beasley first year teaching at this urban school as the ESL co-teacher. Out of the 750 students in the district, about 400 of them are ELLs who speak a while range of 45 languages.   The teachers responded to an email stating their interest in my research, which lead me to implementing them in my study. I met with both teachers and reviewed the informed consent forms with both of them. After they signed the con-

sent forms, I gave them each a printed copy of the interview questions; one was specifically for the ELA teacher and another for the ESL teacher. Both teachers felt comfortable to answer my interview questions on the spot, so I conducted the interviews by verbally asking the questions and audio recorded their answers on my iPhone. I have included both interview questions for the ELA and ESL teacher in Appendix A.

Data Collection

I conducted an ethnography qualitative study, using an *Etic* approach, which analyzes a cultural system through examples and patterns from an outside point of view (Whitehead, 2004). I provided the interview questions to participants before I meet with them. I will also provided both teachers with a copy of the interview questions so they did not feel overwhelmed when I read the questions out loud. I wrote my observations on my own printed version of the questions for both teacher, and audio recorded both of my participants' responses on my iPhone. Additionally, I asked follow-up questions when appropriate. I took written notes of when teachers looked away, if they took pauses during their responses, and any leg or hand movements they made. I took notes on how participants were sitting, and if they seemed less-than-open with their responses when asked specific questions (Whitehead, 2004). Additionally, I paid close attention to what was said, verbal and non-verbal cues, and I was able to transcribe my audio tapes to analyze responses in more depth. When I observed both teachers teaching, I took notes on their movements, what they were doing in the classroom, what their tone was like, what best practices they implemented, and how they are addressed students, using observations to make inferences, draw conclusions, and find patterns. As Whitehead (2004), states, ethnography entails observations, asking questions, making inferences, and continuing these processes until these questions

have been answered (Whitehead, 2004), which is what my study contains. My study analyzed

what teachers said they are doing in the classroom, based on their interview responses, compared

to what they are actually doing in the classroom, based on my observations.

Data Analysis

I analyzed the data using grounded theory and content analysis (Birks & Mills, 2011;

Charmaz, 2014; Krippendorff, 2013). This inductive and qualitative approach enables considera-

tion of the diverse data that frequently emerges in a teacher's classroom. Open and axial coding

are necessary. During open coding, I read the participants' answers closely and looked for pat-

terns. I paid close attention to key words, themes, and ideas, which I used to develop tentative,

testable codes for axial coding. During axial coding, I reread the transcripts to determine the fre-

quency of the codes. I repeated these steps until I found no new patterns. I consider participants'

perceptions, observations, inferences, while also making connections between specific cate-

gories, establishing relationships. Once I coded my data, I analyzed the content to maintain simi-

larities and differences between categories, and to see if any subcategories needed to be created.

The focus of observations was on: which best practices do English teachers implement in their

classroom; what best practices does the ESL co-teacher implement in the mainstream classroom;

how do English teachers implement various best practices; what types of emotions appear no-

ticeable; what were some sources of tension; how does the ELA and ESL co-teacher work to-

gether to help enhance student learning; and how receptive do the students appear to be when

their English teacher is instructing and implementing best practices.

These procedures align with those from previous related studies. For example, re-

searchers observed Latino immigrant students from their freshman year of high school until their

senior year (Norrid-Lacy et at., 1999). Six case studies were created, and each participant was interviewed. Additionally, researchers collected data by observing students off school grounds. For four straight years of collecting data, scholars collected a massive amount of data. They used grounded theory and content analysis. These three scholars analyzed, coded, and created categories when they conducted their research (Norrid-Lacy et at., 1999); similar to the coding process in my study.

In another study involving a small sample of first-generation immigrants, participants were interviewed at home or at a community center regarding their economic background, acculturation, and mental health (Perreira et al., 2006). Researchers actively listened to participants' stories, which allowed them to analyze their data based on interviews. After coding took place, specific themes were created, which were: obtaining a better education; securing a better economic future; growing up in a safer environment; and reconnecting with family in America. From these four major themes, sub-themes were created, such as: helping their children escape poverty; getting a better job; helping their children learn English; and protecting their children from domestic violence (Perreira et al., 2006). Just like these two studies, my research consisted of gathering data, coding the data, creating specific categories, establishing connections, and observing what relationships form.

Findings

The data came from two teachers, Mr. Scott and Ms. Beasley. Mr. Scott is a veteran ELA teacher. Ms. Beasley is a novice ESL teacher. This section reports their experiences, accomplishments, and struggles.

Mr. Scott, the ELA Teacher

Mr. Scott has been a teacher for 35 years, and this is his 32 year at this specific school. Mr. Scott has demonstrated disengagement during class, disinterest in his students' academic success and his professional obligations, resentful to school changes, uninterested in obtaining ESL training, and contains a fixed mindset. Through an interview, multiple conversations, and several observations, one observer determined Mr. Scott to be a potential cause to issues occurring.

Mr. Scott appeared to be disengaged during class. During the initial observation in Mr. Scott's 1st period ELA class, where Mr. Scott has two students who are receiving ELL support. After students completed the Daily Oral Language (DOL) and discussed chapter six of *Animal Farm*, Mr. Scott had students silently read. While students were silently reading, Mr. Scott sat at the corner of his desk to put grades in Skyward, and he also would stand at his podium to put grades in Skyward. If he was not plugging grades into the computer system, he was adjusting the classical music volume coming from the speaker across the room; he was talking with a student about an assignment he was missing; and he would have side conversations with the researcher regarding class or future observations. Mr. Scott did not walk around the room to informally assess students or check to see how their progress was coming along. At the beginning of class, Mr. Scott informed students that they were either working on a quiz, if they were ready; reading chapter seven of *Animal Farm*; or beginning a new novel (Observation One). Out of the 27 students that were present in class that day, about 12 of the students were disengaged, and Mr. Scott did not address any students. Once students finished their work, they either: slept, read a book for a different class, lip talked to each other from across the room, were on their phones,

were drawing, or picking their nails (Observation One). Mr. Scott also appeared disengaged dur-

ing the researcher's second observation during his 4th period co-taught class with Ms. Beasley.

Mr. Scott's ESL co-teacher, Ms. Beasley, taught a lesson on universal themes. At the be-

ginning of 4th period, students completed their DOL, then Ms. Beasley arrives to class – her pre-

vious class is across the school, so she comes to class about six-10 minutes late every day. After

the first six minutes of class and Ms. Beasley had begun her lesson, Mr. Scott went up to the re-

searcher and states, "I am going to make some copies really quickly" (Observation, 11:43am).

Mr. Scott left class to make copies at 11:43am, then he arrived back in class at 11:50am. As Ms.

Beasley continues to teach, Mr. Scott came up to the desk, where the researcher was sitting, and

he said to the researcher, "ya know, this is an awesome lesson, but it messes up with the rest of

my schedule for today [chuckles]" (Second Observation, 4th period, 11:50am). At 11:52am, Mr.

Scott leaves the classroom again, leaving Ms. Beasley in the classroom by herself to teach Mr.

Scott's ELA class. Mr. Scott enters the classroom at 11:56am, but then leaves again at 11:58am.

At this point, the researcher is unaware of where Mr. Scott is going and what he is doing. Once

Mr. Scott enters the classroom at 12:05pm, he starts to engage in conversation with the students

who are closest to the door. Ms. Beasley has students completing a think-pair-share exercise. As

Ms. Beasley is going around to each group and asking them about their universal theme for *Ani-*

mal Farm and previous novels they read in class, Mr. Scott walks over to his desk at 12:07pm.

At 12:11, Mr. Scott approached the researcher sitting at the desk and states, "I think I am going

to head out and get an early start on my swim…" (Observation, 12:11pm). At 12:13pm, Mr.

Scott left the classroom for the final time. During this class period, Mr. Scott was out of the room

for a total of 35 minutes. He did not provide any instruction with Ms. Beasley, his ESL co-

teacher, and he did not engage with his students, besides the two minutes previously mentioned. His behavior and remarks lead the researcher to believe that Mr. Scott appears not only disengaged, but disinterested in his students.

All students appeared disinterested in class as he appeared indifferent to their academic success and their personal lives. During the first observation in Mr. Scott's classroom, he completed the DOL and discussed chapter six of *Animal Farm* with students for about 12 minutes. During class discussion, three students were sleeping, one student was reading a book for a different class, a student in the back was drawing, another student was picking her nails, and the last student was staring out the window or around the room. Mr. Scott did not address any of those students, and he continued to have class discussion with the same students who kept volunteering. He did not appear to be interested in engaging the students who were off-task; it seemed that the students who were not paying attention did not bother him. After class discussion, Mr. Scott turned a set of lights off, the classical music continued to play, and he told students they could either continue reading *Animal Farm*; take the chapter six quiz, if they were ready to take it; or start reading their new book. The same students who were not engaged before, continued to be disengaged, plus more students. For example, a student had his phone in his book, pretending to read; another student is staring at the posters around the room; and two students go on their phone, after they turn their quiz in; and two students are lip talking to each other from across the room (Observation One). During this, Mr. Scott was at his podium putting grades into Skyward; fixing the papers on the ledge; fixing the DOL sentence for 4th period; and trying to help a student find a journal assignment. During this time, he does not address any students for

being off task and unproductive. During the second observation in Mr. Scott's 1st period class, his engagement and students' disinterest did not change.

After Mr. Scott went over the DOL for five minutes, he did not provide any instruction. He told students that they were to either continue reading *Animal Farm*, take the chapter eight quiz, or read a new book. Mr. Scott turned all sets of lights off and had classical music playing at a medium-low volume. During this silent work period, six students were sleeping; one student was on his computer; a student asks him if she can go to the library; and another student was drawing (Observation Two). While this was occurring, Mr. Scott went to fix the volume on the speaker; spoke to the researcher about Ms. Beasley's universal theme lesson that would occur 4th period; sat at his desk to put grades in his computer and organize paper; stood his podium to put grades in his computer; and showed the researcher posters of students' propaganda posters from previous years, multiple times (Observation Two). Over the course of two observations, students have demonstrated a demeanor of disinterest and were hardly participating in class. Additionally, Mr. Scott has shown his disinterest in his students' academic success by not providing students with any instruction, not engaging his students who were struggling, allowing student to not do their work, and promoting students to acquire an unproductive work ethic. Instead of organizing papers and completing work on the computer, Mr. Scott could have promoted a more positive and productive learning environment for all students. Not only did Mr. Scott appear indifferent in students' academic success, but he did not seem to address his English Language Learners (ELL) during class.

Mr. Scott appeared disinterested in ELL students and his professional obligations to them. After the first observation in Mr. Scott's 1st period class, the researcher asked him which stu-

dents in his class were ELLs. He proceeded to say how he might have two ELL students in his

1st period class, but he was unaware. He recommended that the researcher ask the ESL co-

teacher to see if these two students were or were not ELLs. In a recent email conversation, Ms.

Beasley was asked if the two students in Mr. Scott's 1st period class, Dwight[1] and Jim[2], were

ELLs. She stated that Dwight has an ACCESS score of 3.0, and Jim does not have an ACCESS

score on file (the ACCESS test determines the students' English proficiency, and what the most

appropriate classroom setting is for ELLs), so she does not think he is an ELL, at least by their

school's standards (Email Correspondence). In a previous conversation, after the second obser-

vation, Ms. Beasley stated how the counselors did not place ELLs in the appropriate classroom at

the beginning of the school year, so her and another employee had to go through about 70 stu-

dents' schedules to appropriately place them in the right classroom setting. After learning about

this, a follow-up email question asked Ms. Beasley how mainstream teachers know if they have

ELLs in their class. She stated that, "in skyward, our attendance and grading system, the kids

who are ELLs are marked with a purple "L" on their online files. This shows up in the rosters as

a flag to teachers to investigate" (Email Correspondence). Despite the potential computer files

not being accurate, Mr. Scott knew that these two ELL students were not only struggling with

Animal Farm, but with content presented throughout the whole year. For example, after the sec-

ond observation, Mr. Scott stated, "I know that they are really struggling with reading *Animal*

Farm, that's why I offer the book to them in Spanish, so it can help them" (During Interview Af-

ter Second Observation). Additionally, Mr. Scott specifically said how Dwight, one of the ELLs,

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[1] Dwight is ELL Student One

[2] Jim is ELL Student Two

has been struggling all year, but he was not sure if it was a language thing or something else. Because he has had team meetings in the past for Dwight, it leads him to believe that Dwight may have "something else" occurring. Mr. Scott insinuated that this student may have an unidentified IEP, but he was not sure. He continued to explain that if Dwight had a language barrier, he would most likely be placed in his 4th period co-taught class with the other ELLs and Ms. Beasley. But because Dwight was not, Mr. Scott saw him as a student in his mainstream classroom who did not need any modifications or accommodations. Mr. Scott is not fulfilling his professional responsibility of differentiating instruction and assisting his ELLs, nor does he appear to see an issue with this. In Mr. Scott's 4th period co-taught classroom, he displays a similar disinterest in ELLs.

In the co-taught ELA classroom, it is an untraditional co-taught style. Although Mr. Scott and Ms. Beasley are co-teachers, Ms. Beasley pulls out her ELLs from the mainstream classroom due to Mr. Scott's preference. In the first observation for 4th period, Ms. Beasley had instruction in a section of the hallway where there are two staff bathrooms, another classroom at the end of the enclosed hall, and the main hallway. During this observation, Mr. Scott came to check on Ms. Beasley twice. After class, the researcher asked if Mr. Scott typically checks on her and their ELLs, and she stated that he checks on her to ensure there are not any fights, and it's a situation she cannot handle. While that is a comforting and thoughtful gesture, Mr. Scott displays no interest in his ELL students, whom are in his mainstream classroom. In the second 4th period observation, Ms. Beasley taught all students about universal themes. In Ms. Beasley's interview, she stated how she co-teaches with the 6th, 7th, and 8th, grade ELA teachers, and they are all vastly different. Specifically for the 8th grade co-taught ELA class, she stated that it is basically

a pull-out class. In a recent email conversation, Ms. Beasley was asked how often she teaches in

the mainstream classroom with Mr. Scott. She responded stating,

> …I do not teach in the mainstream classroom with [Mr. Scott] very often. I usual-
> ly pull out as that is what he prefers. The lesson I taught for the whole class was a
> need that I noticed needed to be addressed for ALL students, including my ELLs,
> so I asked him if I could teach it. (Email Correspondence)

In Mr. Scott's interview, he stated that it would be most beneficial for other teachers to commu-

nicate what their expectations are because "if you're working with a co-teacher, it should be an

equal situation" (Interview). Instead of keeping ELLs in the mainstream classroom where an

ELA teacher co-teaches with the ESL teacher, Mr. Scott prefers when all ELLs have isolated in-

struction in a chaotic hallway, on the floor next to two staff bathrooms, and filled with distrac-

tions that would not occur if they were in the classroom. Additionally, Ms. Beasley asked per-

mission, from her co-teacher, if she could teach a lesson. According to Abdallah (2009), co-

teachers agree on instructional methods, supervision, discipline, and plan together (Abdallah,

2009). In this situation between Mr. Scott and Ms. Beasley, these elements of co-teaching are

non-existent because Mr. Scott has no interest in helping prepare ELL students for their future

endeavors. As a result of Mr. Scott's disinterest, he seemed to know very little about his stu-

dents' classroom experiences and background.

Mr. Scott seemed unaware of his students and their academic background. When Mr.

Scott was asked which students in his 1st period ELA class were ELLs, he was hesitant and un-

sure if two of his students were ELLs or not. Because of his uncertainty, he directed the re-

searcher to ask Ms. Beasley about the two ELLs and their status (Conversation After Second Ob-

servation). Knowing students' academic background is vital because the teacher needs to know

if a student has an IEP, 504 plan, or if they are an ELL, who needs accommodations and modifi-

cations. Mr. Scott demonstrates a teacher who has no interest in better knowing or supporting his

students and their needs, nor helping students prepare for their academic and professional suc-

cess. In a conversation after the second observation, Mr. Scott explained the difficulties Jim and

Dwight, the two ELLs, have been facing the whole academic school year. Instead of legally

modifying, accommodating, and providing students with an adequate and equal education, Mr.

Scott stated that "I don't know if it's a language thing or something else" (Conversation After

Second Observation). According to a recent study done by Mike Krings at the University of

Kansas, ELLs have been over-represented in the learning disability category because of inaccu-

rate identification. Mr. Scott's interactions align with this previous research being that when he

sees ELL students struggling to read an assigned novel(s) he assumes that they have a learning

disability. As Orosco (2017), associate professor of special education, states, "seeing that a stu-

dent is not reading at the same level as his or her peers and automatically assuming they have

reading difficulties is like a doctor taking a patient's blood pressure and telling them they have

cancer" (Krings, 2017). Because Mr. Scott does not appear to be implementing the proper tools

or assessments, Jim and Dwight have not received a quality instruction. As it seems that Mr.

Scott struggles with instructing ELLs, it directly correlates with Mr. Scott not knowing or attend-

ing ESL professional development offered for all educators in the district- if he attended the ESL

professional development opportunities, he would have a better understanding of how to teach

ELLs.

      Mr. Scott appears unaware of professional development opportunities offered. When Mr.

Scott was asked if his school district has ESL professional development available for mainstream

teachers, like himself, Mr. Scott was initially confused by the term professional development, and asked if they were comparable to classes one would take. After the researcher explained to Mr. Scott what professional development is, he stated, "Well, if we do, I think it's scattered…" (Interview). After looking at the district school website, it showed various professional development opportunities for student feedback, strategies to implement in the classroom for ELLs, and understanding autism. Mr. Scott appears distracted and consumed by other situations occurring in the school, like the elimination of school Deans, the teacher and administration turnover, and restorative justice implementation. Mr. Scott has been teaching at this school for 32 years, and he was not able to identify professional development, nor specifically name any past or present opportunities available for all teachers. Mr. Scott's response raises other concerns regarding the building functions and learning environment, but his unawareness of professional development is alarming. Additionally, Mr. Scott's appeared to be unwilling to seek these opportunities out.

Mr. Scott was unenthusiastic to seek and receive ESL training. Mr. Scott was asked if he wanted to receive ESL training, since he has not received any, and how would he go about this. Part of his response stated the following: "…I enjoyed the experience working with her [the co-teacher], but I haven't been seeking out, saying "okay, how do I get trained in ESL" you know. I'm an English teacher [chuckles] if I can help work with my colleagues, I would…"(Interview). Mr. Scott perceives himself as an English teacher, which he is, but he has a professional and lawful responsibility to modify and accommodate for all ELLs in his classroom, despite if he does or does not have a co-teacher. Mr. Scott acknowledges that he has ELLs in his classroom, but has no desire to seek the services offered because of his fixed mindset and extra work, which is part

of his responsibility as an educator. According to a plethora of research e.g., (Brundage and Snyder), many veteran teachers are resistant to change and learning new instructional approaches. Despite these 32 years of teaching at this school, Mr. Scott has appeared to be unwilling to take the extra step to learn more about how he can improve himself as an educator, besides briefly communicating with his co-teacher.

Mr. Scott's mindset seemed to be fixed and resistant to new pedagogical approaches. When Mr. Scott was asked if he wanted to receive ESL training and how he would go about this, the initial portion of his response was that, "… I haven't really looked at it closely. Once I got my PhD, I was kind of like, you know, I'm at the top end of my pay salary, anything else I do beyond here is not gonna really benefit me…" (Interview). Because he received his PhD, Mr. Scott does not see any value in educational workshops or development opportunity because he will not get paid more. When Mr. Scott was asked about the sources he uses within his class he expressed his resentment and disappointment with the curriculum change from UbD (Understand by Design) to Lucy Calkins (Heinemann, 2019), a change by the administration. Mr. Scott explained that, "I'm kind of doing what I think is right at this point, not really doing what they think is right [chuckles]. But, this is my last year… and my daughter's in my class [chuckles] so…" (Interview). Mr. Scott only does what he believes is right, and does not care to listen to administrators, instructional coaches, or learn best practices to help all his students succeed and grow as individuals. His unwillingness to listen, learn, and grow as an educator is directly hindering the instruction and adequate education his students deserve. Not only does Mr. Scott feel there is no benefit for seeking additional educational development, but he is resistant to learning new methods.

Mr. Scott was resistant and resentful towards acquiring new learned best practices. When Mr. Scott was asked about which instructional approaches he implements in the classroom, he stated:

> …I'm a little resentful of the way that this [new curriculum] was shoved down our throat. As much time as we took and as much experience as we have about this, it's like, "no, here's how we're doing it." We had some coaches from the [university] come over. Again, that was just, just a decision with administration, you know, and I was sort of resentful about that because they're coming on and they're talking to us about 'this.' You know, I've been doing this for 35 years. I was an instructional coach for a year, and I gotta sit here and you're going to tell me what the current research is. You know, kind of rubs me the wrong way [chuckles], so. I think there's room for back and forth, but it unfortunately doesn't seem to be that, it's mostly kind of top down decision making. Same thing that happened with the Deans. There was no discussion with the teachers or anybody was like "here's what we're doing," you know. And now, it's been a disaster across the entire district, so. From my perspective, so [chuckles]… (Interview)

Mr. Scott not only expresses his frustrations and irritations at the administration and their decision making, but he demonstrates a resistance to new pedagogical approaches. Mr. Scott prioritizes administration decisions, school changes, and discipline adjustments because he has his own perspective of what education should be. His resentment, reticence, negative demeanor, and fixed mindset appear in his teaching when he does not address students who are off task, or leaves his class for 35 minuets. Mr. Scott brings up valid points regarding various issues that have occurred within the school and district, but it does not prevent one from seeking and adapting a growth mindset or acquiring more pedagogical approaches. Mr. Scott also appeared curious but opposed implementing research-based practices.

Mr. Scott was tentative interest in best practices, but remains relatively unaware of and resistant towards implementing them. For example, when Mr. Scott was asked what best practices he implements in his classroom, he explained that

> …you need a certain center, a routine in your classroom. I think kids, especially eighth grade middle school kids, they need that. So everyday when I come in my room, we start with a Daily Oral Language sentence on the board, which is a brief grammar exercise. That is like "okay," you come in, you settle down, you're working on that, I'm taking role, and we do a short little grammar. And that's just, that works in so many ways. It allows me to take the role, get's them to calm down. We're addressing the nuts and bolts issues of the language everyday for a short amount of time. (Interview)

While Mr. Scott favors his daily classroom routines with DOLs, he further mentioned in his response how "visual things," "talk[ing] about [the book]," explaining "why we're reading [the book]," and providing "teasers" are great for students (Interview). During both classroom observations, Mr. Scott was consistent with his interview response when he stated he implements a consistent routine with DOLs. There was only classroom discussion, for about 12 minutes, during the first observation, and students worked silently at their desks directly after their DOL during the second observation. Mr. Scott did not show any visuals, nor did he provide more that 12 minutes of direct instruction combining both class periods together (Observations One and Two). As a classroom teacher for 35 years, it can be assumed that Mr. Scott would have a wide rage of best practices and experiences with implementing the best approaches, but this was not the case. The range of best practices he informed the researcher of was limited to a routine, visual 'things,' DOLs, discussions, and teasers. Mr. Scott said that he chooses these specific strategies from "year of doing it" (Interview). The only time Mr. Scott discovered new best practices is when students teachers would ask him if they could implement specific strategies, and he would be shocked to find out that "they really worked!" (Interview). Mr. Scott refuses and is resentful to learn about the new current research, which directly hinders his students learning. In addition,

Mr. Scott appeared unprofessional, and elected to not partake in what his colleagues were doing, as a team.

Mr. Scott seemed unprofessional, aware of his unprofessionalism, and disinterested in adjusting his teaching to align with colleagues and expectations. For example, during the second observation in his 4th period co-taught classroom, Mr. Scott was gone for 35 minutes of the class period. When he left the final time at 12:13, he told the researcher he was going to "get a head start on his swim" (Second Observation, 4th Period). Mr. Scott displays unprofessionalism and is disrespect to his co-teacher by leaving her in the classroom and saying to the research, "you know, this is an awesome lesson, but it messes up with the rest of my schedule for today [chuck-les]" (Observation, 11:50am). Because the lesson Ms. Beasley wanted to implement was not what Mr. Scott wanted to do, he lost all interest and did what he wanted to do- make copies, leave class, and go swimming. With this being Mr. Scott's final year of teaching, it appears that he is doing what his likes. Even regarding the curriculum, Mr. Scott stated that it has been his "reticent to embrace this [curriculum]," even though his two colleagues have been implementing the new Lucy Calkins curriculum, despite their thoughts and feelings. Additionally, Mr. Scott's relationship with Ms. Beasley seems nonexistent. Despite their title of "co-teaching," this is not what actually happens. In an email correspondence with Ms. Beasley, she stated that, "I do not teach in the mainstream classroom with [Mr. Scott] very often. I usually pull out as that is what he prefers…" (Email Correspondence). Because Mr. Scott prefers his ELL student out in the hall way with Ms. Beasley, he shows his disinterest in adjusting his teaching to align with the curriculum and what co-teaching is supposed to be. Mr. Scott's teaching environment has undergone several changes within this past year.

Mr. Scott teaches in a school where transition and instability are endemic. When Mr.

Scott was asked about some sources of tension in the school, stated that:

> …we've have a cataclysmic change in our discipline policy path the beginning of
> the year. They decided beginning, end of last year, they decided they were going
> to reassign our Deans, which is euphemism for firing them. So, we have no Deans
> this year, and instead we were out in the restorative justice and hired a bunch of
> other people. What soon discovered was there was this vacuum of anybody deal-
> ing with just basic discipline issues, and, so, it's been absolute chaos over here in
> terms of discipline. Not for kids who generally do the right thing, and it's most of
> the kids, but the kids who needed. The guidance and the constraint have becoming
> even worse because there's nothing there, I mean, it's the sitting around and talk-
> ing and doing restorative circle is not affecting their behavior and it's been created
> discord amongst teachers, staff, students, hallways are just kind of chaotic. It's
> been just the hardest year of my life. Just seeing that kind of stuff because I know
> it doesn't have to be that way so that's been a tough for me this year. (Interview)

With the discipline changes that occurred before the last school year ended, Mr. Scott has been

trying to teach and become acclimated to the new school policies. Mr. Scott could have retired

last year and still have been "at the top tier of what [he was] going to make," (Interview) but he

taught one more year because his "daughter is in eighth grade, and she's in [his] class. And, so,

given kind of what's going on in the building, [he] just kinda wants to shepherd her through

here…" (Interview). Because of the school discipline and adjustments, Mr. Scott seems fearful

for his daughter, that is why he taught an extra year. In Mr. Scott's responses for other questions,

he seems to refer back to the alterations by the administration. For example, when he was asked

about ESL professional development, Mr. Scott directed his response more towards events occur-

ring in the building, stating:

> …I think this year especially, we've had a really [pauses for a second] difficult
> time. Kids being placed inappropriately and there was a lot of snafu in terms of
> where kids should have been and didn't, and so, and we have a new ESL person.
> We've lost, I think we lost 60 teachers in this building because of the aforemen-
> tioned thing with the Deans. So, there's been this exodus of teachers. We've lost

>our principal, we lost our assistant principal, and then we've got all these new
>teachers and this restorative justice thing. The entire push for this year has been
>racial equity, we haven't really talk about anything else. So, and that is kind of at
>the, you know, detriment for these kids. I think the people we have in our ESL
>department are great and they're working hard, but, yeah, in, I don't, terms of,
>again, I, I think there needs to be time to have honest conversations and just kind
>of touch base about, ya know, what are our expectations?. (Interview)

Mr. Scott's main focus is not on his students, learning the best and most recent strategies, or implementing these best practices. His focus is geared towards discipline, frustrations towards the modifications he is professionally obligated to perform, and overall safety. These events do have an effect on educators, students, and how the building should function, and it is difficult for everyone to make adjustments. These are difficult barriers to overcome, but educators should always do their best to prepare their students' future endeavors.

Ms. Beasley, the ESL Teacher

Ms. Beasley is a first year teacher in this particular school district and in a challenging situation. She has no classroom, no curriculum, and seemingly little support from colleagues and administration. Through multiple interviews and observations, one observer determined this situation was untenable.

Ms. Beasley encounters many obstacles to overcome to teach. For example, during the first observation for Ms. Beasley, she arrived 10 minutes late to class because of classroom locations. After the 1st observation, Ms. Beasley informed the researcher that she arrives late to her 4th period co-taught class because all of her classes are on the other side of the school (After First Observation). The building is large, and she has to go up and down several cases of stairs in order to arrive to her next class. 10 minutes may not seem like a massive amount but if Ms. Beasley is 10 minutes late to class every day, it becomes 50 minutes a week, which then added

up to 154 hours or 22 school days of instruction that students could have received in the school year, but did not. This is an obstacle that Ms. Beasley has had to face for her 4th period co-taught class and her other classes. Additionally, the location of where students receive instruction is a difficulty Ms. Beasley faces.

Ms. Beasley's instructional space is not suitable for students to learn. After Ms. Beasley gets to her 4th period co-taught class, she pulls her six ELLs out of the mainstream classroom to receive instruction in the hallway. Because Mr. Scott prefers ELLs are taken out in the hallway to receive instruction, Ms. Beasley is left with two options: go across the whole school, to a shared classroom to conduct class, or sit on the hallway floor in a side hallway, which is still connected to the main hallway, that has two staff bathrooms and another classroom at the end of this side hallway. With more than a dozen distractions in the first observation, this is not an adequate learning environment for students to be immersed in. Mr. Scott is creating an obstacle for Ms. Beasley to teach because he is putting her and her students in a negative learning environment, and it is disrespectful to have students receive instruction in a small side hallway containing two staff bathrooms on the floor. Because Mr. Scott does not have to deal with this issue, Ms. Beasley has to overcome various barriers to ensure her students are learning and building on their prior knowledge. In addition to this instructional obstacle, Ms. Beastly is faced with school changes and decisions, which directly impacts her teaching.

Ms. Beasley has to overcome school changes and decisions to teach. For example, Ms. Beasley stated that,

> …the major tension that we're experiencing here in our building is really the lack of consequences and discipline, which make students feel unsafe, [and] makes teachers feel unsafe. And then, it's really hard to learn because as you probably

know like your Maslow's Hierarchy, having a basic and sense of safety is the base of any kind of learning and so, since we don't have that, it is a struggle… (interview)

This is a huge obstacle and one that this is completely out of Ms. Beasley's hands. An additionally element that was difficult to overcome was placing ELLs in the appropriately setting because the counselors did not take the 70 ELL students into consideration when creating students' schedules (After 4th Period Observation Conversation). So, Ms. Beasley had to individually change each students' schedule to ensure they were in the appropriate classroom setting. She looked at each students' ACCESS score, and made the changes needed. Ms. Beasley faced backlash from the mainstream teachers because they did not want ELLs to be switched around, since it would disrupt and ruin their classroom rosters. Instead of having the intention of appropriately placing each ELL student, like Ms. Beasley did, mainstream teachers are more concerned with their rosters. Ms. Beasley has also encountered a difficulty when it came to the curriculum and her classes.

As a first year ESL teacher at this school district, Ms. Beasley teaches 6th, 7th, and 8th grade ESL classes. She soon found out that none of the grade levels have an established curriculum map to follow. In an interview, Ms. Beasley stated, "I struggle because I [pauses] don't have a curriculum…" (interview). While the rest of the school has an established Lucy Calkins curriculum (Heinemann, 2019), Ms. Beasley has the obstacle of creating, modifying, and accommodating 6th, 7th, and 8th grade ESL materials for 70 students. If Ms. Beasley had a curriculum map and way guided in a direction, this obstacle to teach would be eliminated. In addition to obstacles to teach, there are barriers for Ms. Beasley to overcome when teaching.

Ms. Beasley faces several obstacles to overcome when teaching. For example, when Ms. Beasley teaches her 4th period co-taught class with Mr. Scott, she has to pull her students out in the hallway.   When she pulls her student in the hallway for instruction, there are endless distractions and interruptions. Specifically in the first 4th period observation, there were a total of 22 distractions and interruptions, which consisted of: students roaming the hallways and talking very loudly; bells ringing; passing periods for 7th grade; five teachers who needed to use the bathroom; an employee speaking firmly to students telling them to go to class for the third time; students' friends walking by and talking with them during instruction; and Ms. Beasley's students stopping by to say hello to her (First 4th Period Observation). One observer was astonished to witness students, sitting on the floor, receiving instruction in a small hallway with two staff bathrooms, then to, additionally, have 22 separate instances of disturbance and off-task interjections. After this observation, Ms. Beasley was asked why she does not have a classroom to instruct students in, and she stated that she asked her students if they wanted to walk to her shared classroom across the building or have class in the hallway, so the students chose the hallway (After Observation Conversation). The research followed up with Ms. Beasley and asked if there was a nearby classroom to teacher her six students, since her classroom is too far. She proceeded to show the researcher over 12 keys and said that each classroom needs a key, and there is not a master key for her to get into the classroom (After Observation Conversation). Additionally, she stated that although there are many distractions in the hallway, students would also face distractions in the classroom with various posters and other things in the classroom. (After Observation Conversation). Although students might, occasionally, look around the classroom and read a poster, it is extremely different than the distractions seen in the observation mentioned above.

Ms. Beasley faces massive instruction distraction, which directly impacts the quality of education these students are receiving. Additionally, Ms. Beasley works with three different teachers, who encompass three different styles of teaching.

Ms. Beasley appeared to have a non-existent relationship with her 8th grade co-teacher. During Ms. Beasley's initial interview, she was discussing each teaching setting she is immersed in this year. She provided several details of her planning with the 6th grade teacher and her teaching with the 7th grade teacher, but she did not go into much detail about her 8th grade co-teacher. When Ms. Beasley was asked how her relationships with each co-teacher was, she stated that, "…they're all good, umm, but as I said all of them have very different strategies, and methodology of teaching. So, I've learned to be flexible…" (Interview). Ms. Beasley suggested, more than once, that I also include the 7th grade ELA teacher in my study because she is an excellent educator, but she never stated that about Mr. Scott. She was very short and careful with her words when referring to Mr. Scott, concealing her opinion to the researcher. Additionally, it is evidence that Mr. Scott and Ms. Beasley tolerate more than they teach together because Mr. Scott stated to the researcher, while Ms. Beasley was teaching that, "ya know, this is an awesome lesson, but it messes up with the rest of my schedule for today [chuckles]" (Observation) more than once. Mr. Scott had no idea about the lesson Ms. Beasley was going to teach, and she stated in an email coordination that since Mr. Scott prefers her to pull her students out in the hallway, she does not get to teach in the 8th grade mainstream classroom, unless she asks (Email Correspondence). These elements come together to cause obstacles for Ms. Beasley to overcome when she is teaching. Ms. Beasley has had to face various difficulties when she is teaching, but they can be resolved through communication and adjustments. Although there are many obsta-

cles that Ms. Beasley overcomes to teach, she does not seem to have much support to instruct her student.

Ms. Beasley did not appear to receive support to teach. During Ms. Beasley's interview, she stated that she is the only ESL teacher at her middle school. Ms. Beasley was asked if she has anyone she can go to as a mentor to guide her for ESL, and she shook her head no (Interview). Because she has no one to go to and discuss various content related things, regarding ESL, she appears to be on an island trying to figure out each step as she goes. Additionally, Ms. Beasley was asked if she wanted more ESL training, what she would specifically want, Ms. Beasley stated that:

> …this year, I came and they told me I have all newcomers, and I said that's great. I'm glad that you have this level, but what curriculum do you have, and the answer was none. And so, I had to quickly develop my own curriculum, and, so, I think, personally, one having a sounding board and having somebody else cause I'm the only ESL teacher here… (interview)

Ms. Beasley is referring back to the curriculum and not having a mentor ESL figure she can go to so she can receive feedback and help to improve her instruction. Instead of Ms. Beasley creating every source that she uses (Interview), she should have sources, like the mainstream teachers have, to help her teach. With about 70 ELL students Ms. Beasley works with, it is vital that she has an additional ESL teacher or resource she can go to obtain support. With Ms. Beasley having no support, she appears to complete every task herself.

Ms. Beasley seems to do everything herself and overworked. For example, when Ms. Beasley was asked about obtaining more support, she stated that,

> …so, right now what I'm working on is trying to work with them for two things. One, I want to go and observed and just see how [the elementary ESL teachers] do things. I want to see strategies, [and] I also want to see kind of what they're

working on their curriculum to make sure that mine is melding with theres and that's the second part of what I want to meet with them about is developing like a continuum of curriculum… (Interview)

Because Ms. Beasley does not have a curriculum nor anyone she can talk to as a mentor, she is trying to communicate with the elementary ESL teacher to obtain observations and schedule meetings to create an ongoing curriculum for ELLs, on her own. She is doing this to help her students become more successful, and she is doing so without the support of anyone but herself. Additionally, Ms. Beasley was discouraged by her colleagues to appropriately place the ELLs in the proper classroom setting. Ms. Beasley was told to not correct a wrong, despite it not even being her responsibility to change students schedules. She did this because it was the right thing to do and she cares for her students and their education. She stated in her interview that, "…I'm here for the kids…," and her actions prove her words correctly. In addition to Ms. Beasley getting her and others tasks complete, she is completely overworked.

Ms. Beasley faces many struggles, which is created because she is overworked. For example, when Ms. Beasley was asked what are some of her struggles are, she stated the following:

> …I struggle because I [pauses] don't have the curriculum and honestly even if I did, being a mom and teaching my own lessons for ESL new developing that curriculum. Even if I had the curriculum for 6th, 7th, and 8th grade, I don't know that I'd actually have the time to sit down and read the curriculum for all three grade levels, and implementing them while modifying. So, my main struggle is I don't know the curriculum that well and so I feel like I'm flying by the seat of my pants… (Interview)

Ms. Beasley is an educator, wife, and soon to be mother of two children. Because she is not given the proper sources and materials to integrate in her teaching, Ms. Beasley is constantly inventing the wheel, causing her to burn out quickly. She is give a caseload of about 70 students ranging from three different grade levels, who are covering different material in each class. Plus, she

has to adjust to the teaching style and preference of each mainstream teacher she works with.

Specifically with her co-teacher, Mr. Scott, she is the only source of instruction and help for the

ELL students.

Ms. Beasley is the sole source of instruction for the 4th period ELL students. When Ms.

Beasley was asked if she has not at school, what instruction with the ELL student receive, and

her stated that,

> …So, in 8th grade, they would receive none. I mean, they would be allowed to
> work in the hallway on their own so they could continue to read in Spanish and
> talk about the book, possibly, but my 8th grade students are wonderful, but not
> necessarily the most focused. And so, I think that if I were not here and there are
> days when I'm not, I'm a mom, my kid get sick, I get sick, those are the days that
> I just don't really count on them getting a whole lot of learning done… if they
> don't actually have somebody working in their small group that won't get a lot
> done… (Interview)

What is astonishing is that the six ELLs are in the mainstream classroom and if the Ms. Beasley

is sick one day, Mr. Scott has no intention of helping or teaching them. Ms. Beasley and Mr.

Scott are co-teachers, but their is an absence of them teaching together. Additionally, it is sur-

prising that the ELL students are allowed in the hallway, by themselves, to read and instruct

themselves in whichever way they think is best. Mr. Scott needs to take accountability and re-

sponsibility for all students in his mainstream classroom by supporting and providing adequate

instruction for all students, whether Ms. Beasley is or is not there. Ms. Beasley is one person

wearing several different hats because she is trying to provide her students who an adequate and

equal education, just like other students in the building. Ms. Beasley is so heavily depended on,

she is overworked and, in a way, cannot say no because if she does not get the job done, no one

will. But, her love for teaching and helping her students grow into the best individuals possible

is what motivates her but if Ms. Beasley continues to be overworked, it will be a major issue. Regarding Ms. Beasley's teaching, she seemed to have an understanding of strategies that are effective for her ELL students' learning.

Ms. Beasley appeared knowledgeable about best practices, and implemented them in her lessons. In Ms. Beasley's interview, she was asked what types of strategies she implements for her students, and she stated, "…I think vocabulary is super important so I do my best to really explain and connect vocabulary, especially to our Spanish speaking students…" (Interview). Additionally, Ms. Beasley provided an example of a previous classroom situation regarding more strategies she uses:

> … I was asking them to come up with a word that was more complex than thoughtful, and they couldn't think of one. And I was like what about the word pensive? And their like "oh, penseblo," which is the cognate of the word, and it's actually how you say thoughtful, like there is no other way of saying it in Spanish, and so just trying to help them connect the fact that there's Spanish will actually give them a more developed in and more academic English, then they thought it would ever… (Observation)

Ms. Beasley emphasis and strategies of vocabulary and cognates are supported by research, and allowing students to use their native language is a vital aspect of building their second language (L2) of English. Having students understand that Spanish helps them develop their English language acquisition allows them to be more confident in themselves, while maintaining their identity. Ms. Beasley demonstrated a deeper understanding for strategies when they appeared in her teaching.

When Ms. Beasley was observed teaching in both her observations, she implemented and utilized several best practices. Specifically in Ms. Beasley's first observation, she defined unknown vocabulary words, utilized cognates, used the questioning strategy, illustrated examples,

connected *Animal Farm* to students' lives, used simple language, elicited questions, conducted a read aloud, utilized purposeful pacing, and had students explain their answers in Spanish and English (First Observation). During her read aloud, she stopped at unfamiliar vocabulary words, and would ask students what they thought these words were, like negotiate or uneasy. When students would read aloud, in English or Spanish, she would stop them at specific points and ask them comprehension questions. This was consistent throughout the lesson, despite the 22 interruptions during instruction. In Ms. Beasley's second observation, she taught a lesson on universal themes in the mainstream classroom. She did an excellent job of activating students' prior knowledge by asking them to think and define theme and universal theme (Second Observation). After discussing with students their responses, she had a student read a short story a loud so they could identify the theme of the story. Once they individually identified a theme, they turned to a partner next to them and shared their theme. Ms. Beasley brings the class back together by stating, "In 5, 4, 3, 2, and in 1… alright, I hear a lot of great ideas…" (Second Observation). Ms. Beasley conducted a think-pair-share multiple times within her lesson, she elicited questions, had students connect themes to previous books that were read from their 8th grade English class, connected themes to their lives, had students critically think, and had ELL students participating in class conversation by explaining their answers in Spanish, then having their partner explain their answer in English for the class (Second Observation). During the lesson, ELLs were struggling to stay focused because while Ms. Beasley was teaching the whole class- the ELL students were having some side conversations Spanish. But, Ms. Beasley used visual cues, like glancing over and looking and specific students talking or she pointed at the board to keep students on track. While students were conducting their second think-pair-share, Ms. Beasley went to each

group and talked to them individually about what their universal theme was for *Animal Farm*.

Her rapport and respect for students shows through her discussions and interactions with all stu-

dents. As students shared their universal themes, Ms. Beasley wrote them down and would ask

students how they could explain themes that were acting as idioms. For example, some themes

included: don't bite the hand that feeds you; don't judge a book by its cover; and keep your

friends close and your enemies closer (Second Observation). Overall, Ms. Beasley implemented

best practices that had all students interacting, participating, and contributing to class conversa-

tions.

Discussion

An observer may questions whether Mr. Scott is the problem or a symptom of the prob-

lem. Mr. Scott is a veteran teacher who has been in the field of education for 35 years. Although

he has ample experience teaching students, he has not received any ESL training, and he feels it

is not necessary to teacher ELLs. He is disinterested in his students, disengaged in class, resis-

tant to learn new pedagogical practices, purposely does not seek additional training, does not ful-

fill his professional duties as an educator, and goes against his administration and their decisions.

An individual may wonder if Ms. Beasley participated in this study as a cry for help. Ms.

Beasley is the only ESL teacher who has to create all her materials, does not have support, a

mentor, a curriculum map to guide her, and she sought her Master's degree on her own. This is

Ms. Beasley's first year in the district, and she has been overworked and done more work than

she is required to. She co-taught with three different teachers, who are teaching three different

levels, and have three completely different teaching styles. At the end of the day, Ms. Beasley

has her students as a priority, and she does what is best for them. As much as the focus was on

ELA and ESL best practices, other factors, like teacher dispositions, mindsets, perception, and pedagogical approaches directly impact educators' instruction.

Implications for School Personnel

Classroom teachers who have ELLs in their classroom need to become more familiar with ESL supports and get to know their students. One way to do so is to implement Common Core State Standards (CCSS), CCSS Social Emotional Learning Standards (1A: Grade 8 (G, H, I)); WIDA Standards for ELLs; and Can-Do Descriptors (Illinois State Board of Education, 2018). Social Emotional Standards have been created to help students identify and manage their emotions and behaviors (1A, Stage G: 1, 3, 7), which would allow the teacher to better know each student, what strategies are best for them, and what helps them learn best. In my study, Mr. Scott is a veteran classroom teacher who was not sure if the two students in his class were ELLs, which they are. Because he did not know the students, he was not able to offer the appropriate modifications and accommodations for them in the classroom. As a classroom teacher, it is a professional obligation to meet the required standards for all students, despite what services are needed. It is vital that classroom teachers from all content areas attend ESL professional development opportunities and become more educated on how to teacher ELLs so they can help close the achievement gap and create a positive learning environment for all their students. In addition to classroom teachers, special education and ESL educators have a vital role in the mainstream classroom setting.

Non-classroom teachers play a vital role in students who are learning English as their second language or students who have a disability. Because non-classroom teachers are specifically trained to teach students with special needs or ELL, it is essential for them to help inform

and educate classroom teachers about modifications, accommodations, proper diagnosis, and ways they can fully support every student in the classroom. With a huge number of ELLs being misdiagnosed as students with special needs (Krings, 2017), ELLs are being misidentified, mis-placed in the classroom, and not receiving the proper support to help them acquired English. Non-classroom teachers can help classroom teachers become more aware of best practices and strategies to implement for student, but classroom teachers need to be willing to listen. Just how Ms. Beasley tried to work with Mr. Scott, the 8th grade ELA classroom teacher, his resistance and inability to cooperate hindered ELLs learning. When non-classroom teachers co-teach with classroom teachers, things like planning together, discussing strategies, assessing together, im-plementing accommodations and modifications, and figuring out what is best for each student is effective and provides student with an adequate education they deserve. In addition to non-class-room teachers, administrators have an essential role for all teachers in the school.

For administrators, it is essential to have control of situations. The administrators are in-dividuals who ensure that the school is up and running in a productive manner, preparing indi-viduals to become active citizens in society. With various rising issues, like discipline, teachers quitting, curriculum changes, and administrative positions shifting, it may be difficult to keep everything running. But, it is vital to know what all staff members are doing in their classrooms and how they are meeting the needs of each student. For teachers like Mr. Scott, it is important to sit down and discuss with him his inappropriate behavior, his statements, his inability to col-laborate with is co-teacher, his fixed mindset, and his not fulfilling his professional duty as an educator. Administrators need to have a better scope of their employers, how effective they are in the classroom, address areas of concern, and be more proactive.

Implications for Researchers

My findings have largely confirmed what is within the research literature. For example, according to Rubinstein-Avila and Lee (2014), teachers are not properly trained to teach ELL students, they feel that it is unnecessary to have ESL training, and they have no desire to receive ESL training (Rubinstein-Avila & Lee, 2014). Mr. Scott has been an educators for 35 years, and he has not received any ESL training, besides working with ESL co-teachers, he did not state he has a desire to receive training, and he was unaware of the ESL professional development opportunities offered in his district. In an interview, Mr. Scott was asked if he had all the resources in the world to teach ELLs, how would his teaching change. Mr. Scott stated that, "I guess I would feel like I needed to be trained as an ESL teacher opposed as an English teacher. I was trained as an English teacher…" (Interview). Additionally, Mr. Scott was asked how he would go about receiving ESL training, and he stated that "… I haven't really looked at it closely. Once I got my PhD, I was kind of like, you know, I'm at the top end of my pay salary, I, anything else I do beyond here is not gonna really benefit me…" (Interview). Mr. Scott sees no benefit in receiving ESL training because, in his mind, he is an English teacher who teaches kids English, despite their background and needs, and he will not be given a pay raise if he obtains ESL training. Mr. Scott's motivation for obtaining professional development appears entirely on a pay increase, not because he cares about preparing his students for their lives. Because Mr. Scott has not received nor sought any ESL training out, his employed strategies that he has incorporated in the classroom were not effective for his ELL students.

Some concerns were the best practices Mr. Scott implemented in his classroom for ELLs. For example, in a recent interview, Mr. Scott was asked what strategies he implements in the

classroom, and he stated that "you need a certain center, a routine in your classroom… visual things… [book] teasers… talk[ing] about [the book]…[and explaining] why we're reading [the book]" (Interview). While having a routine, occasionally implementing visual things, and discussing the book is great, the observer saw Mr. Scott discuss the book for about 12 minutes combining two class periods, and students where working silently for more than a class period (Observations). According to Clausen (2017), implementing outlines, charts, graphs, pictures, use of color (highlighting), modeling activities, allowing students to speak more, utilizing purposeful pacing, and reviewing are effective best practices mainstream teachers can implement in the classroom for their ELLs (Clausen, 2017). In addition to Mr. Scott's lack of best practices being incorporated in the classroom, he created an barrier between students within the mainstream classroom.

Mr. Scott divided ELLs from their peers in the mainstream classroom by physically placing them in a different location. Mr. Scott and Ms. Beasley are co-teachers but because Mr. Scott prefers the ELLs in his 4th period co-taught class to be pulled out of the classroom, Ms. Beasley conducts class outside in the hallway (Email Correspondence). According to Perreira et al. (2006), studies have discovered that immigrant adolescents struggle with befriending peers in their mainstream class because they are still trying to learn English, and it is difficult to communicate with them (Perreira et al., 2006). But because Mr. Scott is automatically isolating and removing ELLs from the classroom, it is much more difficult for ELLs to make friends, fit in with their peers, and find their identity (Perreira et al., 2006). Instead of a positive learning environment, students are alienated, isolated, and have a possibility of being bullied because they are

different from their peers (Norrid-Lacey & Spencer, 1999). But for Ms. Beasley, she has a con-

firmed research in a different way.

Ms. Beasley sought out and obtained her Master's on her own. In her interview respons-

es, she stated that, "I went back for my Masters for Curriculum and Instruction with ESL through

National Louis…" (Interview). Researchers have stated that the level of education a teacher

earns may influence their methods and best practices they are implementing in the classroom

(OECD, 2009). When Ms. Beasley was being observed teaching, she was seen defining un-

known vocabulary words for students; using cognates; using simple language; implementing the

think-pair-share strategy; she was referring back to students' prior knowledge; students were col-

laborating with their peers; promoted meaningful discussion; created an atmosphere for students

to critically think; students explained their answers in their native language; and Ms. Beasley

connected the book to students' lives (Observations). Ms. Beasley confirms that an individual

who obtains a higher level of education may impact the best practices they implement in a posi-

tive way. Unlike Mr. Scott, Ms. Beasley is open and seeks more ESL professional development

so she can continue to learn and grow into the best educator she can be. Despite the lack of sup-

port provided by the administration, Ms. Beasley has done everything in her power to best pre-

pare her students. By Ms. Beasley constantly trying to help her ELL students succeed, her posi-

tive mindset and perception of her students show.

Research indicates that educators have both negative and positive perceptions of ELL

students in their classroom (Norrid-Lacey & Spencer, 1999). Teachers with a positive perception

have reflected sensitivity, support, and encouragement for their ELL students (Norrid-Lacey &

Spencer, 1999), like Ms. Beasley has show in her interview responses and instruction. For ex-

ample, in Ms. Beasley's interview, she was asked how her relationships were with her other co-teachers, and she stated that "all of them have very different strategies and methodology of teaching, so I've learned to be flexible… I'm here for the kids" (Interview). Ms. Beasley puts asides the tensions between her colleagues and focuses on her students and their academic success. Ms. Beasley has properly place 70 ELL students in the appropriate classroom, she has created majority of the resources she uses, and she is seeking out ways to create a more ESL curriculum on her own (Interview and Conversation After Observation). Ms. Beasley is truly an advocate for all her ELL students, and doing the best she can for them. For future research, there are various areas that researchers should focus on.

This inquiry identified numerous areas for future study. Researchers can study multiple mainstream teachers to see how each grade level functions and executes their curriculum, and to see how much support they are given with or without an ESL co-teacher. ESL co-teachers are only offered for ELA teachers, so researching what other content area mainstream teachers do for their ELLs, what some their struggle are, what strategies are they implementing for them, and what services and support are offered for them to teach ELL students in their classroom. Additionally, to see what district wide ESL services and professional development opportunities are available for all teachers to attend to help best prepare students for their future endeavors. Future researchers can interview the school principal and administrators to see what their struggles are; what methods have they implemented and altered; what support do they have available for mainstream teachers; what supports they have for ELLs; what they think teachers are doing; and to see what their perspectives are of services teachers are implementing for their ELL students. Researcher can also interview parents to see how their adjustments have been when immigrating to

America, their child's school experience, the positive and negative experiences they faced, and their reasoning for coming to America. It would also be beneficial to interview and observe a bigger pool of teachers to gather more research and data on best practices and have a more rich study.

This study will contribute the world of education in several ways. For one, there has not been an ethnographic study of an 8th grade ELA teacher who co-teaches with an ESL teacher in an urban area. The findings have confirmed research regarding mainstream teachers training, beliefs, and approach to teaching ELLs in their classroom for an 8th grade veteran ELA teacher. The data of this study has surface new information regarding the effectiveness of best practices both an ELA and ESL teacher has implement, how ineffective co-teaching is when it is not properly done, and alarming events that can occur in the classroom. There is limited research on middle school ELA teachers teaching ELL students in their mainstream classroom with ESL co-teacher, but their co-teaching style actually acts as a pull-out program. Seeing how ineffective and isolating it is for ELLs to be taken out of the classrooms shows that when a co-teaching style is done incorrectly, it is not beneficial for ELLs or any students.

Limitations

The researcher obtained her master's in one year, leaving her one semester to complete a narrow study. Due to the time constraint, the researcher was only able to incorporate two teachers, one ELA and one ESL teacher, into her study. There was a second 7th grade ELA teacher who was interviewed, but was eliminated from the study because of limited time. There were also limitations with data analysis as a second researcher was not employed to ensure accuracy of findings. In addition to the sample size being limited, this study was only conducted at one

district. The use of a veteran teacher and a novice ESL instructor. It took about five months to gain approval to research in this school district, and it was the only area with a large amount of adolescent students who have immigrated from various countries. Lastly, this study only focused on one age group of students in 8th grade.

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Appendix A
English Teacher Interview Questions

1. What are the best parts of your job?

2. What are some notable accomplishments and experiences you've had?

3. What are some sources of tension?

4. Where did you earn your education from?

5. How long have you been teaching for?

6. How long have you been teaching ESL students?

7. How has your experience been?

8. How long have you been teaching ESL students? How has your experience been?

9. What type of training have you had for your job

10. What ESL-specific training have you had?

11. In what ways has this helped or hindered your teaching?

12. What more would you like?

13. In your school's district, is there ESL professional development available for mainstream teachers?

14. If not, what resources are available?

15. How would you go about obtaining this support?

16. What support is offered for you to teach ESL students?

17. What support is needed?

18. In your experience, what are some effective English strategies you rely on?

19. Effective ESL strategies you rely on?

20. How often do you use these strategies?

21. How do you choose the strategies you use?

22. How do you choose the sources you use?

23. How do you accommodate and modify materials for ESL students without a co-teacher?

24. If you had all the resources in the world to teach ESL students, how would your teaching change?

ESL Teacher Interview Questions

1. What are some of the best parts of your job?

2. What are some notable accomplishments and experiences you have?

3. What are some sources of tension?

4. Where did you earn your education degree from?

5. How long have you been teaching and co-teaching for?

6. How long have you been co-teaching ESL students for?

7. What type of training have you had for your job?

8. What ESL-specific training have you had?

9. What more would you like, if any?

10. In your school's district, is there ESL professional development available for mainstream and co-teachers?

11. If not, what resources are available?

12. How would you go about obtaining this support?

13. How does co-teaching change your teaching?

14. What are your struggles?

15. What are your weaknesses?

16. What is the role of the ESL co-teacher in the English classroom?

17. In your experience, what are some effective ESL strategies you rely on?

18. How often do you use these strategies?

19. How do you choose these strategies you use?

20. How do you choose the sources you use?

21. As a co-teacher, how do you accommodate and modify materials for ESL students?

22. If you had all the resources in the world to