Policy in Practice:

The Implementation of Structured English Immersion in Arizona

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Abstract

This study examines the implementation and organization of the state mandated curriculum in the 4-hour SEI block in 18 K-12 classrooms in 5 different districts. We focus on the effects of grouping by language proficiency, the delivery of the structure-based ESL curriculum, the provision of resources and limiting of access to grade-level curriculum, and problems of promotion and graduation for ELLs. In each of these areas, the implementation of the SEI 4-hour block raises concerns with regard to equal educational opportunity and access to English. Key among the findings of this study are: ELLs are physically, socially, and educationally isolated from their non-ELL peers; they are not exiting the program in one year, raising serious questions about the time these students must remain in these segregated settings; reclassification rates are a poor indicator of success in mainstream classrooms; and the four-hour model places ELLs at a severe disadvantage for high school graduation. The only means for these students to graduate with their peers appears to be through after school and summer school programs that either did not exist or had been cut.

For the past two years, Arizona schools have been practicing the new state-mandated program for educating English language learners (ELLs), the four-hour English Language Development (ELD) model. This latest iteration of the state's version of Structured English Immersion (SEI) highlights the teaching of the English language for four hours a day. Core content such as math, science, and social studies takes a back seat as ELLs are separated into classrooms based on their language proficiency and taught discrete skills of English. With a strong emphasis on learning language, ELLs are expected to become proficient after one year to then be exited from the program into mainstream classrooms. Arizona's new model, while being touted by some as the up and coming program for ELLs (Clark, 2009), is raising concerns with researchers and educators involved with the education of language learners (Faltis, in press; Faltis & Arias, 2007; Krashen, Rolstad, & MacSwan, 2007).

This study is the first to offer a view of the four-hour SEI model policy *in practice*. Using data from observations in 18 four-hour ELD classrooms (totaling 264 hours), interviews with more than 20 educators working with ELLs, and the collection of artifacts, such as lesson plans and school schedules, this paper offers a description of policy in practice within ELD classrooms across Arizona. What follows are the findings from this qualitative study, which was informed by ethnographic data collection methods, that reports on the question, "What are the characteristics of the four-hour SEI model in practice?". To set the context, the paper begins with a review of the recent history in Arizona surrounding educating ELLs in Arizona since the passage of Proposition 203. The paper then provides an explanation of the study design, including the methods used to collect and analyze data, as well as a description of the participants (i.e., districts, schools and teachers). Next, the findings are illustrated and followed by a discussion incorporating the recent literature on educating ELLs, implications, and conclusions.

History and Implementation of Structured English Immersion

In 2000, Arizona voters passed Proposition 203 'English for the Children' which limited the instructional opportunities available to English language learners (Mahoney, Thompson, & MacSwan 2004; Wright, 2005). The programmatic effect of this mandate was to dismantle bilingual education programs K-12 and replace them with Structured English Immersion (SEI) programs in which students identified as ELLs would participate. An ELL's participation in the new SEI model was mandated to "not normally intended [*sic*] to exceed one year" (A.R.S. §15-752; see also Office of English Language Acquisition Services, 2009-2010). Initially, the components of an SEI classroom or SEI instruction were very broadly defined as "nearly all instruction to be in English with a minimal amount of native language instruction" (ADE, 2010).

Previous to the passage of Proposition 203, the issue of adequate funding for ELL programs in Arizona was being litigated in the courts. *Flores v. Arizona* was filed in 1992 claiming that the state was violating federal law by failing to adequately fund ELL programs. The case, originally filed on behalf of students in the Nogales and Douglas Unified School Districts of Arizona (districts on the border with Mexico) asserted that the state was violating the Equal Educational Opportunity Act (EEOA) of 1974. The EEOA requires local educational

agencies to take "appropriate action" to help non-English-speaking students overcome their language barriers so that they can participate to the same extent as other students in public education. The plaintiffs challenged the state based on one of the three prongs of the "Castañeda test"—the requirement that the state must allocate appropriate resources to effectively implement the educational program (see e.g., Mahoney, MacSwan, Haladyna, & García, 2010 for a further discussion of *Castañeda v. Pickard*, *1981*).

In 2000, Tucson Federal District Judge Marquez ruled in favor of the plaintiffs noting that inadequate funding resulted in ELL program deficiencies. These deficiencies included a) too many students, b) not enough classrooms for the students, c) a lack of qualified teachers, including teachers to teach ESL and bilingual teachers to teach content areas studies, d) not enough teachers' aides, e) inadequate tutoring programs, and f) insufficient teaching materials for both ESL classes and content area courses. Additionally, the court ruled that the $150 appropriation per ELL student was based on a faulty and dated cost study. Consequently, the court ruled that the ELL program cost on which the state's minimum $150 appropriation was based was arbitrary and capricious (Hogan, 2008).

There were legislative and programmatic consequences to the Flores judgment. At the programmatic level, a Consent Decree was approved in July 2000. The Flores Consent Order addressed various programmatic issues regarding the delivery of ELL programs in AZ including:

- the selection of English proficiency tests by the Superintendent;

- a requirement that the State Board establish rules for the daily instruction in basic subject areas appropriate to the level of the ELL students;

- the reassessment of ELL students after two years of exiting the program; and

- a requirement that the curriculum of all bilingual education and ESL programs incorporate Board standards and be comparable in amount, scope, and quality to that provided to English proficient students.

At the legislative level, after years of delay and sanctions due to lack of compliance with the Flores judgment, the legislature enacted HB 2064 in 2006. This bill did much to establish the parameters of a new Strucutured Immersion program.

Prior to this point, after the passage of Proposition 203, there was wide variation in the implementation of SEI in the state of Arizona. During fiscal years 2006 and 2007, there were three main types of ELL programs:

- Structured English Immersion (SEI): Most of the instruction is in English and teachers use a curriculum designed for children learning English, with the goal of becoming proficient in the shortest amount of time.

- Bilingual Education: Bilingual education programs use the native language to teach subject matter and gradually shift to language instruction in English. Since 2001, and

as further mandated by Proposition 203, bilingual education requires a waiver in Arizona.

- Mainstream programs: These programs place ELL students in mainstream classrooms with English proficient students.

HB 2064 required the implementation of a *statewide* SEI model. This bill created the English Language Learner (ELL) Task Force (ARS 15-756.01), whose primary charge was to "develop and adopt research-based models of Structured English Immersion (SEI) programs for use by school districts and charter schools". Along with requiring the Task Force to adopt "research based models of SEI", HB 2064 ruled that ELLs must receive a minimum of four hours *per day* of English Language Development (ELD): "the Task Force shall develop separate models for the first year in which a pupil is classified as an English Language Learner that includes a minimum of four hours per day of English Language Development" (ARS 15-756.01 C). This new model was adopted in September 2007 and implemented beginning in the fall of school year 2008-2009. Thus, the development of the SEI model emerged not only in response to Proposition 203 'English for the Children', but also became defined as the legislature attempted to comply with the Flores judgment. HB 2064 established the parameters for the SEI model, and the legislature was motivated to articulate those parameters in order to be able to define the cost components of this program.

Information on the characteristics of the SEI program as implemented is limited. In 2008, the Arizona Auditor General issued a baseline study on the state of ELL programs that were in place in 2006 and 2007, prior to the implementation of the statewide four-hour SEI model. The Arizona Auditor General report was based on ELL programs in 18 sample district and charter schools and documented wide variation in program implementation:

> In 2007…more than half of all ELL students in the sample districts and charter schools attended programs that mainstreamed all ELL students, providing no hours of ELD[1] instruction in a SEI setting. Forty-two percent were in programs that provided up to 2 hours of daily ELD instruction. The remaining 6 percent provided more than 2 and up to 4 hours of daily ELD. (Davenport, 2008, p. ii)

> Although programs at the sample districts and charter schools were aligned with the new models' requirements regarding assessment and English-only classroom materials, their instructional approaches were significantly different from the models' future SEI requirement regarding English language development (ELD). (p. ii)

> For the sampled districts and charter schools, about 7 percent of the approximately 8,700 ELL students became fully proficient in fiscal year 2007, and most of them had been in the program for at least 2 years…(p. 11)

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[1] ELD stands for English Language Development

The report relied on a variety of data sources, including site visits to observe sample programs and analyzing records and data collected and compiled by ADE. Auditors interviewed program staff, visited program sites, and observed classrooms with ELL students. This report concluded with a series of recommendations:

- to ensure accuracy of ELL data, ADE should work with districts and charter schools to develop improved data submission and review processes;

- to ensure proper ELL program funding, ADE should add ELL integrity checks that require appropriate achievement data;

- to improve data accuracy and auditability, ADE should implement process controls that enable users, ADE, and the Auditor General to compare data totals at critical points in the process; and

- to assist with analyzing ELL outcomes, ADE should consider collecting additional data that describe how a program is implemented, such as teacher qualifications and staffing levels. (Davenport, 2008, p.28)

Since the Auditor General's report in April 2008, there has not been a description of the implementation of the statewide SEI model. The importance of the research reported in this document is that until now complete descriptions of instructional activities, student grouping, classroom organization and teacher attitudes in the implementation of the statewide SEI model as currently defined by HB 2064 have never been conducted. The research reported here is the first to document implementation of Arizona's four-hour model in K-12 classrooms as it is currently being delivered in compliance with HB 2064.

Methodology

The purpose of this qualitative study was to document and describe the characteristics of the four-hour SEI policy in practice and thus answer the research question "What are the characteristics of the four-hour SEI model in practice?". Data collected within the K-12 SEI classrooms, which focused on the commonalities and differences between the implementation and Arizona policy, affords a specific picture of the four-hour SEI model which is broad enough to address salient themes which may be present in schools statewide. Ethnographic observation methods were utilized in this descriptive study in order to document the four-hour SEI model[2] implementation and instruction of English to students classified as ELLs in Arizona. Data collection included rigorous observation of the 4-hour block within 18 classrooms across schools serving the K-12 population. Classroom observations occurred over a seven-week period during the spring semester of the 2009/2010 school year.

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[2] This is one of the most popular ways by which the time-allotted block, as designated under the four-hour model by ADE, is referred. For the remainder of this document, the four-hour *time allotment* will be documented as 4-hour block.

Participants: Site Selection and District Sampling

Purposeful sampling of schools was used in order to make claims which would be representative of the different school types within Arizona. Researchers sought participation from a variety of schools, including those with both high and low percentages of ELLs within the total school population, as well as schools in both rural/suburban and metropolitan/urban areas. Schools that participated in the study were categorized into two distinct groups: elementary (grades K-8) and high school (grades 9-12).

Contact with districts was first made to the district administrators via email, explaining the study and the school selection preferences as listed above and asking permission to observe SEI classrooms within their district. Once district officials granted permission, researchers worked through district personnel to contact the ELL Coordinators, ELL coaches, and SEI classroom teachers at these selected schools to move forward with the study.

Districts involved.

Five districts participated in this study. Elementary districts had between 30%-40% of their population designated as ELL while the high school districts percentages ranged from 12-20%. Student demographics within the SEI classrooms were primarily Hispanic but evidence of other ethnic groups were present in some of the urban districts. Within the districts observed, 60%-80% were on free/reduced lunch. Three districts in the study represent urban districts and two represent suburban/rural districts.

Classrooms observed.

In total, nine schools from five districts participated in this study. Within those nine schools, eighteen classrooms were observed. Classrooms were chosen based on the recommendation of each school's principal and/or ELL coordinator. Once the ELL coach or principal recommended classrooms, each classroom teacher had the opportunity to participate in, or opt out of the study. The classrooms observed were those that incorporated the 4-hour block; this included ten high school and eight elementary classrooms.

Teachers.

The background, qualifications, and skills of the teachers who were involved with the 4-hour block classrooms were a key factor when looking at the implementation of the four-hour model. According to Arizona state law, teachers are required to be highly qualified (as per the *No Child Left Behind Act of 2001*). All teachers are also mandated (post-Proposition 203) to have a Structured English Immersion (SEI) Endorsement. The only exception to this mandate is for those teachers who already hold a bilingual (BLE) or English as a Second Language (ESL) endorsement. The SEI Endorsement can be a Provisional (15 hours) or Full (45 hours)[3]. Figure 1

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[3] Educators certified after 8/31/2006 must have three semester hours of coursework related to SEI to receive their Provisional SEI Endorsement, which is valid for three years. Those certified before that date must complete 15 clock

illustrates the endorsements held by the eighteen teachers observed. It is important to note that the SEI endorsement is not as comprehensive or in-depth as a BLE or ESL endorsement (see e.g., de Jong, Arias and Sanchez, 2010 for further discussion). Almost half of the teachers observed held only the SEI Provisional or SEI Full Endorsement.
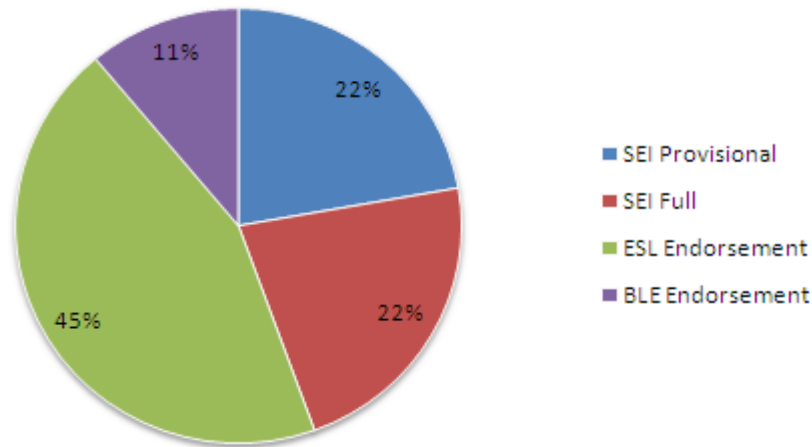

Figure 1. Breakdown of teacher certification (highest completed) for teachers in districts observed. Note: N = 18

Data Collection

In order to answer the question, "What are the characteristics of the four-hour SEI model in practice?", researchers utilized the following data collection methods informed by ethnographic techniques: interviews, observations, and the collection of artifacts and archival data. Each of these data sets made a different contribution to the research question. Observations across K-12 grade-levels provided a comprehensive picture of how the SEI model was being implemented in Arizona schools. Furthermore, the observations took place during the full four-hour time allotment[4], as determined by the schools in which observations were conducted. Apart from one classroom's testing schedule limiting the number of complete 4-hour block observations from three to two days, all classrooms that participated were observed three separate times. Interviews with school professionals and staff enabled researchers to gain deeper

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hours, or one semester hour, of SEI training. Full SEI Endorsements are only eligible to those who qualify for the SEI Provisional, and then either complete three semester hours or 45 clock hours of professional development in teaching ELLs (see Arizona SBE Rules, R7-2-613.J).

[4] Elementary districts did not necessarily have the SEI model implemented as a sequential 4-hour block, but rather had the four-hours included throughout the entire school day. High school schedules allowed for a stricter adherence to four distinct hours. Therefore, researchers in the elementary district spent the entire day at the school while those observing high schools observed only the 4-hour block.

insight into how the SEI model was implemented within the school and to answer questions that might not be answerable through observation only.

Interviews.

Researchers' familiarity with schools and prior experience as classroom teachers enabled them to establish rapport and credibility with teachers and district staff in the contact and interview process. Four researchers had experience teaching at the high school level and three at the elementary level. Researchers were assigned to school sites based on their prior teaching experience. On average, the researchers taught in schools for five years and one had experience as an ELL District Coordinator.

At each campus, at least one staff member assigned to work with the SEI 4-hour block (e.g., ELL coaches, teachers) met with the researchers and participated in a semi-structured initial visit interview (see Appendix A) prior to the start of observations. The initial visit interview served as a means for gathering baseline data about each school, their ELL population, and the implementation process of the four-hour model at each site. Informal interviews were also conducted with additional school staff (e.g., teachers, instructional assistants, and office personnel) in order to provide clarification as needed throughout the data collection and analysis process. Overall, researchers spent a minimum of twenty hours conducting interviews across all sites.

Classroom observations.

In addition to the aforementioned interviews, researchers conducted a total of 18 classroom observations across the elementary and high school districts. Overall, researchers undertook 264 hours of observation. This included four hours per visit to high school classrooms and six hours per visit to elementary school classrooms. The differences in hours spent at high schools and elementary schools was due to how the 4-hour block was structured during the day at various school sites. These data were collected to document and describe the implementation of the four-hour model policy.

Before researchers began observations in classrooms, they reviewed information from the Arizona Department of Education (ADE), including the state's SEI Observation Protocol and Power Points used by the state to train four-hour model teachers. This information served as a starting point for considering what might be seen in four-hour model classrooms. In order to cast a wider net, researchers moved beyond aspects of the four-hour model as deemed important and observable by the ADE to record ethnographic observation notes on all actions in the classrooms. Observation notes included, but were not limited to, examples of instructional practices, teacher/student interactions, and the social and physical environment.

Background information and artifacts.

Researchers collected background information and artifacts from each site. Some background information, such as teacher certification, was available to the public and easily accessible for the research. Additional artifact collection varied across sites in relation to the availability of, and willingness of personnel to share such artifacts. Examples of various artifacts collected include lesson plans, course materials, curriculum maps for SEI, district curricular overviews for the ELD levels, and classroom rosters showing class size and proficiency levels of students.

Archival Artifacts.

Archival data were also pulled from resources and information provided online by the ADE to the public (see e.g., http://www.ade.state.az.us/oelas/). This included specific policies, laws, instructional suggestions per the SEI training to teachers and administrators, and other SEI model implementation presentations (such as PowerPoints) created by the ADE. One teacher also provided a SEI training binder which was received at one of the ADE's rounds of mandated training.

Data Analysis

Data were analyzed using Erickson's (1986) method of modified analytic induction. Data were organized chronologically, as well as by data collection method (i.e., interviews, observation, artifacts). There were seven researchers working on this project and each simultaneously collected and analyzed data on his or her particular observation sites. As each collected data, researchers independently read over their collected data, taking notes along the way to make sense of their data as a whole. Researchers then used weekly meetings to discuss emerging themes within each independent data set. After independently analyzing data sets throughout the study and conducting weekly group discussions about the data, researchers reached a consensus on a list of four themes that described the ideas presented in the data. Those themes were: (1) SEI classroom organization and environment, (2) materials and resources used in SEI classrooms, (3) English language development practices, and (4) promotion and graduation of ELL students. These themes were then coded and used to analyze the data collectively.

After all data had been collected, researchers convened for four days, during which time more than 30 hours were spent doing a final joint analysis of the data. Using the four emergent themes (classroom environment; materials/resources; SEI/ELD practices; and promotion/graduation), the researchers worked together to code the data. Once all data was coded, researchers read through the evidence under each code and created a list of beginning assertions. Researchers took each assertion one at a time and looked for supporting and disconfirming evidence. Researchers looked for confirming and disconfirming evidence of the assertions across classrooms, time, and data collection methods, basing more confidence on the

evidence when it appeared repeatedly from multiple data collection methods, such as observations, interviews and artifacts, and sites. Finally, researchers ended up with a set of assertions that passed the test of confirming and disconfirming evidence. The assertions were substantiated across K-12 classrooms with warrants such as classroom observations, interviews, and archival data. These assertions were used to describe the characteristics of the four-hour policy as practice in K-12 classrooms.

Findings

Using the four themes that emerged when analyzing the data, findings are presented here that provide evidence for the research question guiding the study, "What are the characteristics of the four-hour SEI model in practice?" Focusing the findings around each of the four themes, we present the policy as stated by the ADE and Arizona State statutes (as applicable), assertions, and descriptive evidence to support each assertion. This allows for the reader to see the policy as it is written and how it was found to be practiced in the classrooms observed.

Classroom Space and Environment

> *"Arizona law requires English language learners to be grouped together in a structured English immersion setting."* (A.R.S. §15-751. Definitions, 5).
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> *"'Structured English Immersion Classroom' means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate."* (OELAS, 2009-2010, p. 61).

As in many classrooms found in the United States, the physical space in the SEI classrooms observed was used to the best ability possible and desks were laid out according to teachers' styles of lesson delivery. Students were seen sitting in groups or pairs at round tables or in desk clusters, especially at the elementary level, or the desks were in individual rows as is standard in many upper-grade classrooms. The latter was particularly true for the high school classrooms observed. The physical amenities were similar to other non-SEI classes and therefore were not remarkable. All students in the schools were provided with the same physical aptitude of space. The biggest and most important difference in regard to SEI versus non-SEI classrooms was the physical segregation of the students and classrooms in relation to the rest of the school. The assertions related to classroom space and environment are the following: the physical environment created students' sense of identity as an "ELL student" (that is, the students came to see themselves as different and apart from the rest of the students in the school), the location of classrooms created a physical segregation from English-proficient peers within the school, and this physical segregation led to a social isolation from the school community.

Physical environment creates students' sense of identity as an "ELL student."

Students within the 4-hour block are separated from native English-speaking peers and placed in classrooms with other language learners for much of the day. Typically, ELLs find themselves in one classroom for most of their daily instruction, meaning that they continually interact with the same students who are also limited in their English proficiency, day in and day out. Within the high school districts observed, the students were in one classroom with one teacher[5] for four hours per day and with other mainstream classrooms/teachers for the remaining two periods of the day. Teachers noted that the ELLs would tend to associate with one another even outside of their 4-hour block, even if they were the only ELL in a mainstream classroom (AA, p.c., 3/2010, CA5, p.c., 2/2010[6]). When questioned further, the teachers acknowledged that the ELLs felt safe with one another with respect to feeling understood. One teacher stated that her ELL students would "hang out and stick with each other instead of with others, even though they're in regular classes with other students" because it's like a "safety net" (AA2, p.c., 3/2/2010). It was observed at the elementary level that even during recess, students would congregate with fellow L1-speaking peers, and that if no one else spoke their native language they would associate with someone who was of their ethnic background. Staff members who regularly monitored lunch commented on this, remarking that students tended to cluster in groups based on their ethnicity and with students who spoke their own language (CA, 3/2010).

At one district at the secondary level, the teachers taught the four-hour model for four periods of the day and also had to teach one period of a "regular" English class for mainstream students. This meant that the classroom space was designed to accommodate both the ELL students and mainstream students at different points during the school day. When observing the walls and whiteboards in such rooms, differences separating the two types of classes and students were apparent. For example, the objectives posted for the "regular" English course were more academically advanced than those intended for ELL students in the 4-hour block. Materials and lessons for mainstream classes reflected grade-appropriate content whereas materials for ELLs did not. In addition, in one classroom the researcher observed that ELL work was relegated to a back corner of the room and was visibly different in terms of academic content as compared to that of mainstream student work. For example, the ELL work displayed student-created invitations while the non-ELL student work displayed essays that evidenced the high school's American Literature curriculum. This type of internal classroom segregation of abilities contributed to ELL students' identity-building.

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[5] In two districts, ELL students had two ELD instructors.

[6] In order to preserve anonymity, all districts were coded alphabetically (A through E). To maintain clarity across data sets, another alphabet letter was added to the district code to specify school sites. This was helpful when looking at multiple schools within one district. Teachers were then coded by number within the schools at which they taught, adding this number to the alphabetical codes. For example, one district had three schools and four teachers. Therefore, if researchers deemed that a specific quotation was necessary from a teacher, this was coded as District C, school A, teacher 1 (CA1). A further illustration of coding methods is purposefully withheld in order to maintain anonymity of all participants.

In the elementary classrooms devoted to SEI, the rooms were obviously distinct from those of the mainstream classrooms as a result of the ADE SEI Model posters on display. Six out of eight elementary classrooms observed had prominent displays of the English-only policy. Examples of such posters included signs that read, "Practice your English 24/7!", "Tell me in a complete sentence", and "50/50" referring to the emphasis on teachers and students talking equally in the class. Every K-8 classroom had charts and other forms of visual materials which focused specifically on ELD components as proposed by the ADE, such as poster size copies of the Discrete Skills Inventory[7], or pictures of the Language Star illustrating the "five main components of the ELD classroom" (ADE, 2010): morphology, syntax, lexicon, semantics and phonology. Such visuals were only evident in the four-hour model classrooms and not evident in the non-SEI classrooms. This type of visible distinction between the classrooms created the sense that ELL students were different from non-ELL students and needed to be treated differently.

When elementary ELLs left their classroom for specials such as Art or Music, and in one case for math instruction, they remained grouped throughout the day with the students from their 4-hour block classroom. In short, ELLs in four-hour model classrooms were spending their entire day with their fellow ELL peers. They did not have contact with native English speaking students during academic or fine arts instruction. As teachers noted, this was an aspect of scheduling that meant there was a minimal amount of time in which these students could interact with English proficient peers. Lunch was the one exception where interaction could have been possible. Unfortunately, with the arrangement of the seats forcing classrooms to sit with one another, the segregation of ELL students from non-ELLs was complete.

ELLs are physically isolated from English-proficient peers.

At some schools, particularly the high schools, the location of the SEI classroom also played an important role in fostering the "ELL student" identity and continued segregation of ELL students. Physical isolation of SEI classrooms was not observed at the elementary lower levels (K-5). However, this changed for students in the upper grades (6-12).   Within the elementary district, the only classroom which was physically separated from other mainstream classes was an observed junior high ELL class. This classroom was on a floor with elective courses (such as art) while other junior high classes were on a completely different floor. This type of separation also occurred at two of the three high school districts observed. One district had the SEI classrooms located on the far side of the school, surrounded by the special education wing. Here, the classrooms were abutted by the severely/emotionally disturbed students, the special education offices, or life-skills classrooms. When the ELL students at this school left their SEI classroom during the bell break, they found themselves standing near a parking lot,

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[7] The Discrete Skills Inventory (DSI) is defined by the ADE as "the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education (SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards" (ADE 2008, p. 1-2). Specifically, DSI "is a sequential series of English language skills that provide a guide to teaching the grammatical foundations necessary for students…and provides the critical grammatical foundation for achieving proficiency in listening, speaking, and writing" (ADE, n.d., p.1).

with no native-English speaking peers within distance for social interaction. The second district that segregated their ELD classroom from the mainstream had the classroom located with the foreign language department and the Career and Technical Education (CTE) classrooms. As that teacher noted, she was "surrounded by specials" and "we're totally segregated out here" (BA1, p.c., 3/22/2010).

At some high schools, the SEI courses are considered to be a part of the English department[8]. The physical locations of the SEI classrooms at these schools, however, were not in the same building as the rest of the other English department classes. The high schools had their ELL students completely removed from any other core content area classrooms, meaning that these students were not visible to other non-ELL classmates or teachers until they appeared in the mainstream classes during the periods in which they were not in the SEI 4-hour block. As Cosentino de Cohen, Deterding, and Clewell (2005) noted, this type of separation is not good for either ELLs or non-ELLs; Gifford and Valdés (2006) also argue that the lack of interaction between English-speaking classmates and ELLs is detrimental to an ELL student's acquisition of academic English. The separation of ELLs from non-ELLs promotes a social isolation that results from teacher and other non-ELL students' attitudes, and is permeated within the ELL students' sense of identity and belonging to the overall school community.

Physical isolation contributes to a social isolation.

Physical separation from the rest of the school and how ELLs' identities were shaped due to the 4-hour block, contributed to the social isolation of the ELL students from the rest of the mainstream educational environment. As already noted, the elementary districts' scheduling, classroom walls, and lunchtime routines continued a separation of ELL students from non-ELL students. It was observed that during recess ELLs would congregate according to primary language (L1) groups and play with one another as opposed to mingling with English-speaking peers. At some of the high schools, instances occurred where teachers who were not those involved with teaching the 4-hour block but had ELL students in their content area classes were reported as having said that the ELLs were "those" students and therefore did not need any further academic support in their content area classes. One SEI teacher remarked "there's this morale among the teachers that they just don't like the ELLs, particularly the Spanish speaking ones" (BA1, p.c., 3/22/2010). Furthermore, some teachers in the high school districts commented on how non-SEI teachers "looked down" on ELLs and had mentioned their beliefs that "those students" did not want to learn, were not able to learn their content area, or were mostly "just a behavior issue" (AA1, AA2, BA1, 3/3/2010). As one SEI teacher retorted, "it's not a behavior issue, but the way [non-SEI] teachers treat them, they become at-risk" (BA1, 3/22/2010).

Teachers in the high school districts were not the only ones to hold negative attitudes towards the ELLs. In some cases, it was documented that students also held negative attitudes which helped to further socially isolate the ELL students from the overall school community.

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[8] This is because one English credit is given to students for one hour of the 4-hour block.

One ELL coordinator mentioned that when some mainstream students did not take "the AZELLA seriously and ended up being labeled as ELL even though they were really English speakers" these students were "belligerent" and "angry" because they did not want to be "labeled as ELLs in school" (A, p.c., 2/17/2010). Contempt seemed to stem particularly from those students who could speak the ELL students' language and yet were not in the SEI model. These students were choosing to not associate with the ELLs because "they" were "wetbacks" (AA1, p.c., 2/25/2010). The attitudes of many teachers[9] and students of the schools in which ELL students were supposedly members meant that when not in the 4-hour block, ELLs were faced with potentially racist and negative situations for the remainder of their school day. Moving from the physical and social isolation experienced by ELLs, this report now turns to examine the materials and resources available to teachers as they implemented the 4-hour block.

Materials and Resources

> *"Books and instructional materials are in English and all reading, writing, and subject matter are taught in English."* (A.R.S. §15-751. Definitions. 5)
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> *"The curriculum of all English language learner programs shall incorporate the Academic Standards adopted by the Board and shall be comparable in amount, scope and quality to that provided to English language proficient students."* (S.B.R. R7-2-306, F.3).
>
> *"ELLs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the AIMS test or the nationally standardized norm-referenced achievement test adopted pursuant to A.R.S. Â§ 15-741, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards."* (S.R.B. R7-2-306.)

The only major stipulation regarding materials that can be found within the Arizona statutes is that all SEI materials must be in English if they are for instruction of ELL students. Also, per the Flores Consent Order, any instruction given to ELLs should reflect academic/grade-level appropriateness as well as include daily instruction in basic subject areas that is cognitively/academically equal to that of the mainstream curriculum. Materials that teachers might access include textbooks, workbooks or consumables, technological resources, audio/visual aids, and any other learning supplement that can be used within the classroom. To teach effectively, particularly for the SEI block, one could also argue that resources for teachers should include professional development opportunities targeted to their specific challenges and needs. Students should also have the chance to get further assistance, such as through summer school or compensatory instruction (oftentimes thought of as after/before school tutoring). Under the Flores Consent Order, it is noted (and now law under the S.B. R7-2-306 as pursuant to

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[9] Not all teachers held these attitudes and there were instances observed where ELLs were met with respectful attitudes in certain classrooms.

A.R.S. § 15-741) that students who are not progressing academically, as defined by the Arizona state standards, are required to be provided with compensatory education. After analyzing the data, the assertions related to materials and resources in the SEI classrooms are the following: materials were not age, grade or interest appropriate, materials observed revealed a dearth of grade-appropriate content, and there was a disparity in access to the materials and resources available in these schools.

Materials were not age, grade, or interest appropriate for students.

The 4-hour block instruction is devoted primarily to the acquisition of English at the loss of learning any meaningful, grade-appropriate subject matter content which could help students meet other academic objectives. Students were observed complaining about the ease with which they could complete the tasks assigned because teachers often resorted to worksheets for their main lessons (due to the shortage of materials) and the students contended they were "bored" (AA, 2/25/2010). One student in an elementary school was overheard responding to the reading materials in the classroom stating "they think we are babies" (CA1, p.c., 3/4/2010). It was observed in some high school classes that students were visibly distracted or sleeping, even while the teacher delivered the lesson. Some also commented on the ease of the material (AA, 2/25/2010). Such observed behavior, in conjunction with student comments, led researchers to conclude that ELLs were not challenged by the lessons offered within the SEI classroom.

Teachers also commented on the lack of materials and the appropriateness of what they had at their disposal to use for their lessons as compared to what the mainstream students received for curriculum. It was observed that without proper resources, high school teachers would resort to worksheets meant for middle and elementary level students even when they were being used with 12th graders. In one case, a teacher purchased books at their own expense, because "they're interesting and students can relate to the student stories" (DC, p.c., 3/25/10). Another teacher would go to the English department and "steal" books and plays so that her students would have some reading that was comparable to what they might see when they exited the 4-hour block and go into a mainstream English classroom (AA2, p.c., 3/2/2010). Some teachers included non-curriculum reading materials for students on bookshelves. Unfortunately, the literature within the classroom was also meant for elementary-aged students and not for adolescents. In one high school classroom, ELLs were limited to choose from books like Clifford the Red Dog, which is a beginning reader targeted to five or six-year olds.

When any adolescent students, particularly ELLs, are faced with learning situations where the material is not that which would engage them in their own learning or where they feel the material is behind that of other students, they may become more disengaged in their schooling (Meltzer & Hamann, 2004). ELLs need opportunities and materials presented to them that are within their reach and can be scaffolded in a manner which will lead to a more successful use of academic language (see e.g., Vygotsky, 1978; Richard-Amato, 2003). Based on Vygotsky's theory of the Zone of Proximal Development (ZPD), learning should be one-step above a student's development (Richard-Amato, 2003). When lessons are watered down or not at grade-level, as often observed in this study, students are not being scaffolded in their learning or

challenged. Students who see that others are progressing more quickly in school (such as the mainstream students) and are not provided materials suitable for their academic learning and age-level can thus disengage and become demoralized (Meltzer & Hamann, 2004).

Available materials revealed a dearth of grade-appropriate content.

Although content is considered to be the vehicle through which English language acquisition can occur (as defined by the ADE), if content was touched on in these classrooms it was not always done so in a meaningful, academically challenging way. Within the elementary district, teachers were left to create their own resources because of a lack of appropriate materials with which to teach content. In one observation at the elementary level, the lessons did not relate to the state standards for that content area nor grade level, and literature that could have been beneficial to the lesson was unavailable (CA, 3/2010). The teacher attempted a science lesson but the lesson was not connected to the state Science standards for that grade level. No science textbooks or other reading materials were available to the teacher for use, thus making the lesson decontextualized. While other students at that grade level were learning how to make hypotheses and predictions via the State Standards, these students' learning focused on the labeling of objects (CA, 3/2010). All of the teachers observed lacked access to rich materials which would assist in the teaching of subject matter *content*; they did, however, have an abundance of ELD materials.

Teachers in one high school district also tried to bring content into the lesson while teaching English, but with the lack of resources available to them were merely able to scratch at the surface (DD, 3/2010). In these instances, the teachers gave lessons that revolved around content such as frogs and earthquakes. This did not match what other non-ELL students were learning within their science courses. It is understood that content is not the main focus, but it is important to note that the SEI teachers were attempting to assist with the understanding of the content classes which the ELL students would have to take by using language lessons to further the students' understanding of the content material. Unfortunately, while well-intentioned, the lack of resources meant that the lessons intended to help with subject matter learning were superficial. In the other two high school districts, the ELL students were not exposed to any subject matter content within the SEI 4-hour block. They had to acquire this knowledge from their content area teachers, even though they were not yet necessarily proficient enough in English to fully understand the instruction.

Disparities exist in access to resources/materials across schools and districts.

Many teachers did have materials and resources provided to them, such as the ADE professional development training done via the district at some schools, especially at the elementary level. However, even when the teachers had materials and resources available, many did not feel supported enough to "really know what we're doing" (AA1, p.c., 2/25/2010) in the classroom. This notion of uncertainty was mentioned by teachers across grade-spans and districts, regardless of how trained they were in implementing the 4-hour block or for how long they had been teaching. Teachers who went through the ADE's SEI trainings and professional development sessions still felt "confused" about how the SEI model was supposed to work, as

well as how to deliver instruction in such a discrete hour-by-hour timeframe as defined by the ADE when they had considered themselves to be successful with the students prior to the implementation of the four-hour model (AA, 3/2010). In addition, while some schools saw an abundance of materials, others were lacking so severely that they could not even provide textbooks for the ELL students (see Appendix B).

Even though most teachers had whiteboards, internet, and ELMO overhead projectors, there was a major disparity in regard to access to materials depending on the schools in which observations occurred. The elementary districts appeared to have many supplies and resources directed towards the focus of the SEI instruction. At this level, the biggest complaints there were the lack of summer school, teacher aides[10], and after-school programs. This complaint was echoed in all of the high school districts, where graduation requirements force ELL students (who want to graduate in four years) to take summer school or after-school tutoring. When this was not provided as a result of a lack of funding, it had major implications for ELL students in these high schools.

In spite of the fact that only through additional before/after or summer school opportunities could secondary ELL students earn enough credits to graduate with their peers in a typical four-year time frame, there was an overall absence of any summer school for ELLs, and after-school instruction (compensatory education) for ELLs. This is directly out of compliance with the Flores Consent Order (see S.B. R7-2-306). The lack of compensatory education instruction was due to cuts in funding to the ELL departments and schools. The absence of this additional necessary instruction virtually ensures that secondary ELL students will be unable to graduate with their peers, especially if they remain in the 4-hour block for longer than one year.

The distribution of technological resources across schools and districts was also unequal. Those districts that had an abundance of technology were all located in major urban areas. While it appeared that most districts had access to technology, including internet use and language learning programs, one suburban/rural high school district was severely limited. In this district, teachers did not have access to language learning programs and were limited in their internet use. There was internet access, but it was restricted and teachers oftentimes had to get special permission to access sites. Furthermore, the system would kick off users in five-minute increments; one teacher commented that she did not bother with technology in her classroom anymore because it was such a headache. When comparing this district to other districts, the *use* of technology was minimal compared to the latter due to the available access provided to the teachers. Teachers in other districts were able to access and therefore use technology as a major resource for teaching their lessons and found it very helpful in the teaching of ELLs.

Outside of this district, eleven of the eighteen teachers observed across the remaining districts had language learning programs available to them to use with their students. One of these teachers secured the means to a language learning program (*Rosetta Stone*) on their own.

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[10] In one high school district, teachers could request teacher aides for their classes. The teachers who did request aides were present in the classrooms.

The teacher also managed to get computers for the SEI classroom for free but was then met with resistance from the school because they did not want to have to pay for computer maintenance. It is important to note that the existence of technology does not ensure its appropriate use, especially in the case of language learning programs. Just because a computer program claims to be good for language learning, program evaluation should be done before determining if a program is really suitable for children and adolescent ELLs (Reeder et al., 2004).

In addition to the disparities between districts regarding summer school and compensatory education, one of the most worrisome issues was the disparity between high schools over available textbook and workbook materials. In one district, teachers used three-year old textbooks and made photocopies to preserve the books for future use. Many teachers in this district, as well as other high school districts, were forced to photocopy anything they might want to use with their students so as not to waste workbook pages. In some districts, the workbooks had been used and the teachers noted that meant there would be no more for the coming years (A & D, 2010). In fact, one classroom observed had no textbooks at all for the high school students. These teachers commented on how they had nothing for their students. In one district, the teachers were limited to three packets of copy/printer paper per year. One teacher used this allowance of paper for the ELLs by October. The lack of textbooks and workbooks, at times coupled with a lack of summer school, access to technology, and ELD after-school programs, created a discrepancy among Arizona schools in how teachers were able to teach, sometimes even within districts.

The lack of materials and access to resources was a practical hindrance in the implementation of the four-hour model, particularly at the high school level. Teachers were limited to the use of whatever resources they had access to, even if this meant the use of materials that were not age, interest, or grade level appropriate. Even when they tried to focus on English language instruction, teachers were often handicapped in their ability to do so because they did not have the materials they needed.

English Language Instruction

> *"Arizona law requires schools to teach English."* (A.R.S. §15-752. English language
>   education).
>
> *"Arizona law requires materials and subject matter instruction to be in English."* (A.R. S.
>   §15-751. Definitions, 5 and A.R.S. §15-752).
>
> *"Principals for accelerating English language learning: Error Correction."* (ADE, 2010).
>
> *"During the period of observation, students respond in complete sentences or were
>   prompted to answer in complete sentences at least 75% of the time."* (OELAS, 2009-
>   2010, p. 52).
>
> *"Sheltered English immersion" or "structured English immersion" means an English
>   language acquisition process for young children in which nearly all classroom
>   instruction is in English but with the curriculum and presentation designed for children
>   who are learning the language. ... Although teachers may use a minimal amount of the
>   child's native language when necessary, no subject matter shall be taught in any
>   language other than English, and children in this program learn to read and write solely
>   in English."* (A.R.S. §15-751. Definitions, 5).

The goal of the 4-hour block is English language development, or the teaching of English language skills to students who are in the process of learning English (ADE, 2010). In accordance with state policy concerning the four-hour model, all ELD classrooms observed focused on the teaching of English. Across all grades, the development of English abilities in reading, writing, vocabulary, grammar, and oral communication was the driving force behind instruction. Although students were seen using and practicing the English language, the language learning experiences focused on language correctness over the use of language as a communicative tool. Concerning English language instruction, data evidenced the following assertions: a hyper-focus on language correction limited students' learning, students' "funds of knowledge" were silenced due to English-only policies, few teachers could balance English development and a respect for students' "funds of knowledge", and of those teachers who were observed to balance both, most held a bilingual or ESL endorsement.

Hyper-focus on language correction stifled learning.

Researchers observed all teachers promoting the use of correct English in the 4-hour block classrooms. However, the ways in which teachers encouraged the correct use of language varied. While some teachers focused on language as a communicative act and modeled the correct language without interrupting communication, most focused on correctness to the point of stifling learning. For instance, teachers stopped students mid-response to restate their answer

in a complete sentence; students were prompted to repeat a word three or more times until they pronounced it correctly, and some teachers took a student's misuse of a word as an opportunity for the class to correct it in a demeaning manner. In such scenarios, teachers interrupted classroom-learning opportunities to single out a student's mistake which effectively halted the lesson's overall progress to emphasize a single grammatical convention.

While there has been a lot of debate about how much to correct students' grammatical errors as they are learning a language (Lightbrown & Spada, 1990; Lightbown & Spada, 2006; Richard-Amato, 2003), what we do know is that error correction is a complex process (Ellis, 1996). Due to the complexities involved in error correction, recent literature suggests it is better to correct through modeling, rather than interrupting or embarrassing the student while talking (Roberts & Griffiths, 2008; Ur, 1996). Most importantly, teachers need to correct errors in a way that considers students' affective needs (Vigil & Oller, 1976). In his affective filter hypothesis, Krashen (1981) describes how when a language learner is scared, embarrassed, or uncomfortable, their affective filter is heightened, which consequently stifles their learning (see also Lightbown & Spada, 2006; Richard-Amato, 2003). The constant correcting of language mistakes not only interrupts, but may also embarrass ELLs. In effect, the emphasis on language correction increases the reluctance of ELLs to engage in speech acts because they are embarrassed or made to feel uncomfortable when errors are pointed out in front of others.

Researchers also observed teachers correcting students' grammar, pronunciation, and the use of complete sentences in ways that stopped the speaker from sharing their ideas. Students were seen losing their train of thought in the process of restating their answer in proper grammatical forms (CB1; CB2; CA2; CA3; CA4; DB3; 3/2010). As students were made to parrot the linguistically-correct response that the teacher was prompting them to use, they did not pick up their original line of thinking. This hyper-focus on grammar, pronunciation, and the use of complete sentences broke up the authentic conversation and communication in the classrooms between teacher and student and among students. In these instances, language use was valued only for its correctness, as opposed to its use for communication among learners. Additionally, the risks learners took with language went unrewarded.

Although disturbing to observe, the constant language correction and the lack of focus on language as a communicative act is not surprising, given information regarding how teachers are prepared to teach ELLs in Arizona (de Jong, Arias, & Sanchez, 2010). While all teachers observed in these instances had, at a minimum, a provisional SEI endorsement (the state-mandated training required for teaching ELLs), the curriculum for the SEI endorsement (ADE, 2007) lacks an emphasis on second language learning theories. Additionally, trainings provided by the ADE to assist teachers implementing the four-hour SEI model, highlight error correction as a means for accelerating language acquisition without a discussion of the complexities involved in error correction (ADE, 2010).

The focus on the English language muted students' "funds of knowledge."

In eleven out of eighteen classrooms observed, students appeared to be forced to surrender their cultural and linguistic knowledge, or "funds of knowledge," at the door of the ELD classroom. Students, no matter what language they speak, are not blank slates; they come to school with a body of knowledge they have amassed from home, community, and prior experiences. The "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, Amanti, Neff, and Gonzalez, 1992, p.133) is one important "fund of knowledge" that students bring to school. In a thorough review of the literature on learning, researchers from the National Academy of Sciences concluded that children learn most efficiently when they are able to build on existing knowledge. In other words, new learning builds on prior learning (Bransford, Brown, & Cocking, 2000). By ignoring the funds of knowledge that these students possess, instruction is likely to be less effective.

In these rooms, some teachers made it taboo for students to use their primary language (L1), thereby preventing them from building on prior learning, making comments about how they enforce the rule of only using English and not using Spanish at all, even with each other students. One teacher encouraged a type of language policing, asking students to report out when they heard the use of a language other than English (BA, 3/30/2010). Teachers not only dissuaded students from using their L1, in some instances they also explicitly rejected students' prior knowledge. Upon sharing his discovery of the Spanish word *collar* at his learning center, the student was scolded by his teacher who said "You may think that is a Spanish word, but it is not, we only have English words in this room" (CA4, p.c., 3/26/2010). For this student, his literacy in his primary language earned him a public reprimand, when in fact experts in second language acquisition strongly encourage teachers to use cognates such as "collar" as critical language learning tools for ELL students (Wong-Fillmore & Snow, 2002). Finally, teachers' enforcement of the English-only rule, accompanied with language policing, prohibited students from communicating in their L1 during and outside of direct instruction. When students lacked the English proficiency to express their ideas, clarify misunderstandings, or make requests, they were not encouraged to do so in their primary language.

Beyond denying and/or ignoring students' knowledge in their primary language, some teachers also excluded students' cultural knowledge from classroom learning experiences. Although researchers observed seven teachers making connections to students' cultural knowledge in the classroom, the majority of the teachers observed did not. One teacher stated that incorporating students' cultures into the lesson was too difficult because of the differences in cultures represented in the class (CA3, 3/2010). Additionally, some teachers in the elementary schools stopped students' sharing of their personal knowledge to get back to English instruction. One teacher described the obvious importance of focusing on English and American culture by saying, "They are here now, they need to learn it" (CA2, p.c., 3/5/2010), rather than incorporate students' native language and culture. Unfortunately, some teachers did not seem to realize that

students' linguistic and cultural knowledge could be a foundation for English language development.

Some teachers balanced promoting English while respecting students' "funds of knowledge."

Less than half of the observed teachers validated students' "funds of knowledge" (Moll & Grinberg, 1990; Moll, Amanti, Neff, & Gonzalez, 1992). The seven that did, however, found ways to promote English while utilizing students' linguistic and cultural knowledge in a variety of ways. Researchers observed teachers who allowed ELLs to communicate in their primary language as a means of understanding new learning. Observations also revealed that some teachers permitted students to access information in their primary language, while others translated information into a students' native language, and referenced students' cultural backgrounds as a foundation for new learning.

Seven of the eighteen observed teachers allowed students to communicate in a shared native language as they worked towards a final product (e.g., sharing out, a piece of writing) in English. While working in pairs or small groups, students were able to achieve clarification or guidance in their shared native language. For example, an ELL who had just achieved clarification from another member of the class discussed the assignment at hand with another Spanish-speaker before they both returned to their work (DB, 3/2010). In addition to communicating with peers, these teachers permitted students to access information (on the computer, in native language/English dictionaries, or in native language texts) to further their understanding of the English lessons (CB3; DB3, 3/2010). Researchers observed that students took advantage of opportunities to utilize their native language to make meaning of content and language lessons.

In addition, when teachers or teaching assistants spoke the students' native language, most teachers used the shared language to assist students' understanding of the English lesson, communicate socially, or to make the student comfortable. In these classrooms, teachers translated for clarification during lessons. One elementary teacher, who had seven languages represented in her room, learned and used a few words from each of those languages. She also used her ELLs as a resource, asking them, "How do you say that in …" or "What is the word for cow in…" (CA1, p.c., 3/19/2010). Another elementary teacher encouraged her students to, "Use what you know in Spanish to help you figure out what this word may mean in English" (CB3, p.c., 4/22/2010). While maintaining a focus on learning English, these seven teachers attempted to learn and use their students' native language. They recognized the value of students' linguistic knowledge and in so doing, created a more positive environment for students.

Along with valuing students' native language as a resource for new learning, these seven teachers also recognized the importance of students' cultural backgrounds. During an observed lesson in a junior high classroom, students were working on a passage about Thomas Edison. The teacher stopped and took time to address Thomas Edison's middle name, Alva. She acknowledged that he had connections to a Hispanic background and noted, "They don't point it out a lot in books, but it is important for you to know you have something culturally in common

with him" (CB3, p.c., 4/22/2010). Researchers observed teachers that provided students with multiple examples in order for students to make sense of new information. Certain teachers highlighted examples directly related to the cultural groups represented in the room. Whether to validate students' cultural backgrounds, or use students' prior knowledge as a foundation for new learning, seven teachers in the study referred to the cultural knowledge that their ELLs brought with them to the learning environment. Researchers observed these seven teachers to implement the four-hour SEI policy in a way that differed from the mainstream. Although the mandated ELD model does not exclude the use students' L1 or the integration students' background experiences and cultural norms in the classroom, the overwhelming interpretation and implementation of the policy is one that strictly enforces the use of English only (Mahoney, MacSwan, Haladyna, & Garcia, 2010).

Most teachers who promoted students' "funds of knowledge" have an ESL or bilingual endorsement.

While the state mandates SEI endorsements for all teachers (ADE 2010), researchers noted that many teachers who held a bilingual or ESL endorsement found ways to promote the acquisition of English while simultaneously valuing students' language and culture. Out of eighteen teachers observed, seven were seen to incorporate ELLs' "funds of knowledge" (Moll & Grinberg, 1990). Out of those seven, six had more than the minimum requirement of an SEI endorsement and held a bilingual or ESL endorsement. These teachers were also able to draw on their past experiences teaching in ESL or bilingual classes as well as their previous preparation for said endorsements as means for negotiating what the state was asking them to do in the four-hour model and what they felt was best for their students. As one teacher noted, "I do what I have to do on paper, and then I teach the way I need to for my students" (CA1, p.c., 3/19/10). This quote shows that at least some teachers were aware of the tensions between what was expected of them in SEI classrooms and what they understood to be best practices for ELLs. Regardless of approaches used by teachers in the 4-hour block, once ELLs are exited from the SEI model, they are expected to be successful in mainstream classes. However, even though an ELL may be deemed proficient in English, their lack of exposure to or understanding of subject matter content almost certainly impedes their transition to and success in mainstream classrooms.

Promotion and Graduation

"The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year." (A.R. S. §15-752. English language education).

"The LEA shall monitor exited students based on the criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout the LEA, and upon request, is subject to Board review. Students who are not making satisfactory progress shall…be provided compensatory instruction or…be re-enrolled in an ELL program. A WICP describing the compensatory instruction provided shall be maintained in the students' ELL files." (S.B.R. R7-2-306).

"The expectations for the ELL students are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students." (Parent Notification and Consent Form, ADE, 2008).

Students who are identified as ELLs are required to be placed in a SEI classroom. As A.R.S. § 15-752 states, students are "not normally intended to exceed one year" within the program. This one year timeline is contradictory to second language acquisition literature that argues ELLs potentially need five to seven years to become academically proficient in English (see e.g., August & Hakuta, 1997). Although parents of ELLs are informed that their children will "meet appropriate academic achievement standards … at the same rate as mainstream students" (Parent Notification and Consent Form, 2008), the researchers in this study noted that this was not the case. In regards to promotion and graduation, the following assertions were determined: ELLs are not exiting the program in one year, reclassification rates are a poor indicator of success in mainstream classrooms, and the four-hour model places ELLs at a severe disadvantage for high school graduation.

ELLs are not passing out of the SEI class in one year.

Although the ADE claims that students can exit out of the SEI program in one year, our observations in first through twelfth grade indicated otherwise. After interviewing more than twenty education professionals in all five districts, the response to the question of whether or not students are passing as proficient in the one-year time frame was a resounding "No". Instructional Coaches, ELL coordinators, and teachers noted that it takes students more than a year and more likely three or four to pass out of the four-hour SEI model. Teachers reported that the amount of time it takes a student to pass out of the program depends on the following factors: prior exposure to English, prior schooling experience, motivation, and their grade level in school.

One upper grade teacher described it as such, "Students who come with some schooling in their home language and no English, finish in three to four years. ... Students with no schooling in their home country have difficulty ever getting out" (DD, p.c., 3/17/2010). In terms of motivation, one high school teacher reported that "highly motivated students can do it in three years" (DC, p.c., 3/4/2010), recognizing that even if ELLs are highly motivated, one year is not enough time. Finally, teachers described two factors may facilitate a one-year promotion out of the 4-hour block: grade level and beginning language proficiency. Not only does the one-year goal for language proficiency go counter to all of the research on this topic (see e.g., August, Goldenberg & Rueda, 2010), but it ignores the large differences among ELL students (i.e., age, past school experience, motivation, previous experience with English) in regard to language acquisition.

Elementary school coaches and teachers reported that the few students that did pass out after only one year were kindergarteners. They expanded on this by explaining many of those that were exited out at the end of kindergarten, did not pass the AZELLA[11] the following year during their monitor stage and were reclassified and placed back in the four-hour SEI classroom at the end of first grade. In terms of language proficiency affecting a student's ability to exit after one year, one teacher (CA1, p.c., 2/23/2010) noted, "maybe some of the higher kids" (meaning students who entered the program with higher levels of proficiency) have a chance of exiting in one year. This statement was quickly followed with, "people only see a number and a date [talking about AZELLA scores] and they do not take into account where that student is at, where they came from, what their journey here was like" (CA1, p.c., 2/23/2010).

Teachers and instructional coaches were not the only ones to dispel the idea of a one year timeline. A few administrators at the high school level stated that "no", ELLs were not exiting within one year (AA, 2/17/2010; D, 3/2010) and "the time frame depends on the student" (DA, p.c., 3/5/3020), noting that some lack an educational background and all vary in terms of their English skills. Furthermore, a principal at an urban high school mentioned that ELLs were taking up to three years *at least* to exit out of the 4-hour block. One coordinator commented that only those ELLs who came to the school with a strong schooling background and literacy in their primary language were able to pass out in under a two-year time frame. Another alarming occurrence happened to some ELLs who did not pass out of the 4-hour block. At one school a guidance counselor, concerned that all would-be senior ELLs for the academic year 2009-2010 would not graduate on time, transferred all of them to a fast-track program at a different school because they were short of credits. In another interview, it was noted that retention in the four-hour model for high school students who have reached intermediate proficiency was a dangerous time for these students because they find it even more difficult to graduate.

Students were also aware of the implications of exiting out of the 4-hour block. Student frustrations and their awareness that they are being held back from their non-ELL peers in terms of graduation were evidenced by a student's comment of how "the goal is to get out of ESL" (D, p.c., 3/29/10). When students asked about getting out of the 4-hour block, a teacher at one of the

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[11] AZELLA stands for Arizona English Language Learner Assessment and is given to all students identified by the state as potentially being a non-proficient English speaker.

high schools told the students "Yeah, if you want to get out of this you have to have your parents sign a waiver to get you out…or you have to pass the AZELLA" (AA2, p.c., 3/3/2010). To this, one student responded "I haven't passed that test since 6th grade" (AA, p.c., 3/3/2010).

This extended length of time in the 4-hour block also sharply reduces the likelihood that ELLs are able to catch up academically to their English proficient peers. While enrollment in the SEI classroom does not prohibit students from grade promotion, it does mean that students are passing from one grade to the next without grade-level academic content exposure or understanding. It also prevents high school students from accumulating enough credits to graduate in the standard four-year timeframe or prepare for college. With the 4-hour block emphasizing English development and neglecting academic content, each year an ELL is in the SEI classroom he or she falls further behind in their grade-level content areas.

Reclassification rates are a poor indicator of success in mainstream classrooms.

Once students in Arizona pass the AZELLA they are reclassified (RC) as English proficient and placed in mainstream classrooms. Teachers reported that RC ELLs struggled once they were mainstreamed, largely due to the lack of language support in those classrooms. Teachers in elementary classrooms mentioned that it was easier to accommodate RC students because they stayed with the same teacher throughout the day. On the other hand, high school reclassified ELLs were not as easily supported within the mainstream classrooms. One teacher and an ELL Coordinator at two different high schools commented that the teachers do not "understand that RC ELLs are still ELLs" and need help learning academic content, while at the same time support in continuing their English development (AA, p.c., 2/17/2010; also BA, 3/22/2010).

Student struggle coupled with the lack of support led to many ELLs being unsuccessful in their mainstream courses after reclassification. It was noted in one high school that many of the language learners who had passed out of the model, at the end of their first year on monitor status became ELLs after reclassification (ELLAR) and were placed back in the 4-hour block. In another high school district, it was possible to compare the academic achievement of the ELLs in one year versus the same ELLs once reclassified. Comparing the academic grades of high school ELL students while in the four-hour model to as when they were RC students within the past two years, the grades earned by the students as RC show that the majority are failing core academic classes. When in the 4-hour block, 14 out of 29 ELLs in one high school district received one or more 'F's in a semester. Once RC, it was discovered that *all* 29 RC ELLs ended up with an 'F' grade in one or more of their core content area classes in their first semester after exiting the 4-hour block. This suggests that students were not provided with additional support after reclassification and/or students were not yet ready for the academic rigor of their mainstream classes. It is possible that ELLs are being passed as proficient too quickly and, therefore, future research should be done as to the validity of the AZELLA as both a measurement of language proficiency and as an indicator of success with mainstream classrooms and content.

The 4-hour block places ELLs at a disadvantage for high school graduation.

In Arizona, students in the Class of 2012 need a total of 20 credits (12 core content, 8 electives) and the Class of 2013 will be required to have a total of 22 credits (14 core content, 8 electives) in order to graduate high school. A typical ELL high school schedule is four hours of ELD and two hours of core content coursework. ELLs in the 4-hour block only receive one English content credit and then three elective credits *per year* for the time spent in the SEI model. This means that compared to mainstream students, ELLs are only getting potentially three content credits and three electives per year whereas the non-ELL students get four content credits and two electives. Of course, this also assumes that they are able to pass these content courses, which as we have seen, many are not. After one year in the 4-hour block, ELL students are therefore already behind *by at least* one content credit compared to their English-speaking peers. As previously discussed, many ELL students are not passing out of the 4-hour block in one year and are therefore receiving only *at most* three content credits the next year.

This means the longer ELLs are in the four-hour model, the further behind they get in regard to the content course credits needed to graduate, and the less likely they are to graduate with their peers. This is especially dangerous because the research on drop out is solid and consistent in finding that the single best predictor of dropping out of school is being over-age for grade level (Shepard and Smith, 1989). One ELD chair stated, "The SEI model is abusive to kids. It isolates and segregates them from the public and denies them credits" (DA, p.c., 3/5/2010). A high school principal mentioned that ELLs had to take core academic classes in the evening or during the summer to receive the academic content credits required for graduation. ELLs at the high school level were also "top heavy" regarding elective credits because they were already maxed out of electives due to three out of the 4-hour block classes counting as elective credit hours. At another high school, teachers mentioned that they would be willing to teach ELD summer courses to accommodate ELLs, but the school lacked funds to support the ELD summer school courses (A, p.c., 3/10/10). At times, the ELL students had to then incur the cost of summer school or night classes in order to satisfy the required course to graduate, as well as transportation costs.

A high school principal reported that the school is trying to provide additional support for ELLs who exit out of the 4-hour block (DB, p.c., 3/25/2010). Ideally, this support would involve creating new academic content classes where a SEI teacher and a content area teacher would instruct together. Structuring lessons in this manner shows an understanding of the length of time it typically takes ELLs to acquire a second language (August & Hakuta, 1997). This team-teaching approach would also help provide all students the additional academic scaffolding and one-on-one support which is a necessity for ELLs. The high school is also factoring in that some ELLs have a limited academic background, which may require additional time and educational support for developing their academic language. The costs, which would be expected from such a venture, would be incurred by the school itself.

Discussion of Findings

Early on there was confusion as to the definition of an SEI classroom (Arizona Education Association, 2001). According to the question of what is the central problem being advanced here, Wright & Choi (2006) stated the following:

(a) these policies mostly resulted in confusion in schools throughout the state about how to teach ELLs;

(b) there is little evidence that such policies have led to improvements in the education of ELL students; and

(c) …these policies may be causing more harm than good. The majority of teachers surveyed reported that state's mandates for Sheltered English Immersion (SEI) and narrow interpretation of Proposition 203 is too restrictive and inadequate for meeting the language and academic needs of ELL students. Teachers provided evidence that SEI differs little from mainstream sink-or-swim education, which is not a legal placement for ELLs under state and federal law.

As was shown with discussions of staff, the confusion was still there and many teachers, regardless of how much training in which they had participated, had multiple questions about how to properly implement the SEI model in their school.

The Research Base of the SEI 4-Hour Block

Information prepared by the Arizona Auditor General and distinguished researchers for the *Baseline Study of Arizona's English Language Learner Programs and Data* (Davenport, 2008) raised concerns with several components of the 4-hour block. These concerns are summarized briefly below and include critiques of the research base for SEI, of the four-hour SEI requirement, of the Discrete Skills instructional approach, of adequate resources for SEI implementation, of student segregation within program and schools, and the adequacy of the one-year program limitation.

Arizona's SEI model not supported by research base.

The research base for SEI instruction as defined in Arizona is inconsistent with accepted definitions of sheltered English instruction (also with the acronym SEI[12]). Rolstad, Mahoney, and Glass (2005) noted that Arizona's use of the term SEI is inconsistent with the definition offered in the reports by Baker and de Kanter (1983) and Rossell and Baker (1996) that stated that SEI (meaning sheltered English instruction) programs permit considerable use of the home language. Furthermore, the effectiveness of the SEI approach is questionable. Research has found no evidence of ELLs learning English faster following Proposition 203 and Arizona's

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[12] In Arizona, SEI stands for structured English *immersion*. In literature, SEI is most commonly an acronym for sheltered English *instruction*.

mandated SEI instruction and no evidence of greater academic achievement of ELLs since passage of Proposition 203 (Mahoney, Thompson, & MacSwan, 2004; Krashen, Rolstad, & MacSwan, 2007; Wright & Pu, 2005). The efficacy of SEI is questioned as evidenced in the following statement by Krashen, Rolstad and MacSwan (2007):

> Three distinct research teams independently concluded that SEI is an inferior instructional approach in comparison to more traditional programs which teach ELLs in both English and the native language, and a research synthesis focused solely on studies conducted in Arizona drew similar conclusions. (p 2)

The efficacy of the 4-hour block is critiqued as a misapplication of Time-on-Task Theory, denial of access to the core curriculum and the benefit of developing comprehensibility in second language classrooms. The following excerpts are characteristic of these critiques:

> A review of the evidence suggests that the Time-on-Task Theory, which urges maximal time in English in instructional contexts, is not supported. Rather, the evidence supports an alternative view, sometimes called the Facilitation Theory, which posits that academic content knowledge acquired through use of the native language transfers to and thereby facilitates academic growth in the second language (English) environment. (Krashen, Rolstad, & MacSwan, 2007, p. 3)

> When English learners are placed in SEI classes for four hours a day for a year to learn about English, they will fall behind in their core academic classes. This is especially critical for older English learners who must take and pass the AIMS writing and content-based exam in order to graduate from high school. While ELLs are in SEI classes for four hours per day learning about English, they are missing out on the core academic areas of math, science and social studies. No research or pedagogical theory related to second language acquisition in U.S. settings recommends the segregation of ELLs for the majority of the school day into English language classes, where they are kept from participating in and benefitting from core content instruction, modified to ensure their involvement in learning. (Faltis, in press)

> The Task Force maintains that ELLs benefit from the allocation of discrete blocks of instructional time devoted to English language and literacy instruction, but oversimplify the issue by ignoring the crucial issue of comprehensibility. Beginning second language acquirers will obviously profit from having a separate time set aside for English language class, because mainstream classroom teaching is incomprehensible to them. As soon as instruction becomes comprehensible, such classes should include subject matter teaching, beginning with subjects that are easier to contextualize for lower-level ELLs (science and math), and gradually moving to more abstract subjects, such as social studies. (Krashen, Rolstad, & MacSwan, 2007)

Second language researchers decry the SEI focus on discrete grammatical units. Language curriculum needs to be contextualized for ELLs, and classrooms that focus on meaningful interactions are more conducive to second language acquisition. Some arguments are such:

A review of the evidence does not suggest that language development curricula should be structured to focus on order of acquisition of English morphemes or any other aspect of language. Rather, language curricula should support second language learners with rich, meaningful and highly contextualized instruction to provide comprehensible linguistic input. (Krashen et al., 2007, p. 4)

A wide variety of studies have pointed to the conclusion that the explicit teaching of discrete English language skills has a very weak effect on English acquisition. (Krashen et al., 2007, p.5)

Grammar-based approaches are also not supported in multivariate correlational studies. The amount of formal study of a language is generally less significant in multivariate studies than the amount of free reading, and is often not found to be a significant predictor of second language competence when free reading is included in the analysis. (Gradman & Hanania, 1991; Lee, Krashen, & Gibbons, 1996)

Research has shown repeatedly that students in comprehension-based classrooms, where the instructional focus is on comprehension of messages of interest and not formal grammar instruction, acquire as much or more of the second language than students in traditional grammar-based classrooms. These findings hold at both the beginning and intermediate levels (Asher, 1994; Hammond, 1989; Isik, 2000; Nicola, 1989; Nikolov & Krashen; 1997; Swaffer & Woodruff, 1978; Winitz, 1996; Wolfe & Jones, 1982).

The Arizona Auditor General's report (Davenport, 2008) also noted the difficulty in finding appropriately trained teachers to deliver the SEI model, particularly in the rural districts of the State. Furthermore, the Auditor General's report questioned the effectiveness of the one-year approach, finding that ELL students were remaining at the same language proficiency stating:

Between fiscal years 2006 and 2007, nearly two-thirds of the students remained at the same proficiency level or regressed, while about one-third moved to a higher proficiency level. ELL students who were at the lowest proficiency levels tended to make the most progress. (p.ii)

This finding, coupled with comments from teachers and principals about the length of time ELLs remain in the 4-hour block, shows that the stipulation made regarding ELLs' participation "not [normally] to exceed one year" (ADE, 2010) in the four-hour model is not demonstrated. There is evidence here that ELLs in the four-hour model are *not* progressing as proficient in a one-year timeframe.

The requirement that ELLs participate in four hours of concentrated English instruction was not research based (Wright, 2010), and further exacerbated ELL access to the core curriculum by limiting the time for content area instruction. This was evidenced in the data analyzed within the current paper. This four-hour legislative requirement effectively tied the hands of the ELL Task Force to approve alternative models. All models had to conform to the four-hour ELD requirement. Critics of the four-hour block raised concerns as to how ELLs

would meet the grade level standards in content areas, if they were excluded from participation in content courses (Faltis & Arias, 2007). These critiques were voiced in the interviews conducted for this study.

Since its inception, the mandate established that the ELL Task Force impose non-research-based requirements (e.g., DSI) while at the same time requiring research-based approaches (i.e., SEI instruction). The ELL Task Force has been forced to accommodate a tension between what is research-based and what is not research- based. It has been required to adopt models that are "research-based" yet these models clearly contradict what researchers advocate as research-based instructional approaches for ELLs. Specifically, focusing on only three of the mandated parameters (ELLs are the only ones to be included in the 4-hour block, involvement in the 4-hour block is "not normally to exceed" one year, and the English-only policy), researchers have stated that it takes minimally 3-5 years for ELL students to acquire a second language (Hakuta, Butler, & Witt, 2000), that exposing students to fluent English speakers is beneficial for language acquisition (Ovando, Collier, & Combs, 2006), and that using the student's native language for comprehension is beneficial (Krashen, Rolstad & MacSwan, 2007). As discovered in this paper, students on the whole were not passing out of the 4-hour block in one year as mandated by the ADE, students are segregated from native-English speaking peers, and the hyper-focus on English was limiting students' abilities to fully integrate with school instruction, as well as limited teacher's abilities to use students' "funds of knowledge".

In the fall of 2008, all schools across Arizona were required to implement the four-hour model and its scripted instructional activities for ELLs, despite evidence in research contrary to what the SEI model was mandating. Arizona educators articulated that the four-hour model took time away from the instruction of core content areas, segregated students according to language proficiency, and introduced a model that teachers were not prepared to deliver (Zehr, 2009). Evidence of this was found in statements made by the Attorney General's report and other researchers:

> Across sample districts and charters, program officials identified the schedule and resource challenges to meeting the 4-hour daily ELD requirement. For example, program officials at three rural districts stated that they currently have difficulty filling regular teaching slots, and they do not know where they would find four to six more teachers with the qualifications to teach SEI classes. (Davenport, 2008, p. iii)

> Teacher preparation for the new SEI instructional model was disjunctive: The components of the SEI endorsement, required for all teachers after 2006 did not include preparation for the Discrete Skills curriculum required in the 4-hour block (Arias, in press)

Research on student isolation, within the SEI program and within schools has shown that segregating ELLs for the major part of the school day creates 'ESL Ghettos', unsound learning environments where ELLs languish and fall further and further behind in school (Gifford & Valdés, 2006; Valdés, 2001; Valenzuela, 2005). This study has shown that not only are English

learners excluded from interaction with English speakers when they are placed in classrooms with only other ELLs, they are also segregated for lunch, recess, and extracurricular activities.

> To further exacerbate the situation of segregation… grouping English learners by proficiency level, so that all emergent English learners are placed with other emergent learners, Basic English learners are placed with other Basic English learners, etc., English learners who are placed for four hours with others on a long-term basis who are at their level of English proficiency are denied opportunities to interact with and learn from more proficient others. (Faltis, in press)

Finally, researchers have questioned the limitation of the SEI program to one year:

> The suggestion that 1 year (180 days) of sheltered English immersion
> (SEI) is adequate for students learning English has no basis in the research on
> second-language acquisition (August & Hakuta, 1997; Hakuta, Butler, & Witt, 2000).

In summary, research found significant limitations with the SEI approach: these concerns included critiques of the definition of SEI, the adequacy of the 4-hour block to deliver comprehensible instruction, the grouping of students by language proficiency and limiting their exposure to native speaking peers. Finally, the research discredits a discrete skills approach to language learning as having a weak effect on English acquisition. With regard to resources, concerns have been raised that there are insufficient numbers of teachers prepared to instruct ELLs in Arizona.   Additionally, teachers who engaged in obtaining the required SEI endorsement found that the preparation they received which focused on ELD was not what they needed in the newly designed 4-hour block, which required teaching the DSI.

Implications and Conclusions

As noted, there have been a number of concerns regarding the efficacy of the SEI model generally and its implementation in Arizona specifically. Even if schools are limited to the SEI model only, any professionally responsible educator would expect that the model would take advantage of the best practices that are available, not only for the development of English skills but also for effective communication and English literacy in academic contexts that enable grade-level academic parity and success with their native English-speaking peers. Moreover, research on adolescent ELLs has consistently shown that *motivation* is a critical factor in their learning; adolescents easily become discouraged when they see how much learning must be acquired in a short period of time, and feel embarrassed by their "difference" from the other students who are English speakers (Meltzer & Hamann, 2004). Given the state of Arizona's initial claims that English-only instruction in SEI would remedy the achievement gap between language minority students and their native English-speaking peers, the slowness of the Arizona Department of Education (ADE) in implementing a credible program for language minority students is noteworthy. There are four major concerns. First, as discussed in the introduction, the ADE:

(1) initially failed to implement a coherent model of SEI;

(2) the model that it implemented was not research-based (e.g., Krashen, Rolstad, & MacSwan, 2007);

(3) it mandated a policy and program model prior to implementing teacher training and professional development for ELL instruction, and

(4) subsequently, it has not linked its teacher training requiring specifically to the SEI 4-hour block which it mandated.

At the outset, it seemed conceivable, despite the scholarly concerns that have been raised about the SEI model and the efficacy of a 4-hour block, that highly attuned school leaders and teachers might seek innovative approaches to compensate for some of the inherent limitations of the approach as noted. To the contrary, our sampling of schools and classrooms found that often well-intended administrators and teachers are coping to demonstrate only "surface compliance" with an ill-conceived and pedagogically unsound model that is resulting in serious social and academic consequences for language minority students.

In summary, this study found that the SEI 4-hour block results in the physical segregation and isolation of English language learners, not only during their required time spent in the 4-hour block, but also throughout the school day in lunchrooms and around campus. The subsequent consequences are:

- social stigmatization that is recognized by both the ELL student and "regular students," as well as by their teachers because of overt labeling of students through their classroom assignments and visual marking of their classroom bulletin boards; and

- overt emphasis on teaching about language form (syntax, phonology) and discrete skills deprives students of opportunities to learn how to use English for meaningful communication and opportunities to connect English to academic content that will enable them to transition to grade/age-appropriate instruction; as well as

- uneven amount and range content and academic materials available by school and grade-level with some schools and age-groups; nevertheless, there is a persistent pattern of teachers using inappropriate materials and/or a lacking appropriate materials available by age/ability levels;

- concerns about the validity of the AZELLA being used or reclassification and transition of students, given that many of those who are "exited" from the SEI 4-hour block fail to achieve at age-grade appropriate levels; and

- evidence that many students are falling off pace with their "mainstream" peers in age-grade appropriate academic achievement in lower grades and positing them to failing to meet high school graduation and college entrance requirements.

In conclusion, the findings of this study do *not* fault the many hard-working teachers and administrators who are struggling to implement the state-mandated program for language minority students in Arizona. Rather, it found evidence that most experienced teachers, who had facility in the students' home languages, attempted to use their linguistic resources and prior educational experience and training in order to cope with, and make the best of, a bad situation to promote the education of their students. The study validates the efforts of those teachers who were confronted by a lack of appropriate materials, in attempting to either develop their own materials or scavenge them form "mainstream" classrooms in order to offer their students meaningful content. Thus, the major problem is not the intentions of teachers but the limitations of the four-hour block as policy and its detrimental impact on ELL students in practice. The SEI model is not sound in its research-base, and it was apparent through the course of this study that the implementation of the SEI model was not consistent across school-levels or districts. Most importantly, the goals of Arizona's four-hour SEI model are not being realized in the manner in which ADE hoped: students are *not* becoming proficient in the one-year allotted time frame, nor is their instruction matching that of native-English speaking peers which has implications on their overall school success. This will almost certainly widen the achievement gap between ELL students and their mainstream peers and create more problems which remain to be seen.

Appendix A

Initial Visit Questionnaire for the Semi-Structured Interviews

<u>ADMINISTRATOR / ELL COORDINATOR/TEACHER QUESTIONS</u>

- What does the four-hour (ELL) curriculum look like?

- What is the 'regular' (non-ELL) curriculum?

- Where do the ELL students go when they are not in the 4-hour curriculum?

- What is the graduating criterion at this school?

- How are the ELLs grouped in the 4-hour block? (e.g., by subgroup—basic, intermediate, emergent; or by grade level—9th, 3rd, etc.; or mixed?)

- ELEM/ MIDDLE SCHOOL: Are the ELLs passing from one year to the next?

- HIGH SCHOOL: Are ELLs graduating? Are they doing so in 4 years?

- Are the ELLs passing proficient in the one-year time frame (as specified by ADE)? What is the typical time frame? Who are these students (i.e., are they intermediate students who were mainstreamed until 4-hour mandatory block was implemented)?

- What is happening with the drop-out rate at this school? Can you describe it? What about for ELLs?

- What % of ELLs are being reclassified (RC) as fluent English proficient (FLEP)? Are they staying that way for the next 2 years? How many are ELL after reclassification (ELLAR)?

- What are teacher certifications for those who are teaching the ELLS? (note: this may be asked to the teacher directly, as well)

<u>TEACHER SPECIFIC QUESTIONS</u>

- What are your certifications for teaching the ELLS?

- Do you use the DSI in your lesson planning?

Appendix B
Materials and Resources
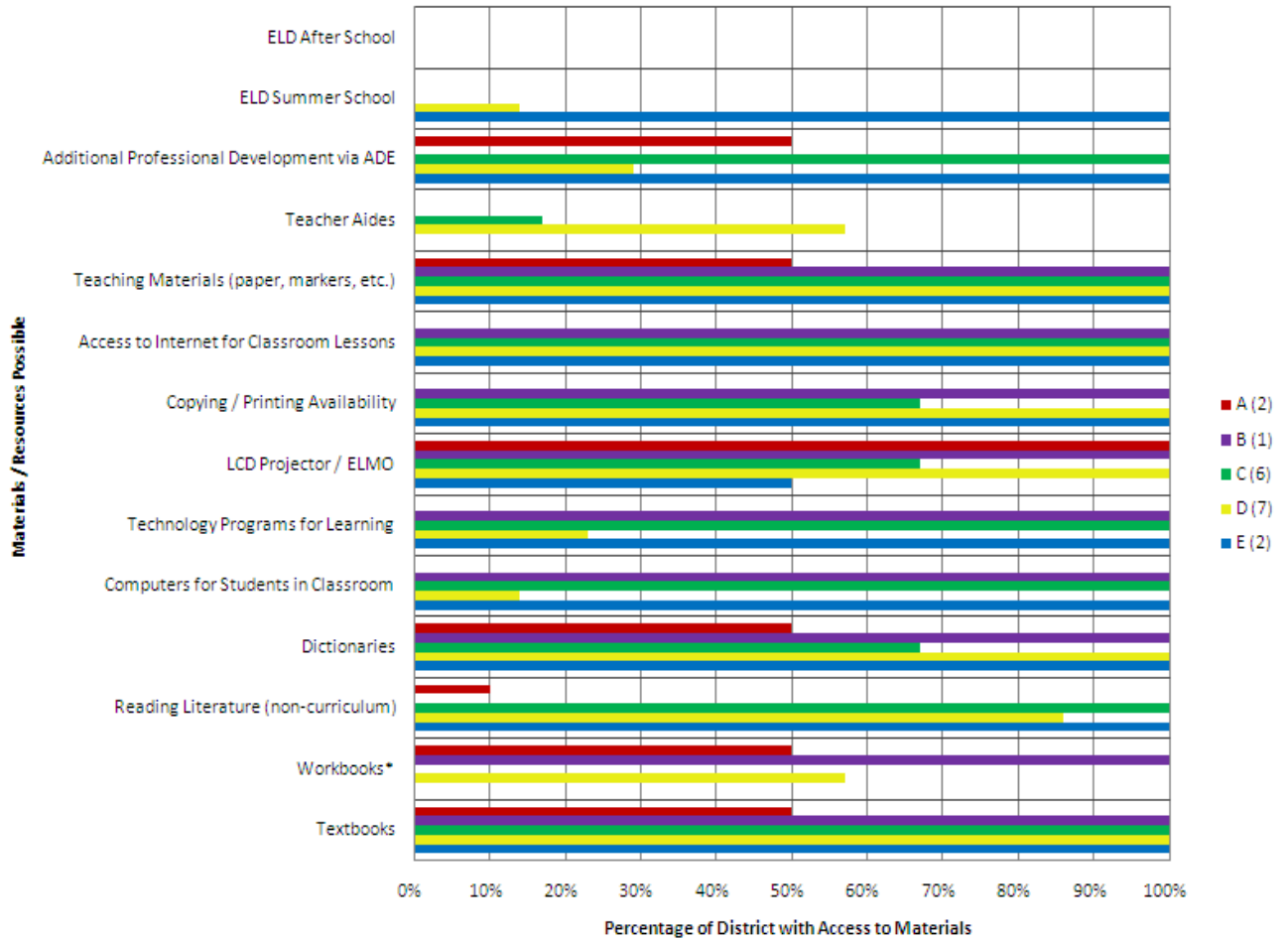
Note. Workbooks were not observed at the elementary level not for lack of presence but because this was not something elementary levels may have. Teachers worked with 'consumables'.

Appendix C
Parent Notification Form (ELLAR)

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

Parent Notification for Monitoring English Language Learners
After Reclassification

To the parent/guardian of: _____   _____
                                               Student   SAIS #

_____   _____
                                              School   Grade

In accordance with Arizona law, your child's achievement in English proficiency must be reassessed twice (once each year for two years) following his/her exit from an English Language Learner (ELL) program.

Your child's progress has been reassessed this year and based on the Arizona English Language Learner Assessment (AZELLA) results, he/she did not score proficient on the composite score for the AZELLA.

Based on these AZELLA results and parental consent, your child may be re-enrolled in an ELL program and/or may be given compensatory instruction (before/after-school tutoring, summer school).

Please indicate your choice(s):

_____ Re-enroll in the ELL program

_____ I **do not** choose to re-enroll my child in the ELL program

_____ Participate in a compensatory instruction program

Based on parental consent at a parent teacher conference, the following signatures will document the student's placement. If you have questions, please contact your child's teacher at his/her school.

Parent/Legal Guardian Signature _____   Date_____

Classroom/Language Arts Teacher Signature_____   Date_____

English Language Learner Program Contact_____   Date_____

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