
Theses and Dissertations

Spring 2009

The FLES teacher's voice: a case study examining the impact of the No Child Left Behind Act on elementary school foreign language teachers

Monica Lee Vuksanovich
University of Iowa

Copyright 2009 Monica Lee Vuksanovich

This dissertation is available at Iowa Research Online: <http://ir.uiowa.edu/etd/270>

Recommended Citation

Vuksanovich, Monica Lee. "The FLES teacher's voice: a case study examining the impact of the No Child Left Behind Act on elementary school foreign language teachers." PhD (Doctor of Philosophy) thesis, University of Iowa, 2009.
<http://ir.uiowa.edu/etd/270>.

Follow this and additional works at: <http://ir.uiowa.edu/etd>



Part of the [Teacher Education and Professional Development Commons](#)

THE FLES TEACHER'S VOICE: A CASE STUDY EXAMINING THE IMPACT OF
THE NO CHILD LEFT BEHIND ACT ON ELEMENTARY SCHOOL FOREIGN
LANGUAGE TEACHERS

by

Monica Lee Vuksanovich

An Abstract

Of a thesis submitted in partial fulfillment
of the requirements for the Doctor of
Philosophy degree in Teaching and Learning (Foreign Language and ESL Education)
in the Graduate College of
The University of Iowa

May 2009

Thesis Supervisor: Associate Professor Leslie L. Schrier

ABSTRACT

This study examines the perceptions of foreign language elementary school (FLES) teachers under current federal education legislation, specifically the No Child Left Behind Act (NCLB) of 2001. The study data were collected during the fall of 2008, while Congress continued to debate the reauthorization of NCLB and just prior to the U.S. presidential election. The study gives voice a traditionally under-researched group of teachers, elementary school foreign language teachers. Inner-city public FLES teachers at Murray Language Academy, a Chicago (Illinois, U.S.A.) Public School (CPS), shared their beliefs about working under NCLB in order to document the perceived impact of NCLB on their early foreign language curriculum and their own behavior. The study also provides a review of current literature illuminating NCLB's impact on FLES programs and FLES teacher behavior in the U.S. As a case study, the research included structured interviews and classroom observations which were designed and analyzed with the following research questions in mind:

1. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their *curriculum*?
2. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their own *behavior*?

The interviews were analyzed using the constant comparative method (Glaser and Strauss, 1967) to methodically identify patterns in the ways in which FLES teachers are influenced by NCLB. To further enrich the study, classroom observations were conducted.

The study participants did not note any reduction in FLES programming due to NCLB, however, the study uncovered two recurring critical issues for Murray FLES teachers in the climate of NCLB. The two recurring critical issues revealed by the study's participants are: (a) FLES teachers in CPS believe they face increased challenges in integrating students from NCLB failed schools into their language curriculum and (b) FLES teachers in CPS perceive increased workloads and increased use of school resources, including greater interaction with the school's special education staff, as a result of mainstreaming students with cognitive and behavioral disabilities into FLES programs under NCLB.

Abstract Approved: _____

Thesis Supervisor

Title and Department

Date

THE FLES TEACHER'S VOICE: A CASE STUDY EXAMINING THE IMPACT OF
THE NO CHILD LEFT BEHIND ACT ON ELEMENTARY SCHOOL FOREIGN
LANGUAGE TEACHERS

by

Monica Lee Vuksanovich

A thesis submitted in partial fulfillment
of the requirements for the Doctor of
Philosophy degree in Teaching and Learning (Foreign Language and ESL Education)
in the Graduate College of
The University of Iowa

May 2009

Thesis Supervisor: Associate Professor Leslie L. Schrier

Copyright by
MONICA LEE VUKSANOVICH
2009
All Rights Reserved

Graduate College
The University of Iowa
Iowa City, Iowa

CERTIFICATE OF APPROVAL

PH.D. THESIS

This is to certify that the Ph.D. thesis of

Monica Lee Vuksanovich

has been approved by the Examining Committee
for the thesis requirement for the Doctor of Philosophy
degree in Teaching and Learning (Foreign Language and ESL Education) at
the May 2009 graduation.

Thesis Committee: _____
Leslie L. Schrier, Thesis Supervisor

Michael E. Everson

L. Kathy Heilenman

Ellen Herman

Carolyn Wanat

To Dan, and in memory of my mom, JoAnn

ACKNOWLEDGMENTS

I would like to acknowledge many people for their help during my doctoral work. I would especially like to thank my dissertation advisor, Dr. Leslie Schrier, for her exceptionally generous support and encouragement during this long process. Throughout my doctoral work she encouraged me to develop independent thinking and research skills. Dr. Schrier continually motivated me to develop my interest in early language learning, and went above and beyond to meet with me in a different state during the planning and writing process. I am extremely grateful for her assistance in coordinating the pilot and research sites in the Chicago Public Schools. I thank her for her being a constant source of sage advice.

I am also very grateful to have an extraordinary doctoral dissertation committee, and wish to thank Dr. Michael Everson, Dr. Kathy Heilenman, Dr. Ellen Herman, and Dr. Carolyn Wanat for their generous time, for sharing their vast expertise with me, for directing my writing, and for encouraging my interest in this underrepresented segment of the foreign language education field.

This study would not be possible without the enthusiastic support of Murray Language Academy in Chicago, Illinois. I would especially like to thank Principal Gregory Mason and Assistant Principal Sonja Spiller and the talented and dedicated team of world language teachers at Murray. Murray's foreign language teachers are the heart of this study. Not only were they were gracious and welcoming during my time at Murray, they also eloquently shared their perceptions, insights, and experiences as professional language educators. Many Murray staff members, including the

maintenance crew and front office team, were generous with their time and I appreciate their help.

I would also like to thank the two anonymous Chicago Public School FLES teachers that participated in the pilot study. Their input was invaluable during the planning and revising process.

Finally, I would like to thank my family and friends. My parents, Marvin and JoAnn Ackerland, kindled my life-long passion for language learning by encouraging me to learn new languages at an early age. I'm grateful to Mary Ackerland Bell, Christopher Bell, Michelle Ackerland, Bill & Fran Vuksanovich, Eileen Ackerland, Victor & Gail Bell and all my family and friends for their encouragement and enthusiasm. I am especially grateful to my husband, Dan Vuksanovich, for his steadfast support, sense of humor, patience, technical assistance, and unwavering belief that one day I would finish.

ABSTRACT

This study examines the perceptions of foreign language elementary school (FLES) teachers under current federal education legislation, specifically the No Child Left Behind Act (NCLB) of 2001. The study data were collected during the fall of 2008, while Congress continued to debate the reauthorization of NCLB and just prior to the U.S. presidential election. The study gives voice a traditionally under-researched group of teachers, elementary school foreign language teachers. Inner-city public FLES teachers at Murray Language Academy, a Chicago (Illinois, U.S.A.) Public School (CPS), shared their beliefs about working under NCLB in order to document the perceived impact of NCLB on their early foreign language curriculum and their own behavior. The study also provides a review of current literature illuminating NCLB's impact on FLES programs and FLES teacher behavior in the U.S. As a case study, the research included structured interviews and classroom observations which were designed and analyzed with the following research questions in mind:

1. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their *curriculum*?
2. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their own *behavior*?

The interviews were analyzed using the constant comparative method (Glaser and Strauss, 1967) to methodically identify patterns in the ways in which FLES teachers are influenced by NCLB. To further enrich the study, classroom observations were conducted.

The study participants did not note any reduction in FLES programming due to NCLB, however, the study uncovered two recurring critical issues for Murray FLES teachers in the climate of NCLB. The two recurring critical issues revealed by the study's participants are: (a) FLES teachers in CPS believe they face increased challenges in integrating students from NCLB failed schools into their language curriculum and (b) FLES teachers in CPS perceive increased workloads and increased use of school resources, including greater interaction with the school's special education staff, as a result of mainstreaming students with cognitive and behavioral disabilities into FLES programs under NCLB.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER	
I. INTRODUCTION	1
The History of No Child Left Behind.....	5
Current State of NCLB	6
Federal Involvement in Education.....	12
Federal Education Policy.....	13
Impact of Legislative Actions.....	15
Federal Foreign Language Education Policy.....	16
Inside the No Child Left Behind Act.....	18
NCLB Goals	19
NCLB Key Measures.....	20
Accountability	20
Testing	23
Teacher Quality	24
Scientifically Based Research	24
NCLB Results.....	25
FLES and NCLB Testing.....	27
FLES Funding in the Climate of NCLB	28
Historical Perspectives of FLES.....	31
Recent Interest in FLES.....	34
Chicago Public Schools	37
Policy at Chicago Public Schools.....	43
Secretary of Education and Chicago Public Schools.....	44
Statement of the Problem.....	47
Research Questions.....	48
Methodology Overview	49
Rationale/Purpose of the Study	50
Significance of the Study.....	50
Special Concerns of the Study.....	51
Definition of Terms Used in the Study.....	53
II. REVIEW OF THE LITERATURE	60
Teacher Voice and Teacher Beliefs.....	60
Language Policy and Planning	64
Chicago Public Schools and NCLB.....	71
FLES Education in the Climate of NCLB	73
FLES Curriculum Development	75
FLES Policy.....	79
Modern Language Association Policy Statements.....	79
United States Government Policy	80
American Council on the Teaching of Foreign Languages National Foreign Language Standards	80

NCLB Impact Surveys.....	81
NCLB Impact on FLES	83
Council for Basic Education Impact Study	84
Northeast Council on the Teaching of Foreign Languages Impact Studies	85
Center on Education Policy Impact Study.....	87
NCLB Impact on “Extras”: Art, Music and Physical Education.....	91
Summary.....	92
III. METHODOLOGY	94
Statement of Problem and Research Questions.....	95
Appropriateness of Qualitative Research for this Study.....	95
Validity, Reliability and Trustworthiness.....	96
The Qualitative Researcher.....	99
Design	103
Methods	105
Interviews	109
Interview Protocols.....	110
Observations.....	113
Field Notes.....	114
Methods Summary.....	114
Site Selection and Participants.....	115
Analysis/Coding	118
Pilot.....	123
Summary.....	125
IV. ANALYSIS OF THE DATA.....	126
Salient Themes that Emerged from Data.....	137
NCLB and Transfer Students	137
NCLB and Special Education.....	140
Interaction with Special Education Teachers	142
Interaction with Regular Education Teachers	143
Co-FLES Teachers	144
FLES and Resources.....	145
NCLB Requirements and Teacher Experience Level	147
NCLB and FLES Curriculum.....	149
FLES vs. the Core Curriculum	152
The Story	153
Summary.....	164
V. DISCUSSION AND CONCLUSIONS	166
Further Research.....	187
Summary.....	189
APPENDIX.....	192
A: MURRAY LANGUAGE ACADEMY ISAT SCORES 2006-2007	192
B: CHICAGO PUBLIC SCHOOLS DISTRICT 299 ISAT SCORES 2006-2007	193
C: MURRAY LANGUAGE ACADEMY ISAT SCORES 2001-2007	195

D: NUMBER OF STUDENTS MEETING OR EXCEEDING AYP AT MURRAY 2002-2007	198
E: PILOT INTERVIEW PROTOCOLS	204
F: INTERVIEW QUESTIONS FOR PILOT #1 AND #2 (REVISED)	206
G: TRANSCRIPTS OF PILOT INTERVIEWS.....	210
H: INSTITUTIONAL REVIEW BOARD (IRB) AND CPS COMPLIANCE DOCUMENTS	211
I: FRENCH TEACHER INTERVIEW	218
J: JAPANESE TEACHER INTERVIEW	219
K: SPANISH TEACHER INTERVIEW	220
L: CLASSROOM OBSERVATIONS	221
M: FIELD NOTES	224
N: CODING AND ANALYSIS PROCESS	225
Open Coding, Version 1	225
Open Coding, Version 2	238
Open Coding, Version 3	252
Axial Coding	267
Selective Coding.....	300
O: ILLINOIS STATE LEARNING GOALS	314
P: PARENT REVIEWS OF MURRAY LANGUAGE ACADEMY	321
Q: BLOGS RELATED TO NCLB	324
R: CHICAGO PUBLIC SCHOOLS BUDGET FOR MURRAY LANGUAGE ACADEMY CAPITAL IMPROVEMENT PROJECTS.....	327
REFERENCES	328

LIST OF TABLES

Table

1.1	No Child Left Behind: By the Numbers	25
1.2	Chicago Public Schools “At a Glance”	38
1.3	Sampling of Chicago Public Schools’ FLES Programs.....	42
2.1	Language Policy Model: Who plans what, for whom, why and how?	65
3.1	Daily FLES Schedule.....	108
3.2	Original Interview and Observation Schedule.....	109
3.3	Murray Language Academy Student Enrollment Data.....	117
3.4	Murray Language Academy Spending Per Pupil	118
3.5	Murray Language Academy Student-Teacher Ratio	119
4.1	Data Collection Schedule.....	128
4.2	Axial Coding Stage.....	132
4.3	Official Daily Schedule at Murray Language Academy.	156

LIST OF FIGURES

Figure

2.1	Planned and Unplanned Impact of Federal Legislation.....	66
2.2	Language Planning as Part of National Resource Planning	67
2.3	Schema for Language-in-Education Policy Development.....	70
4.1	Photo of Recently Renovated Murray Language Academy, 2008	154
4.2	Photos of Murray Elementary School's Computer Lab, 2008.....	155
4.3	Photo of Murray Elementary School Spanish Classroom, 2007.	158

CHAPTER I

INTRODUCTION

"The impact that I see is a narrowing of the opportunities that students have because resources are being placed only in the core areas that are tested. We have increased class sizes in what we call the non-core areas: foreign languages, the arts, PE, the practical arts as well as the fine arts."

Linda Hess, Middle School Teacher, St. Louis, MO
(*NCLB/ESEA: Voices from America's Classrooms*, 2008).

Despite the documented cognitive and linguistic benefits of learning a foreign language at a young age (Curtain & Pesola, 1994; Schrier, 1996; Rhodes & Brannaman, 1999; Curtain & Pesola, 2000; Met, 2000; Rosenbusch, 2002; Lipton, 2004), early foreign language education in the United States has long competed for time and money with what are considered the "core" curriculum subjects of mathematics, reading, and science (Andersson, 1969; Rosenbusch, 2002). The disparity between "core" and "non-core" curriculum is evidenced in the No Child Left Behind (NCLB) Act of 2001. Although foreign language is listed in the federal education mandate as a core subject, NCLB requires nationwide standardized testing for mathematics, reading, and science, but not for foreign language, social studies, physical education or the arts. The sanctions for failing to meet NCLB achievement levels are severe, necessitating, in many cases, the re-allocation of limited financial and human resources to ensure the required standardized test results in the tested core curriculum subjects. Under the No Child Left Behind Act (NCLB), two-thirds of all school districts received less Title I (see Definitions) funding in the 2005-06 school year than they did in the previous school year (JNCL-NCLIS, 2007). Given that limited time and monetary resources once used for "non-core areas", including

foreign language as mentioned in the opening quote, had to be re-appropriated at the local level to comply with the nationwide standardized testing requirements mandated by NCLB (NCLB/ESEA, 2008), educators and education policy makers across the United States have expressed strong opinions about the law. Since it was signed into law on January 8th, 2002 by President George W. Bush, stakeholders called for changes to the “grossly underfunded” mandate as Congress undertakes reauthorization of the legislation (Selwyn, 2007). Shortly following the election of President Barack Obama and the change in U.S. administration, the American Recovery and Reinvestment Act (also known as the “stimulus package”) passed in February 2009 to help stimulate a weak U.S. economy, and addressed the importance of education funding and the funding gap created by NCLB mandates by increasing the overall budget for the Department of Education from \$60 billion in 2008 to \$135 billion in 2009 and \$146 billion in 2010 (*The New York Times*, 2009). Stakeholders praised the doubling of the budget for the Department of Education, and the increase in Title I (see Definitions) funding from \$14 billion to \$20 billion to help close the achievement gap between advantaged and disadvantaged students under NCLB (*The New York Times*, 2009). While it is too soon to determine the impact of the recent funding increases on foreign language programs, according to the new Secretary of Education, Arne Duncan, monies released to states will first be allocated to prevent hundreds of thousands of teacher lay-offs and additional program cuts nationwide (de Vise, 2009). In order to receive funds from the stimulus package to stabilize their education systems, states must “commit to raising academic standards; testing students of all demographic groups; tracking progress over time and sharing those results; improving teacher effectiveness and distributing qualified teachers equitably; and intervening in

poorly performing schools” (de Vise, 2009), all of which are components of the No Child Left Behind Act as it is currently written.

Since the enactment of NCLB in 2002, educators (including teachers of non-core classes like foreign language) across the United States expressed their dismay over narrowing curriculum and increased class sizes in already crowded classrooms resulting from the underfunded federal legislation (Rosenbusch, 2005; NCLB/ESEA, 2008). After teaching under the mandate for over six years, U.S. school teachers know first-hand the impact that NCLB is having on American classrooms and curriculum. For this reason, helping the classroom teacher’s voice be heard is essential to understanding the challenges and benefits of the law and is imperative for informing future legislation. Legislators’ decisions can be guided by teachers who live with the law on a daily basis and who are impacted the most by any changes that will be made during reauthorization of the law. Hearing the teacher’s voice is also essential for helping to inform teacher education programs prepare future teachers to thrive in the climate of NCLB and the mandate’s future evolutions. Additionally, publishing a study that gives voice to the FLES classroom teacher may help these traditionally underrepresented teachers (Rosenbusch, 2002) feel a sense of involvement and empowerment in what many have called a “frustrating” situation (NEA, 2008, www.edweek.org, 2008). Finally, hearing about the reality of teaching under NCLB directly from current teachers may help prospective teachers decide if they want to enter the teaching field at all.

Since NCLB’s enactment, there has been a call in the profession of foreign language education for additional investigations into the little-researched impact of policy on elementary school foreign language (FLES) programs (Rosenbusch, 2002).

Rosenbusch (2002) maintains that if early foreign language teachers learn about education policy, they will no longer be reluctant to get involved in the decisions that impact their students, their classrooms, and their jobs. While studying and understanding education policy is important for FLES programs in urban, rural and suburban districts, recent studies have indicated that urban districts are those most impacted by NCLB (CEP, 2008; Sunderman, et al, 2004; The Aspen Institute, 2007). As such, the present study focused on inner-city Chicago Public School FLES teachers at one CPS Foreign Language Academy (see Definitions and Table 1.1) to reflect on the experiences of these urban teachers under NCLB. Public policy, undoubtedly, affects how, what, and when American children learn and how teachers are able to perform their jobs. Understanding the influence of the federally mandated legislation contained in the No Child Left Behind Act (NCLB) on FLES programs is essential for advocates, administrators, and teachers of FLES programs and will help stakeholders to work within the constraints of federal mandates to build and maintain healthy FLES programs.

In order to better understand the impact that NCLB may have on elementary school foreign language programs, FLES stakeholders must first consider the evolution of U.S. federal policy, including NCLB, and how those policies have influenced early language learning. The following sections highlight policy developments that led to the current version of the No Child Left Behind Act through March 2009, while the subsequent sections take a retrospective look at elementary school foreign language in the U.S., and education policy at the federal and local (CPS) level in order to help FLES stakeholders learn from the mistakes of the past (Curtain and Dahlberg, 2000; Rosenbusch, Kemis and Moran, 2000).

The History of No Child Left Behind

“No Child Left Behind” is the title of the current adaptation of the 1965 Elementary and Secondary Education Act (ESEA), which serves as the foundation for NCLB. This act, written in 2001 and passed in 2002 by President George W. Bush with bipartisan support in the U.S. Congress, mandates school improvement based on standardized testing of all students and stringent qualifications for all teachers, allocates funding for those improvements, and imposes financial sanctions on schools that do not meet “adequate yearly progress” (AYP) toward the goal of having every American child perform at or above grade level by the 2013-2014 school year (www.ed.gov, 2008). Although President Obama called for “a complete overhaul” of NCLB during the presidential campaign, as of March 2009 the No Child Left Behind Act is still being considered for reauthorization by Congress. School districts nationwide continue to comply with the legislation as it is written, in the likely event that some form of the Act is reauthorized. While no changes have been made to the law as of March 2009, President Obama and Secretary of Education Arne Duncan have both promoted “tougher, clearer standards” in education, “greater accountability” from school districts, and “innovation and excellence” from teachers (CNN, 2009; de Vise, 2009), all tenants of the current version of the No Child Left Behind Act.

The legislation housed in NCLB was designed to address the growing concern and mounting evidence that some groups of American students were not performing at grade level and to more closely align federal education policy with national standards-based education goals (www.ed.gov, 2008). The law proposes to close the “achievement gap” between students of different gender, race, ethnicity, ability and socioeconomic

status (Song, 2006) and bring every American student up to grade level by the 2013-2014 school year using state-developed standardized tests as the primary measure of student achievement (www.ed.gov, 2008).

The foundation for NCLB, the Elementary and Secondary Education Act (ESEA) 1965, was the first comprehensive federal education mandate aimed at bridging the gap between advantaged and disadvantaged students (Watzke, 2003). ESEA provided additional educational resources to students from low income households through the establishment of Titles I, II and III (see Definitions) (Watzke, 2003). NCLB incorporates the goals of ESEA to serve underprivileged students and followed a nationwide push toward standards-based education objectives, as embodied in “Goals 2000: The Educate America Act,” commonly know as “Goals 2000”, an act of Congress signed in 1994 by former President Bill Clinton. Goals 2000 instructed states to set high expectations and measureable goals in several school subjects K-12, including foreign language, with the goal of increasing educational performance (Watzke, 2003).

Current State of NCLB

In 2007, on the fifth anniversary of its enactment, NCLB was scheduled for re-authorization during the 110th Congressional session, but, as of March 2009, the reauthorization process continues to flounder in Congress amid much debate over the content of the new legislation (U.S House of Representatives, 2008). Withholding Title I funds from schools with high numbers of economically disadvantaged students as a sanction for not meeting pre-set standardized test scores remains a major concern of lawmakers.

In early 2009 the U.S. House of Representatives, then the Senate, passed the American Recovery and Reinvestment Act to help stimulate a flailing U.S. economy. The \$789 billion stimulus package earmarked \$20 billion for Title I funding (up from \$14.5 billion in 2008) to help close the achievement gap between economically advantaged and economically disadvantaged students, and raised spending on special education from \$11 billion to \$17 billion (*The New York Times*, 2009). Whether or not those funds will be limited to schools that have met NCLB requirements remains unclear, although both President Obama and Secretary of Education Arne Duncan have clearly vocalized their support for even greater accountability, higher test scores, and charter schools. President Obama's Secretary of Education, Arne Duncan, was the former CEO of Chicago Public Schools, which is noteworthy because Duncan headed the district that was studied for the present research. Additionally, as Secretary of Education, Mr. Duncan takes over the reins of administering and answering for NCLB. In previous years, as CEO of the Chicago Public Schools, Mr. Duncan called on Congress to double NCLB funding and allow greater flexibility at the local and state level, while still maintaining high standards (Duncan, 2006). More about Secretary of Education Duncan's role in Chicago Public Schools is detailed later in Chapter I.

President Obama has said that he wants to link funding in the No Child Left Behind law with higher results and that the Department of Education supports this "commitment to higher standards with a fund to invest in innovation in our school districts" (CNN, 2009). The stimulus package raised the overall budget for the Department of Education from \$60 billion in 2008 to \$135 billion in 2009 and \$146 billion in 2010. An additional \$20 billion in education-related funds were allotted to

other federal agencies (*The New York Times*, 2009) for 2009. Doubling the overall budget for the Department of Education, including the increase in Title I funding, was lauded by teachers unions and other stakeholders who had criticized the previous administration for not adequately funding the mandates of the No Child Left Behind Act (*The New York Times*, 2009). Randi Weingarten, the president of the American Federation of Teachers (AFT), a union with 1.4 million members, stated that the AFT supports the new administration in their goal of providing “all Americans with a comprehensive, competitive education that begins in early childhood...” (CNN, 2009), but Weingarten emphasized that “As with any public policy, the devil is in the details, and it is important that teachers’ voices are heard as we implement the president’s vision” (CNN, 2009). By accentuating the importance of hearing the teachers’ voices during this period of transition, Weingarten echoes the rationale for the present study: to give voice to an underrepresented group of teachers, specifically inner city elementary school foreign language teachers, as the policy that impacts their classrooms and programs is being debated in Congress.

Funding is not the only controversial aspect of NCLB. Critics of NCLB point out that pulling federal money from underperforming schools will only lead to a narrowed curriculum, “teaching to the test”, and a “dumbing down” of the standardized tests, all with the goal of increasing standardized test scores to maintain federal Title I funds (Sunderman, et al, 2004; www.edweek.org, 2008). Referring to the recently passed economic stimulus plan, President Obama stressed that states must use the funding to establish higher standards, stating, “The solution to low test scores is not lower standards; it’s tougher, clearer standards” (CNN, 2009). Because of its reputation for inadvertently

encouraging states to set lower expectations to avoid harsh sanctions, according to Representative George Miller of California, the Democratic chairman of the House education committee, “No Child Left Behind may be the most negative brand in America” (Dillon, 2008). Interestingly, the section of the American Recovery and Reinvestment Act that addresses Title I funding does not use the name “No Child Left Behind”, but rather returns to the name “Elementary and Secondary Education Act (ESEA) of 1965” when referring to Title I funds (www.ed.gov, 2009).

The controversy and “negative brand” generated by the current version of the law will likely result in dropping the title “No Child Left Behind” upon reauthorization (Stolberg, 2008), while proponents of the bill, including former Secretary of Education Margaret Spellings, continue to underscore the increases in standardized test scores in reading and math since the law was enacted in 2001 (Dillon, 2008). Opponents of the law, including many teachers, maintain that the increases in test scores lauded by Secretary Spellings are misleading due to lower state standards, and an increase in time and resources directed at the tested areas of the curriculum, to the detriment of students’ overall education (Dillon, 2008).

In response to the vocal criticism of the mandate, President Barack Obama campaigned for a “complete overhaul” of NCLB, starting by providing funding for the law (www.barackobama.com, 2008). As previously mentioned, significant increases in the education budget were provided through the increase in Department of Education Title I funds through the American Recovery and Reinvestment Act of 2009. According to his website, the President believes that teachers should not “be forced to spend the school year teaching students to fill in bubbles” on standardized tests

(www.barackobama.com, 2008). Obama's website states that he will "improve the assessments used to track student progress to measure readiness for college and the workplace and improve student learning in a timely, individualized manner," as well as "improve NCLB's accountability system so that we are supporting schools that need improvement, rather than punishing them" (www.barackobama.com, 2008). As of March 2009, the exact details of these proposed changes to NCLB have not been published, however, differentiated accountability pilot programs begun in 2008 under Secretary Spellings are being continued under Secretary Duncan with the goal of "helping states create nuanced approaches to underperforming schools" (www.ed.gov, 2009).

Before the end of her term, and despite her broad support of the law, the Secretary of Education under President George W. Bush, Margaret Spellings, proposed several regulatory fixes to NCLB, including requiring all states nationwide to use an identical formula to calculate high school graduation rates (www.ed.gov, 2008). The proposal also included the requirement of schools to notify parents of their right to transfer students out of failing schools two weeks before the start of each school year, and to clearly explain to parents the opportunities for federally funded tutoring programs that are available to students attending troubled schools (Dillon, 2008). Ms. Spellings admitted that her proposals stem from the stalled efforts in Congress to rewrite the legislation and "everywhere I go I meet parents who are demanding change" (Dillon, 2008).

On June 11th, 2008, a bill was introduced in the House of Representatives called "Recess Until Reauthorization Act" with the goal of halting all identification of under-performance of schools (through standardized testing) and the related sanctions, including loss of Title I federal funding, until the latest version of ESEA has been

reauthorized (U.S. House of Representatives, 2008). This bill was one among 134 bills introduced in Congress (which consists of the House of Representatives and the Senate) that call for change to NCLB. After over a year of public debate, Congressional hearings, and work by the U.S. Senate and House education committees, Congress announced in late 2007 that a revised version of the No Child Left Behind Act of 2001 would not be introduced until the 2008 session (www.house.gov, 2007).

In March 2009 Congress has still found it difficult to garner the bipartisan support needed to pass revisions to legislation of the magnitude and controversy of No Child Left Behind. Legislators, education policy makers, administrators, educators, parents, teachers' unions, special interest groups, students, and political candidates have weighed in via various outlets about the benefits and challenges of NCLB and how it should be improved. Among this group of stakeholders, the teachers, elementary school foreign language teachers (FLES) in particular, who work daily under the constraints of the mandate, were the focus of the present study. FLES teachers, like teachers across the country, have personally witnessed the collision of rhetoric with reality. As an additional strain, some FLES teachers have noted a constricting of curriculum and a reduction or elimination of FLES programs in their districts in favor of the "core" curriculum areas of reading, mathematics, and science which are tested as required by NCLB (Rosenbusch, 2002). It was the aim of the present study to determine if Chicago Public School FLES teachers perceived any changes to their curriculum or their own behavior as a result of NCLB.

With Congress currently debating the reauthorization process, policymakers at all levels must carefully examine the effect NCLB has had and is having on our nation's

schools, teachers, and classrooms. In order to put the current policy issues facing urban FLES teachers in context, this chapter provides a brief historical overview of the No Child Left Behind Act and foreign language in elementary schools (FLES) in the U.S., emphasizing key events and policies that have impacted early foreign language learning in the past century with the purpose of illuminating how past policies affect current policy. Next, the historical overview shifts to the local level with a brief history of the large urban school district examined in this study, Chicago, Illinois Public Schools (CPS), and CPS education policy. The concluding elements of this chapter specifically address the present study, namely: the statement of the problem; the rationale of the study; the significance of the study; limitations of the study; and the definition of terms relevant to the study.

Federal Involvement in Education

NCLB was developed on the foundation of the 1965 Elementary and Secondary Education Act (ESEA). ESEA supplied the first large-scale federal directive aimed at equalizing education for all students by providing more resources to disadvantaged students in Titles I, II and III (see Definitions). Title I provides the largest appropriation of federal aid to U.S. elementary and secondary schools that have large concentrations of low-income families (www.ed.gov, 2008). From 2002 to 2009, there was a growing disparity between authorized (maximum level allowed by Congress) Title I funds and appropriated (actual) funds (JNCL-NCLIS, 2007). By 2007, the difference reached a cumulative \$30.8 billion since 2002 (JNCL-NCLIS, 2007). Due to this growing gap between authorizations and appropriations, two-thirds of all school districts were granted

less Title I funding in the 2005-06 school year compared with the previous school year (JNCL-NCLIS, 2007).

Decreases in funding since the enactment of NCLB in 2002 (and prior to the U.S. economic stimulus package of 2009) had a direct impact on curriculum, and it was the goal of this study to determine if CPS elementary school foreign language teachers believe that their curriculum and behavior were impacted by any aspect of the federally mandated education policy contained in NCLB, including a constriction of funding. To further understand the influence on curriculum and teacher behavior that can be caused by federal policies, an examination of federal education policy is warranted. NCLB is not the first federal policy to shape curriculum in U.S. schools. The next section discusses U.S. educational policy and the inevitable positive and negative changes they produced.

Federal Educational Policy

Over the past six decades, several changes in U.S. education policy have impacted curriculum in American schools. The ESEA of 1965 was an element of President Lyndon B. Johnson's "War on Poverty" when Title I funds began providing money for schools serving high numbers of low-income children (Jones, 2004). The hope was that spending more on educational programs for these children would help move them out of poverty. However, in 1966, the Coleman Report announced that all of these programs had only a small impact on student achievement (Coleman, 1966). One effect of the ESEA was to increase state involvement in education, since the states were charged with administration of the Title I funds and other federal monies targeted toward education (Coleman, 1966).

In 1981, under the administration of President Ronald Reagan, a group of experts called the National Commission on Excellence in Education (NCEE) gathered to assess the quality of education in the United States (Jones, 2004). The resulting 1983 report, “A Nation at Risk”, warned of a “rising tide of mediocrity” in American education. The report urged the formation of a common core curriculum and recommended all high school students should take four years of English and three years of math, science, and social studies, among other subjects (A Nation at Risk, 1983). At that time only about 20% of American high school students met those standards (Jones, 2004). However, the Reagan administration was unwilling to increase the federal role in education, so little was done to address the suggestions in this report (Jones, 2004).

In 1989, President George H. W. Bush gathered governors from across the country to establish six broad objectives designed to have students achieve “competency over challenging subject matter” in various disciplines (Jones, 2004). The grades 4, 8, and 12 were targeted as ones where students would be asked to “demonstrate competency” (Jones, 2004). In the 1990s federal money was used to pay for the drafting of national curriculum standards in a variety of subjects under the aforementioned act, Goals 2000 (Watzke, 2003). Currently national standards exist in the following subjects: math, science, social studies, technology, language arts, foreign language, fine arts, and physical education and health. By 1997, thirty-one states had adopted standards in various subjects and today all 50 states have some form of standards (Jones, 2004).

Although Goals 2000 was a push toward establishing standards, it lacked accountability measures (Watzke, 2003). In 2001, the focus turned from establishing standards toward accountability. The result is the “No Child Left Behind Act of 2001”,

enacted in 2002. NCLB leaves standard setting with the states, while the federal government monitors state progress toward state-determined goals. Title I funds allocated to the poorest districts, Chicago Public Schools District 299, are tied to measurable advancement toward state-determined goals (Jones, 2004).

In 2008 and through March 2009, the U.S. Congress struggled over the details of reauthorizing NCLB legislation, which technically expired on September 30th 2007. As the future of NCLB remains uncertain, continued examination of the legislation's impact on American schools is needed. First, however, a look at the impact of legislative actions and education policy decisions is warranted to better understand the impact of NCLB on elementary school foreign language programs.

Impact of Legislative Actions

A study of educational policy decisions since 1965 reveals increased federal involvement in education policy, a push toward nationwide standards in education, greater support for disadvantaged students, and recognition of the importance of early foreign language learning (Watzke, 2003). The philosophy behind ESEA was that broad government intervention could equalize educational opportunities by providing more educational resources to disadvantaged students. This development promoted a gradual rise in federal and state involvement at the local level, and has continued through to NCLB. The overall goal of federal legislation has been to level the educational playing field for students from low-income households, while improving educational outcomes for all students (Watzke, 2003). In order to achieve these goals, federal legislation has become more specific in its requirements and more punitive for those schools that are

non-compliant. Large-scale federal mandates are felt by the individual schools and the local school teacher, which is why the present study of FLES teachers was warranted.

The 1966 study, *Equality of Educational Opportunity* (Coleman et al), surveyed over 600,000 students and 60,000 teachers in 4,000 school districts, and reported that the quality of schooling a student receives accounts for only about ten percent of the variance in student achievement. Coleman's study suggested that the balance of variance in student achievement was influenced by a student's natural ability or aptitude, the socioeconomic status of the student and the student's home environment (Coleman et al, 1966). Later, in 1972, Coleman's research was revisited in a study called *Inequality: A Reassessment of the Effects of Family and Schooling in America* (Jencks et al, 1972). According to both Coleman et al (1966) and Jencks (1972), student achievement is mainly a function of the student's background, and educational reform would have little impact on inequality. That said, researchers do agree that teacher quality and teacher differences yield more substantive correlations to student achievement than was originally thought (Coleman et al, 1966; Sanders and Horn, 1995; Wright et al, 1997). Wright et al (1997) commented in their study that effective teachers are "effective with students of all achievement levels, regardless of the heterogeneity of their classrooms." Despite these findings, a push has continued to improve student achievement through school reform.

Federal Foreign Language Education Policy

Different from other countries, education in the United States has traditionally been highly decentralized and a tradition of local governance continues to exist, despite national mandates that impact the local level (Lortie 1975, Sergiovanni 1996,

Rosenbusch, 2005). The federal government and the U.S. Department of Education have not been directly involved in determining curriculum or dictating educational standards, including foreign language standards. Even under the federally mandated No Child Left Behind Act, individual states are responsible for determining learning standards, as well as the means of measurement of those standards. The U.S. Department of Education has traditionally been more concerned with funding and laws related to privacy and civil rights (Jones 2004) than with legislating curriculum for school districts. However, the federally commissioned report *A Nation at Risk* (1983) addressed and advocated early foreign language learning:

Achieving proficiency in a *foreign language* ordinarily requires from 4 to 6 years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education (p.27).

By the beginning of the 1990s, almost half of the high school graduates were meeting the standards that were suggested by “A Nation at Risk” regarding foreign language by taking two years of high school foreign language in addition to “those taken earlier” in middle school or elementary school (Jones, 2004). As the report stated, “This movement is but a start on what we believe is a larger and more educationally encompassing need to improve teaching and learning in fields such as English, history, geography, economics, and foreign languages” (*A Nation at Risk*, 1983).

More recently, the administration of G.W. Bush agreed that early foreign language learning is valuable. According to a United States State Department spokesman, in early 2006, President Bush launched the National Security Language Initiative (NSLI), a plan to strengthen national security and prosperity in the 21st Century

through education, especially in developing foreign language skills. The NSLI aims to dramatically increase the number of Americans learning critically needed foreign languages such as Arabic, Chinese, Russian, Hindi, and Farsi through new and expanded programs transitioning from kindergarten through university and into the workforce. One of the stated goals of the NSLI is to expand the number of Americans mastering such languages, as well as to start language study at a younger age.

Learning world languages at a young age may be the stated goal of National Security Language Initiative, but foreign language education is not tested at any age under NCLB, marginalizing elementary school foreign language programs as a result. This discussion warrants a closer examination of the details of NCLB.

Inside the No Child Left Behind Act

Due to its influence on every American school receiving federal funds, hundreds of thousands of school employees, and millions of American children, NCLB is one of the most controversial pieces of legislation of educational policy in U.S. history. What exactly does NCLB require of American schools? Following is a brief outline of the major features of NCLB, followed by an examination of the results accredited to NCLB.

The No Child Left Behind Act of 2001 was enacted in 2002 and has been closely monitored and debated by federal, state, and local governments, as well as school administrators, teachers, and parents. The NCLB Act is a revised version of the Elementary and Secondary Education Act (ESEA) of 1965, which was originally designed to provide more education funding from the federal government for children from low-income households, while requiring strict accountability and monitoring by states. The ESEA of 1965 provided federal funds for schools but did not require

accountability in the use of those funds, a fact for which it has been criticized (Rosenbusch, 2005, Education Week, 2008). The goals of NCLB are straightforward and are detailed in the following section.

NCLB Goals

In short, the most recent incarnation of ESEA, in the form of NCLB, has three main requirements:

- NCLB requires states to provide standardized test results in order to evaluate the success or failure of that school's ability to reach every child and bring every child to grade level by the 2013-2014 school year, although subgroups of less than 45 students are not required to be reported.
- NCLB requires states to establish accountability plans that align with NCLB's sanctions.
- NCLB requires every teacher to be highly qualified in their subject area through a series of evaluations and teacher testing (Rosenbusch, 2005).

To meet these goals, NCLB requires states to demonstrate adequate yearly progress (AYP) in raising the percentage of students' achievement in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students. For example, in Iowa, the starting reading proficiency percentage was 62% in 4th grade in 2002, meaning that 62% of 4th graders in Iowa were reading at grade level in 2002 (Rosenbusch, 2005). In Illinois, 73.7% of fourth graders were reading at grade level in 2008 (ISBE, 2009). All states have a goal of 100% proficiency by the 2013-2014 school year. Annual testing for students in grades 3-8 in math and reading began in 2005. During the 2007-2008 school year, all states began administering science assessments to students once in grades 3-5; 6-9; and 10-12, as required by NCLB. Adequate yearly progress (AYP) is now used as the benchmark for a school's success, since failing to meet AYP leads to severe sanctions.

NCLB maps out four main components intended to help states reach the goal of 100% of students at grade level by the 2013-2014 school year. These four key measures are: accountability, testing, teacher quality, and scientifically-based research. Through these four measures, NCLB has had a far-reaching impact on local school districts and therefore merit closer examination.

NCLB Key Measures

According to the U.S. Department of Education (2008), NCLB's four key measures include accountability, testing, teacher quality, and scientifically-based research.

Accountability

States were required to define student proficiency in the core academic subjects of reading/language arts, mathematics, and science, and specify benchmarks and deadlines designed to bring all students to the defined levels of proficiency by 2013-2014. Annually, schools are required to report a child's progress in each targeted academic subject, and the state must then report the results of students' performance on the annual tests for every public school to parents and the community. Schools that fail to meet state-defined adequate yearly progress (AYP) toward their defined goals for two years are identified as "needing improvement". Schools that have not met AYP after four years are subject to restructuring or reconstitution. AYP is the piece of NCLB that appears to be of greatest concern to school districts, due to the harsh consequences for failing to meet AYP. AYP is measured with a complex formula based upon improvement goals established by individual schools. AYP for schools and districts is based primarily on required assessments such as the Iowa Test of Basic Skills (ITBS), although states are

allowed to create their own tests. The state of Illinois developed the Illinois Standards of Achievement Test (ISAT) in 1997, began administering the test in 1999 (Watzke, 2003), and currently uses the ISAT to report Illinois student achievement for AYP purposes under NCLB. As such, Chicago Public Schools administers the ISAT in grades 3-8. The ISAT tests reading and math in grades 3 and 6; reading, math, and science in grades 4 and 7; and reading, math, and writing in grades 5 and 8 (CPS, 2007). Other district-wide standardized tests administered in CPS include:

- Prairie State Achievement Examination (PSAE)- a measure of Illinois learning standards in reading, mathematics, science and writing for 11th graders.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- a low stakes evaluation of student performance in phonics and oral reading for grades 1-2
- Learning First- a low stakes standards-based reading evaluation for grades 3-8
- Mathematics Benchmark Assessment- a low stakes standards-based math evaluation for grade 3-8
- Illinois Alternative Portfolio Assessment (IAA)- this alternative assessment is designed for students who are unable to take the ISAT, due to a disability. The IEP team for this student determines the appropriateness of taking this test over the ISAT. Only a small percentage of students with disabilities are eligible to participate in this alternative assessment.
- EXPLORE- an evaluation of English, science, reading, and mathematics reasoning skills and interest levels for eighth graders.
- Accessing Communication and Comprehension in English from State to State (ACCESS for ELLs)- this is an English language proficiency test of listening and speaking skills in English for grades K-8. This is the standardized test that all English Language Learners (ELLs) in the state of Illinois are required to take.
- National Assessment of Educational Progress (NAEP)- this is a congressionally mandated assessment produced by the U.S. Department of Education designed to evaluate student achievement levels in reading and math for grade 4 and reading, math and writing in grade 8. Beginning in 2002, the National Center for Education Statistics has selected sample schools to participate in NAEP. Those schools are required to administer and report NAEP scores to the U.S. Department of Education (CPS, 2007).

Former Secretary of Education, Margaret Spellings, maintained that the goal of 100% at-grade-level achievement for all American students is ambitious, but achievable and anything less than requiring 100% proficiency means that children will be left behind (U.S. Department of Education, 2003). Schools that do not meet state-defined academic performance standards face penalties depending on the number of years that AYP is not achieved. If a school does not meet AYP for two years, NCLB allows students to transfer to another school in the district that is not failing and the district must pay transportation costs. The failing school also receives financial assistance from the district. Schools that do not meet AYP for three consecutive years face further sanctions and parents of students at the failing school may take advantage of Title I money for tutoring or other supplemental educational services. If AYP is not met for a fourth year, the school must replace staff relevant to the failure, implement new curriculum, provide staff development, decrease management authority at the school level, appoint an outside expert to advise the school, extend the school year or day, or restructure the school. After five years of failing AYP, the school must allow a state takeover, hire a private management company, or convert to a charter school (U.S. Department of Education, 2008). Additionally, at that time, students of the failing school are allowed to transfer to a NCLB-compliant school. In Chicago Public Schools, these schools are referred to as “receiving schools.” Sanctions for failing to meet AYP oblige school officials to make changes when students do not perform adequately on standardized tests as defined by NCLB.

Testing

Under NCLB, states had to develop and administer annual tests that define proficiency goals for all students in reading/language arts, mathematics, and science. Additionally, every two years, all states must administer the National Assessment of Educational Progress (NAEP) in mathematics and reading for fourth and eighth graders to validate state assessments. In Illinois, schools that are drawn by the National Center for Education Statistics to participate in NAEP are required to administer the assessment and report test results (ISBE, 2008).

Under NCLB, student progress in reading and math areas is monitored by state-selected standardized tests at least once in the grade spans 3-5, 6-9, and 10-12. Science assessments were added for the 2007-2008 school year (U.S. Department of Education, 2008). Results of these assessments must appear in annual state and district report cards, another requirement of NCLB. The purpose of these report cards is to give parents a way to measure their child, their child's school and their state's performance and progress toward meeting the goals of NCLB. School administrators, teachers, policy makers, and state and local leaders also examine test results on state and district report cards (Friedrich, 2002). The end goal of state and district report cards is to identify and close achievement gaps among the various demographic groups previously mentioned.

From these annual district report cards, individual schools are responsible for improving the academic performance of all students leading toward making adequate yearly progress (AYP) by the end of the 2013-2014 school year.

Teacher Quality

NCLB requires that public elementary and secondary school teachers who teach core content areas (including foreign language teachers) are required to be “highly qualified”, defined as having full state certification, holding a bachelor’s degree, and having demonstrated subject matter competency as determined by the state under NCLB guidelines. States were required to develop a plan to ensure that by the end of 2005-2006 every teacher would be highly qualified to teach in his/her core content area. Those in-service teachers who were not highly qualified under NCLB by 2005-2006 were identified in letters to parents, indicating the teacher’s status and detailing the teacher’s plan to become highly qualified. Alternative qualification, called High, Objective, Uniform State Standard of Evaluation (HOUSSE) was available for tenured teachers who did not meet the requirements as stated in NCLB. Although being highly qualified is not a licensure requirement, state licensure is an integral part of the federal definition of a highly qualified teacher.

Scientifically Based Research

The NCLB Act requires that all educational decisions be informed by scientifically based research as defined in the legislation. For example, the NCLB fund for Reading First Grants is to be used for methods of reading instruction backed by scientifically based research (Rosenbusch, 2005). The key measures of accountability, testing, teacher quality and scientifically based research included in the NCLB Act are designed to improve education for all American children. As previously mentioned, states are allowed to select their own standardized tests and construct their own manner of determining goals met, as long as those goals are in concordance with NCLB

regulations. Has NCLB produced positive results? The response is mixed. The next section will highlight the nationwide results of NCLB since its beginning in 2002, before posing the question of NCLB's impact on FLES teachers.

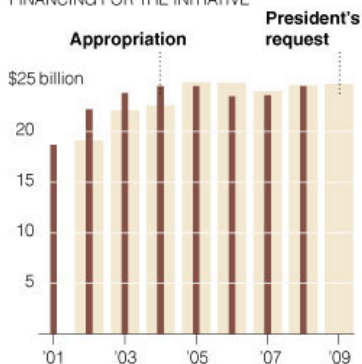
NCLB Results

Table 1.1

No Child Left Behind: By the Numbers

No Child Left Behind: By the Numbers

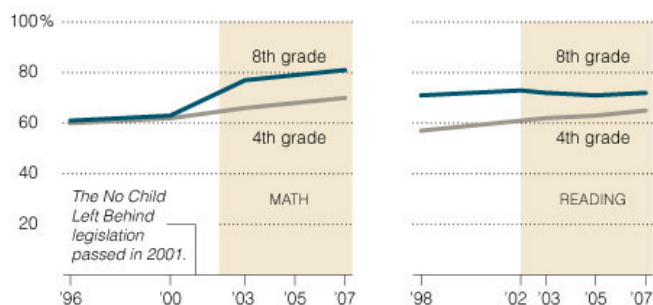
FINANCING FOR THE INITIATIVE



Sources: Education Department; National Education Association

NATIONAL ACHIEVEMENT LEVELS

Students at or above basic achievement levels in public schools



THE NEW YORK TIMES

Source: Stolberg, S. (2008). *Bush Loyalist Fights Foes of 'No Child' Law*. Retrieved June 12, 2008 from: www.nytimes.com.

According to the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, the over-all achievement of elementary school students has risen since 2002. In 2005, America's fourth graders posted the highest reading and math scores in ITBS history (U.S. Department of Education, 2008). For fourth graders in reading, there has been marked progress since 2002, compared with results dating back to the mid-1970s (U.S. Department of Education, 2008). Table 1.1 shows that while reading levels for fourth graders has increased, reading levels for eighth

graders has leveled off or dipped slightly since 1998, but that reading levels for eighth graders are back on the rise. Math scores for fourth graders and eighth graders have significantly improved since the enactment of NCLB (CEP, 2008). However, critics of the law maintain that the rise in math and reading scores can be explained by a “dumbing down” of the standardized tests, schools “teaching to the test” and modified curriculum emphasizing the tested subjects at the expense of other subjects (Sunderman, et al, 2004; www.edweek.org, 2008). Additionally, a 2007 report by the Aspen Institute (www.aspeninstitute.org) indicates that in Illinois, while reading and math scores have improved since 2002, the achievement gap remained very large, especially between whites and blacks, and economically advantaged and economically disadvantaged students. In fact, while test scores did improve in many of the grade levels and states studied, wide achievement gaps remained in all of the seven states included in the report (Aspen Institute, 2007).

The overall improvements nationwide in test results for reading and math and the continued wide achievement gap at the elementary school level were significant to this study because the present study’s focus is elementary school aged children in an urban, predominantly minority, public school. At the beginning of the 2002 school year, NCLB legislation mandated that each state become responsible for establishing their own academic standards for every child preK-12 in reading and mathematics. Beginning in the 2005-2006 school year, states added science standards to those established for reading and mathematic, and mandatory standardized testing for science began in the 2007-2008 school year. Also in 2007, Congress began the process of reauthorizing NCLB for another five years, but forward progress on reauthorization has stalled, as of March 2009.

The debate in Congress and ‘expiration’ of NCLB have not created any immediate changes in testing requirements nationwide, because in the likely event that a reauthorization is passed, schools will be required to remain NCLB compliant (CEP, 2008).

Higher math and reading scores nationwide, with eighth grade reading as the exception to the “broad trend”, appear to be a positive indicator that NCLB is working (CEP, 2008). However, the “core curriculum” standardized test scores are just one part of the whole curriculum puzzle. Where does early foreign language learning fall in this mix? The following sections offer a look at the impact of NCLB on FLES.

FLES and NCLB Testing

“...If we don't want any child left behind, we need to take care of the entire child, not just the part that reads, writes, and does the math...”

Mary Smiley, Elementary school teacher,
Sheridan, Wyoming (*NCLB/ESEA: Voices from
America's Classrooms*, 2008)

Despite the evidence supporting the advantages of FLES (Schrier, 1996; Curtain & Pesola, 1994; Rhodes & Brannaman, 1999; Curtain & Pesola, 2000; Met, 2000; Rosenbusch, 2002; Lipton, 2004), currently two-thirds of American elementary schools do not offer any foreign language study (*The Language Educator*, April 2006), and NCLB does not treat foreign language as part of the core curriculum for assessment purposes, especially at the elementary school level, including only reading, math, and science scores in AYP goals. Although after the law was signed, former U.S. Secretary of Education Rod Paige issued a memo stating that foreign language is important and considered part of the core curriculum, NCLB does not mandate foreign language

assessment. FLES's second-class status is evidenced by NCLB requiring testing for the subjects of reading/language arts, mathematics and science only. Indirectly, the increased emphasis and testing of these three core subjects has led to program cuts in foreign language, especially at the elementary level (Rosenbusch & Jensen, 2005). One goal of the present study was to determine if a reduction in FLES programs, due to a constriction of resources, was perceived by Chicago Public Schools FLES teachers. As such, a look at sources of FLES funding under NCLB is necessary.

FLES Funding in the Climate of NCLB

Despite the exclusion of foreign language in the testing aspect of NCLB, the federal government has pledged money to foreign language education. In early 2007, President Bush proposed a \$114 million National Security Language Initiative in the FY2007 Budget, a joint effort by the Departments of State, Defense, and Education and the Director of the National Intelligence, according to Secretary of Education Margaret Spellings. The Department of Education proposed \$57 million in the fiscal year (FY) 2007, including a new \$24 million program to build a "continuous pipeline" of critical language study from kindergarten to the university level (U.S. Department of Education, 2008). This money is designed to be distributed through grants given to universities to partner with local school districts. The most recent distribution of funds under NSLI included \$2.2 million in grants awarded to schools that teach "critical" languages such as Arabic, Chinese, Russian, Korean, Urdu, Farsi, and Hindi in seven states (U.S.

Department of Education, 2008):

- Culver City (CA) Unified School District, \$293,251
- Glastonbury (CT) Town School District \$204,636
- Pioneer Valley (MA) Chinese Immersion Charter School \$291,557
- School District of the City of Dearborn (MI) \$299,930

- Utica (MI) Community Schools \$298,306
- Minneapolis (MN) Public Schools \$296,795
- Portland (OR) School District Number 11 \$288,453
- Memphis (TN) City Schools World Languages Curriculum and Professional Development \$234,957

STARTALK, funded by NSLI, is one program aimed at expanding the teaching of critical languages (Startalk, 2008). Under NSLI, STARTALK distributes funding to public and private schools that offer Arabic, Chinese, Urdu, Hindi, and Farsi (Startalk, 2008). STARTALK awards averaged \$100,000 to 34 critical language programs in 21 states (Startalk, 2008). NSLI funding is also used to sponsor the National Security Education Program of the National Defense University, the cultural exchange programs of the U.S. State Department, as well as the Title VI/Fulbright Hays programs of the U.S. Department of Education (Startalk, 2008).

In December 2007, Congress approved a FY 2008 budget that included more than \$501 million for the educational and cultural exchange programs of the State Department's Bureau of Educational and Cultural Affairs. Foreign Language Assistance Programs (FLAP) received an increase from \$23.8 million to \$25.7 million during FY 2007. Also during that year, in higher education, funding for International Education and Foreign Language Studies grew from \$105.7 million to \$109 million (U.S. Department of Education, 2008).

According to the U.S. Department of Education (2008), some recently created programs approved for the FY 2008 budget included The Baccalaureate and Master's Science, Technology, Engineering, and Mathematics (STEM) and Foreign Language Teacher (FLT) grants which received \$1 million each in 2008. SMART grants have increased from \$850 million to \$1,445 million. New TEACH grants, which include

foreign languages, have been funded at \$58 million. Current President, G.W. Bush's, request for \$24 million for Advancing America through Foreign Language Partnerships was not approved by Congress (U.S. Department of Education, 2008).

In other agencies, the National Endowment for the Humanities (NEH) lost funding from \$140.9 million to \$132.5 million for FY 2008. In the State Department, Education and Cultural Exchange programs grew from \$445.3 million to \$505.4 million. Finally, for the FY 2008 budget, the National Security Education Program (NSEP) increased from \$16 million to \$44.7 million. (JNCL-NCLIS, 2007)

The Department of Education currently provides three funding sources for language learning at the elementary school level: K-12 program support of critical languages through NSLI and STARTALK; Foreign Language Assistance Program (or FLAP) grants to local and state educational agencies; and Title III funds, which provide language education for limited English proficient students, and which may support the development of other languages and two-way immersion programs. With the passage of NCLB, there has been an increase in interest in these programs, according to former Secretary of Education Margaret Spellings. This "increased interest" can be interpreted as schools looking for ways to get more federal money to protect FLES programs.

One of the chief complaints about NCLB is that money used for standardized testing has to be taken from an already stretched budget. Despite the financial constraints caused by NCLB, FLES programs remain an important part of American curriculum, with FLES teachers being among the strongest advocates for retention and change (Rosenbusch, 2005). The current study focused its analysis on the urban FLES teacher's experience working under current education policy, specifically NCLB. Examining

FLES in a historical context is necessary for this investigation because the past constructs the present reality for elementary school foreign language teachers in CPS.

Historical Perspective of FLES

The influence of political agendas on FLES educational policy can be placed in a historical perspective by looking back at the past century of FLES. FLES policy and U.S.-foreign diplomatic relations and military conflict have been linked since the early 20th Century, and continue to be linked today (Schleicher and Everson, 2006). As University of Iowa Foreign Language Education Professor Michael Everson (2008) aptly questions: “Why is it we always seem to be fighting people we don’t learn about? Doesn’t that tell us something?” The trend in FLES policy and foreign language policy, in general, lags just behind the need to communicate effectively with the country’s current “enemy”. A surge in Russian language programs immediately followed the Russians’ successful launch of Sputnik in 1957 (Andersson, 1969; Schleicher and Everson, 2006), and more recently, new Arabic and Urdu programs are being offered following the terrorist attacks on American targets in 2001, and the U.S. invasion of Iraq in 2003 (Edwards, 2004).

In his seminal work, *Foreign Language in the Elementary School: A Struggle Against Mediocrity*, Andersson (1969) notes “halting efforts crowned by occasional periods of success before FLES finally collapsed completely in the midst of war hysteria” (p. 81), referring to World War I which ended in 1918. Nearly a century later, the terrorist attacks on the World Trade Center buildings in New York on September 11th, 2001 again impacted FLES policy. As we prepare to enter the second decade of the 21st Century, the U.S. is at war against “terrorism” in Afghanistan and Iraq, and the demand

for Arabic language education has increased. Now labeled a “strategic” language by the U.S. government, the demand for Arabic language instruction, at the college level, has increased 126% between 1998 and 2006 (Modern Language Association, 2006). By contrast, during the early 1990s Middle Eastern languages filled only two percent of all foreign language classes in the United States (Modern Language Association, 2006). Nationwide data for Arabic FLES enrollments is not available, a symptom typical of underreported, non-traditional FLES programs, such as summer camps and after-school language programs (Rosenbusch, 2002, Hwa, 2005). However, Antonia Schleicher, Executive Director at the National Council of Less Commonly Taught Languages and professor of African languages and literature at the University of Wisconsin, asserts, “The interest has increased not only at the college level but at the K-12 level since 9/11, and that's a definite fact” (Hwa, 2005). Confirming this statement, as previously mentioned, on July 22nd, 2008, the U.S. Department of Education announced the award of over \$2.2 million in NSLI grants to eight school districts nationwide to “help increase the number of Americans learning foreign languages critical to national security and commerce” at the K-12 level (U.S. Department of Education, 2008). Former Education Secretary Margaret Spellings stated, “With our increasing global economy and national security needs, it’s crucial that we have as many citizens as possible who can communicate in languages such as Arabic, Chinese, Russian, Korean and Hindi” (U.S. Department of Education, 2008)

The link between U.S.-foreign diplomatic relations and foreign language study is further exemplified by the 1938 Good Neighbor Policy and the following Hemispheric Solidarity Policy, both geared at improving Mexican-American relations, which spawned

dozens of Spanish programs, especially in the South and Southwest U.S (Andersson, 1969). However, lack of teacher preparation doomed these programs to fail, and FLES was put on the back burner until the world went to war again in 1939. World War II gave the U.S. a new reason to understand and speak other languages, but a survey by Mildenerger (1956) indicated that less than 2,000 American students were participating in FLES programs. As the U.S. entered WWII, the U.S. Army quickly enacted Army Specialized Training Programs at a cost of roughly \$40 million (Andersson, 1969). This new emphasis on foreign language benefited FLES, as more Americans understood that young learners have a “natural advantage” to learning new languages (Andersson, 1969). Andersson (1969) cites a 1945 *Women’s Home Companion* magazine survey, which asked the question “Do you think our schools should make the study of at least one foreign language compulsory?” The respondents, who were carefully selected to represent a cross section of the American public, overwhelmingly (73%) answered yes. Forty-three percent of those respondents thought that foreign language education should begin at the elementary school level (Andersson, 1969).

Following the end of WWII in 1945, a renewed public interest in FLES led to prospering nationwide FLES programs in the 1950s and 1960s. In 1952, U.S. Commissioner of Education McGrath, impassioned and embarrassed by an international education meeting in Beirut, Lebanon where he was the only representative not able to communicate in two or more languages, called for a “complete reconsideration of the place of foreign language study in American elementary education...I am suggesting that as many American children as possible be given the opportunity...” (Andersson, 1969, p.95). Subsequently, modern foreign languages were added to mathematics and science

in the National Defense Education Act of 1958. By 1960 over 1.2 million elementary school students were participating in FLES programs across the country (Andersson, 1969).

Again, FLES programs began to fall out of favor in the late 1960s and early 1970s. A frequently cited factor in the decline of these early programs is the lack of well-prepared teachers (Andersson, 1969; Lipton, 1988; Rhodes and Schreiberstein, 1983; Schrier, 1996; Gilzow and Brannaman, 2000; Golzow, 2002), as well as a lack of well-defined and articulated curriculum, budget cuts, and a fading of the importance of FLES from the public radar (Rosenbusch, 2002).

After a period of little growth in the 1970s, the number of elementary school foreign language programs in the nation began to gradually increase in the 1980s, due to reports by various national and state commissions and organizations that advocated early language learning. When enrollments in early language programs once again began to increase in the 1980s and 1990s, foreign language educators sought to avoid past mistakes by examining the factors that led to the reversal in attitudes toward early language learning in the 1950s and 1960s (Curtain and Dahlberg, 2000; Rosenbusch, Kemis and Moran, 2000).

Recent Interest in FLES

The mid-1990s ushered in a new era for foreign language education. In a revolutionary advance for the field of foreign language, Goals 2000: Educate America Act of 1994 named foreign language as a part of the core curriculum (Watzke, 2003). Following this official declaration, foreign language began to prepare national foreign language learning standards that encouraged articulation from elementary school through

college (Rosenbusch, 2002; National Foreign Language Standards, 1996, 1999). The “Standards” breathed new life into the foreign language profession, and a 1997 survey showed a ten percent increase from 1987 (22%) to 1997 (31%) in FLES programs offered in the U.S. (Rhodes and Branaman, 1999).

Following the terrorist attacks of 2001, and the start of the Iraq war in 2003, the federal government and American public again turned their attention to early foreign language learning. According to the U.S. State Department, in early 2006 President G.W. Bush launched the National Security Language Initiative (NSLI), a plan to strengthen national security and prosperity in the 21st Century through education, especially in developing foreign language skills. The NSLI aims to dramatically increase the number of Americans learning critically needed foreign languages such as Arabic, Chinese, Russian, Hindi, and Farsi through new and expanded programs (such as the aforementioned STARTALK program) transitioning from kindergarten through university and into the workforce. One of the stated goals of the NSLI is to expand the number of Americans mastering such languages, as well as to start language study at a younger age. The U.S. State Department lists early foreign language education as an essential component of United States elementary school curricula (U.S. Department of State, 2008).

The federal government’s interest in FLES education was underscored again at the January 2007 Senate Committee on Homeland Security and Global Affairs public hearing entitled, “Lost in Translation: A Review of the Federal Government's Efforts to Develop a Foreign Language Strategy” (U.S. Senate, 2007). U.S. Senators Voinovich and Akaka headed the subcommittee that addressed the “critical issue for both our

national and economic security...the shortfall of Americans with foreign language proficiency” (U.S. Senate, 2007). Since the terrorist attacks of 2001, there has been no shortage of rhetoric from the federal government about the importance of providing Americans with opportunities to learn foreign languages, although the current NCLB policy does not require testing for foreign languages, inevitably placing FLES on the back burner.

The federal government’s increased role in education policy through NCLB impacts the state and local levels, and urban teachers in particular. Educators, including elementary school foreign language teachers, are faced with the reality of reconciling this federal-level mandate with day-to-day teaching and learning in their classrooms. Urban school districts, according to a 2008 CEP study, are most affected by NCLB. In 2005-06, over 43% of urban schools reported at least one school not meeting AYP, compared with only 14% of suburban districts and 11% of rural districts (CEP, 2008).

The challenges of teaching at an inner-city school are unique, although due to the 1995 reforms in the Chicago Public School (CPS) system, formed under the aforementioned Goals 2000, teachers in this large urban school district have been working with standardized testing for over a decade. To place the present study of inner-city FLES teachers in context, the following section offers a historical overview and current view of the nation’s third largest school district and the focus of this study, Chicago Public Schools. The upcoming sections also offer additional information about the newly appointed Secretary of Education, Arne Duncan, formerly the CEO of the district studied in this research, Chicago Public Schools.

Chicago Public Schools

According to the U.S. Department of State (2008), early foreign language education is an essential component of U.S. elementary school curricula. However, the question arises whether federal mandates, specifically NCLB, help or hinder the instruction of early foreign language learning at the local level. Recording the perceptions of elementary school foreign language teachers in a large urban district like the Chicago Public Schools can help stakeholders and legislators better understand the impact of federal policy on FLES programs. Because urban schools are most affected by NCLB (CEP, 2008; Sunderman, et al, 2004; The Aspen Institute, 2007), a study of the third largest school district in the U.S. was warranted.

At the local level, school districts, school administrators, and teachers are required to adhere to the federal NCLB mandate as written, including losing federal funding as stipulated in the law, if their school does not meet adequate yearly progress (AYP). In this following section, the reader will be introduced to the local school district that is the focus of this study, followed by a brief history of local education policy in that large urban school district.

NCLB affects all public schools receiving federal funds: rural, suburban and urban. The purpose of the current study was to analyze the perceived impact of NCLB on urban FLES teachers, specifically FLES teachers in Chicago Public Schools. Before discussing FLES programs in CPS, it is essential to describe the district itself.

Chicago Public Schools (CPS) , Illinois School District 299, in Chicago, Illinois, is the third largest school district in the U.S. (CPS, 2007), with more than 600 public

elementary and high schools and approximately 400,000 students. Table 1.2 offers a demographic breakdown of CPS, as of the 2006-2007 school year.

Table 1.2
Chicago Public Schools “At a Glance”

Schools - Total: 623 (FY2006-07)	Students - Total: 420,982 (FY2005-06)
<p style="text-align: center;">Elementary Schools (481)</p> <ul style="list-style-type: none"> ● 409 traditional elementary schools: TRADITIONAL ELEMENTARY SCHOOLS provide a traditional K-6 grade primary education experience. ● 39 magnet schools: MAGNET SCHOOLS specialize in a specific subject area, such as math/science, fine arts, world language, or humanities. These schools accept students from throughout the city and reflect diverse racial/ethnic and socioeconomic backgrounds. ● 16 middle schools: MIDDLE SCHOOLS provide a traditional 7-8 grade middle school education experience. ● 8 gifted centers: GIFTED CENTERS provide an accelerated instructional program in core content areas and include a world language or Latin, laboratory science, computer science and fine arts. ● 9 special schools: SPECIAL SCHOOLS are therapeutic day schools for students ages 3-21 with significant behavioral and/or emotional challenges. <p style="text-align: center;">High Schools (115)</p> <ul style="list-style-type: none"> ● 37 general/technical: GENERAL/TECHNICAL SCHOOLS offer a traditional 4 year high school experience, with course tracks available in college preparation or technical preparation. ● 12 vocational/career schools: VOCATIONAL/CAREER SCHOOLS specialize in school-to-career curriculum. ● 12 magnet schools: MAGNET SCHOOLS specialize in a specific subject area, such as math/science, fine arts, world language, or humanities. These schools accept students from throughout the city and reflect diverse racial/ethnic and socioeconomic backgrounds. ● 8 math & science academies: MATH & SCIENCE ACADEMIES incorporate unique math and science opportunities in a traditional curriculum. ● 4 military academies: MILITARY ACADEMIES are 4 year high schools in which all students enroll in the Junior Reserve Officer Training Corps. Each of these schools specialized in a specific branch of the military. ● 21 small schools: SMALL SCHOOLS have a maximum of 350 students in an elementary school and 500 in a high school with the intention of encouraging closer interaction among parents, teachers, and students. ● 9 achievement academies: An ACHIEVEMENT ACADEMY is a two-year secondary school program developed for over-aged students who have not met the promotion criteria to enter high school. The achievement Academies (AA) programs are a collaborative effort between Chicago Public Schools and Johns Hopkins University of Baltimore Maryland. The academies are located in eight existing high schools, CVCA Clemente, Crane, Fenger, Phillips Academy, Robeson, Senn and Tilden. ● 3 alternative schools: ALTERNATIVE SCHOOLS are designed for students who are at risk of dropping out of high school, who are academically behind in their first two years of high school, and/or are transitioning from a correctional facility. ● 9 special ed schools: SPECIAL EDUCATION SCHOOLS provide additional support to students with highly specialized needs. 	<p style="text-align: center;">Student Enrollment</p> <ul style="list-style-type: none"> ● 19,471 Pre-School ● 1,734 Pre-School special education ● 29,502 kindergarten ● 261,143 elementary (1-8) ● 109,982 secondary <p style="text-align: center;">Student Racial Breakdown</p> <ul style="list-style-type: none"> ● 48.6% African-American ● 37.6% Latino ● 8.1% White ● 3.2% Asian/Pacific Islander ● 2.4% Multi-Racial ● 0.1% Native American

Table 2.A continued

<p style="text-align: center;">Charter Schools (27)</p> <ul style="list-style-type: none"> • 31 Elementary campuses • 16 High School campuses 		<p style="text-align: center;">Additional Student Information</p> <ul style="list-style-type: none"> • 85.6% of students from low-income families • 19.9% of Illinois public school students attend CPS • 13.7% are limited-English-proficient • 94.0% attendance rate for elementary schools • 86.0% attendance rate for high schools • 92.1% citywide attendance rate 	
<p style="text-align: center;">Local School Councils (each consists of)</p> <ul style="list-style-type: none"> • 6 parent representatives • 2 community representatives • 2 teachers • 1 principal • 1 student representative (High School only) 		<p style="text-align: center;">Pupil/Teacher Information</p> <ul style="list-style-type: none"> • 20.2 pupils per teacher in elementary schools • 16.9 pupils per teacher in high school • \$61,178 average teacher salary • \$104,605 average administrator salary 	
Employees - 44,417 (FY2006-07)			
<p style="text-align: center;">Total Positions</p> <ul style="list-style-type: none"> • 39,205 (public schools) • 47 (non-public schools) • 3,583 (citywide) • 1,582 (central/regional) 		<p style="text-align: center;">Overall Racial Breakdowns (All Staff)</p> <ul style="list-style-type: none"> • 43.8% African-American • 35.7% White • 17.4% Latino • 2.6% Asian/Pacific Islander • 0.5% Native American 	
<p style="text-align: center;">588 Principals</p> <ul style="list-style-type: none"> • 54.1% African-American • 31.3% White • 13.4% Latino • 1.0% Asian/Pacific Islander • 0.2% Native American 		<p style="text-align: center;">24,664 Teachers</p> <ul style="list-style-type: none"> • 35.8% African-American • 47.3% White • 13.2% Latino • 3.1% Asian/Pacific Islander • 0.6% Native American 	
Operating Budget - \$4.406 billion (FY2006-07)			
<ul style="list-style-type: none"> • Local sources: \$1.882 billion • State sources: \$1.584 billion • Federal sources: \$0.835 billion • Appropriated Fund Balance: \$0.105 billion 		<ul style="list-style-type: none"> • Per pupil operating expenditures as of FY05-06 • \$9,758 operating expenditure per pupil • \$6,875 per capita tuition 	

Source: Adapted from Chicago Public Schools (2007). Retrieved from <http://www.cps.k12.il.us>.

Elementary and secondary schools within CPS differ greatly in physical and philosophical structure (CPS, 2008). Some of CPS' 600 school buildings are newly constructed; some are well-preserved historic landmarks; while other schools are in disrepair (CPS, 2008). Most schools in CPS have attendance boundaries, restricting student enrollment to schools within a residential area (CPS, 2008). These schools are widely known as a neighborhood school. A neighborhood school may enroll students outside their attendance boundary if the school has a magnet cluster program, meaning that students who are interested in the particular focus (Math/Science, The Arts, World Languages) at that magnet cluster school may apply for enrollment (CPS, 2008). Full magnet schools are open to student enrollment citywide, provided that applicants meet a level of high academic standards. Living near a magnet school does not guarantee admission for CPS students. CPS offers 14 world languages, starting at various grade levels: American Sign Language, Arabic, Mandarin Chinese, French, German, Greek, Italian, Japanese, Korean, Latin, Polish, Russian, Spanish, and Hindi-Urdu (CPS, 2008). For the 2008-2009 school year, CPS boasts six World Language Academies: LaSalle Language Academy (in Chicago's Lincoln Park neighborhood at 1340 West Harrison St.), LaSalle II, a replication of LaSalle Language Academy (in Chicago's Wicker Park neighborhood at 1148 N. Honore St.), Andrew Jackson Language Academy (in Chicago's Tri-Taylor neighborhood at 1734 North Orleans), Murray Language Academy (in Chicago's Hyde Park neighborhood at 5335 S. Kenwood), Gallistel Language Academy (in Chicago's "East Side" neighborhood at 10347 South Ewing Avenue), and Turner-Drew Language Academy (in Chicago's Princeton Park neighborhood at 9300 South Princeton Avenue). In 2001, CPS offered 60 FLES programs in traditional elementary

schools, magnet schools, charter schools and dual-language schools across the city (Watzke, 2003). In 2007, the number of FLES programs rose slightly to 63: six world language academies, 37 world language magnet cluster schools, and 20 world language specialty schools (including dual-immersion programs and charter schools) (www.olce.org, 2009). Because programs change quickly, a comprehensive list of all the elementary school foreign language programs in CPS is not available; however, the researcher compiled a sampling of FLES programs available in CPS, as shown in Table 1.3, classified by type of school.

According to 2006-2007 school year data, CPS employed nearly 25,000 teachers. The district actively recruits teachers from around the world through the Global Educator Outreach program which enlists educators worldwide to teach in the areas of math, science, and foreign language (CPS, 2007). In the spring of 2005, under the leadership of former CEO and current U.S. Secretary of Education Arne Duncan, school administrators fired approximately 1,100 untenured teachers. In the spring of 2006, another 1,000 teachers were dismissed. The 2003 Chicago Teachers Union contract allowed administrators to quickly and unceremoniously dismiss untenured teachers via a specially designed district website. The administrators simply selected a reason for dismissal from six categories (classroom failings, poor instruction, lack of responsibility, poor communication, attitude, and other) listed on a drop-down menu, and clicked a submit button. According an April 15th, 2005 *Chicago Sun Times* article (NCTQ, 2007), difficulty controlling their classrooms was listed as the reason for dismissing more than 50% of these teachers.

Table 1.3
Sampling of CPS FLES Programs

Type of Elementary School that Offer FLES	Elementary School Name	Languages Offered K-6
Language Academies	Jackson Language Academy	Spanish, French, Italian, Japanese, Chinese
	Turner-Drew Language Academy	Spanish, French, Chinese
	Murray Language Academy	French, Japanese, Spanish
	LaSalle Language Academy	French, Japanese, Spanish
	LaSalle II (A replication school)	New in 2008-09 K-2; offers Spanish and Chinese
	Matthew Gallistel Language Academy	French and Spanish
Traditional Schools	Durkin Park	Arabic
	Marquette	Arabic
	Peck	Arabic
	Burr	Japanese
	Alcott	Spanish
Charter Schools	Columbia Explorers Academy	Chinese
Magnet Schools	Disney Magnet School	Offers optional Chinese in preschool; Chinese for gifted track K-6
	Drummond School	Offers French, but is K-8.
	Wildwood Magnet School	This K-8 school offers Spanish at the elementary level
	Ericson Scholastic Academy	Spanish
	Inter-American Magnet School	Dual language English & Spanish
	Kanoon Magnet School	Multicultural and bilingual English & Spanish
	Pershing East	Mandarin K-3
Sabin	Dual language Spanish & English	

Source: Compiled from Chicago Public Schools (2008). Retrieved from <http://www.cps.k12.il.us>.

Twenty-six percent of teachers were fired for "other" reasons, which may encompass budget cuts and teachers' failure to comply with the highly qualified teacher standards of NCLB (NCTQ, 2007). The "click-and-fire" policy was one of the many changes in the past 20 years at CPS (NCTQ, 2007).

Policy at Chicago Public Schools

The Chicago Public School system has undergone major reform since 1987. Shipp (1998) highlights two reform efforts affecting the Chicago Public Schools and their impact on students and educators. As the third largest school system in the country and the largest employer in the city, complaints that the system was failing Chicago's children were not new. In a publicly embarrassing declaration in 1987, U.S. Secretary of Education William Bennett named CPS the "worst in America" (Shipp, 1998). The Chicago Tribune depicted CPS students and their parents as "...victims of a highly centralized system, populated by bureaucrats more concerned about protecting their jobs than improving learning..." in a series of articles published in May 1988 (Shipp, 1998). Until 1988, the CPS school board was appointed by the mayor and was imbedded in city politics. As a result, in 1988, the Illinois legislature overhauled the system by placing decision-making authority in the hands of elected Local School Councils (LSCs). The 1988 reforms were popular with Chicago parents, and more importantly began to show results in the form of higher test scores (Shipp, 1998). To further improve CPS, in 1995, the district shifted toward a corporate model of management, including the appointment of a CEO, who is appointed by and directly accountable to the mayor. Additionally, the 1995 reforms established minimum scores on the Iowa Test of Basic Skills (ITBS) as a requirement for grade promotion and marked the beginning of educational standards in

Illinois (Watzke, 2003). Schools in CPS with 15% or more of the children unable to pass the ITBS were placed on probation (Shipps, 1998). This is notable because it demonstrated CPS's forward-thinking accountability practices, which would later become mandated under NCLB. In 1996, the Illinois Standards Project led to the passage of Illinois Public Law 88-686 which called for all Illinois school districts to establish student learning goals that "meet or exceed educational goals established by the state" (Watzke, 2003). Accountability continued to be emphasized at both the state and local level. In 1997 Illinois passed Public Act 90-566 requiring assessment of all students in third, fifth, eighth, and tenth grade using the new Illinois Standards Achievement Test (ISAT) (Watzke, 2003). The 1995 and 1997 reforms emphasizing standardized testing as a means for measuring progress in CPS are still in place, but have been trumped in 2002 by the federal NCLB mandate. In 2008, CPS students continue to be assessed using several measures of achievement, including the Illinois Standards Achievement Test (ISAT), under NCLB (CPS, 2008).

Education reform in Chicago has been most recently headed by former CEO Arne Duncan. Personal and political background of Arne Duncan is relevant because the present study took place in Chicago Public Schools under Duncan's management. Further, as Secretary of Education, Mr. Duncan now administers NCLB and its future incarnation. A retrospective of Duncan's legacy in CPS follows.

Secretary of Education and Chicago Public Schools

Arne Duncan, the former CEO of Chicago Public Schools and current Secretary of Education, was raised in the Hyde Park neighborhood of Chicago, the same neighborhood where the present study was conducted. Secretary Duncan's mother,

Susan Morton Duncan, still runs a children's center for African American youth just north of Murray Language Academy, the site that is the subject of the present study. Although never a teacher himself, Harvard educated Arne Duncan was Chief Executive Officer of CPS from June 2001 until January 20th, 2009, when he assumed his official role as Secretary of Education. During his tenure as CEO of Chicago Public Schools, Duncan was a proponent of charter schools, garnering criticism from teachers' unions that maintained charter schools took money away from traditional public schools (Pallasch, 2008). Appointed just prior to the enactment of NCLB, Duncan was instrumental in implementing reforms designed to align CPS learning objectives with state standards under Goals 2000. Post-NCLB, despite gains in student achievement, the district failed to meet the adequate yearly progress (AYP) goals set by the state of Illinois since 2004, according to the Illinois State Board of Education progress report (www.isbe.state.il.us, 2009). Adequate yearly progress (AYP) is calculated including all subgroups of students, including White, Black, Hispanic, Asian/Pacific Islander, Native American, Multiracial/Multiethnic, Limited Proficiency (LEP), Students with Disabilities and the Economically Disadvantaged (ED) (www.isbe.state.il.us, 2009). In 2008, for example, the Black and the Student with Disabilities subgroups did not meet the minimum proficiency level in both reading and math. Also in 2008, the Hispanic, LEP, and ED subgroups did not meet the minimum level in reading. Failing to meet AYP has placed Chicago Public Schools on "Academic Watch" status, and has led to sanctions including closing many CPS schools and the dismissal of under-qualified (as defined by NCLB) teachers. Duncan defended CPS despite the district's failure to meet AYP, maintaining that the district showed significant progress in the face of substantial (and

many inherited) obstacles, including financial constraints, competition from wealthier suburbs for the best teachers, the large number of poor and special needs children in CPS, and schools buildings in poor condition after years of disrepair (Duncan, 2008). Duncan cited the increase in reading scores from 39% in 2001 to 60% in 2006, and the increase in district math scores from 35% in 2001 to 65% in 2006 (Duncan, 2006). Duncan pointed out that the goal of NCLB is to close the achievement gap, and CPS is narrowing the achievement gap, albeit slowly. He maintained that, while CPS may not be achieving the state-set goals of achievement for all subgroups, it is making significant strides, which he calls “truly remarkable” for a district with 85% of students coming from low income households (Duncan, 2006).

In a surprise announcement on January 26th, 2009, Chicago Mayor Richard J. Daley revealed the new CEO of Chicago Public Schools would be Chicago Transit Authority President Ron Huberman, not current Chief Education Officer Barbara Eason Watkins, as was widely speculated. Eason Watkins has held the job of Chief Education Officer of CPS since 2001, and according to a *Chicago Sun Times* report, was Arne Duncan’s first choice for his replacement (Spielman, 2009). Mayor Daley defended the choice of Huberman, despite Huberman’s absence of experience as an educator, by stating that the failures of the district’s past (referring to prior to the first appointment of a district CEO in 1995) can be blamed on appointing administrative positions to “recycled educators,” leading to ineffective management (Spielman, 2009). The mayor maintained that Huberman’s effective performance as leader of the CTA during troubled times will make him an effective CEO of Chicago Public Schools, and will allow the district’s

professional educators to concentrate on improving student learning, while leaving CPS management to professional administrators (Spielman, 2009).

Considering the emphasis on policy and curriculum reform in CPS, the struggles the district has faced under NCLB in meeting adequate yearly progress, and the impact education policy has historically had on FLES, an investigation into NCLB's impact perceived by CPS FLES teachers was warranted. The statement of the problem is detailed in the following section, followed by the specific research questions that guided this investigation.

Statement of the Problem

The value of FLES is widely documented. According to the U.S. leading experts on early childhood foreign language learning (Curtain & Pesola, 1994; Schrier, 1996; Rhodes & Brannaman, 1999; Curtain & Pesola, 2000; Met, 2000; Rosenbusch, 2002; Lipton, 2004), children before the age of ten are able to master the pronunciation of a foreign language and show improved cognition, flexibility, and creativity. By learning a foreign language, children may also develop a sense of openness to different people and an appreciation of other cultures. In addition, if foreign language study started in elementary school is continued in secondary school and beyond, students have been shown to achieve better results on standardized tests (in English) in reading, language, arts and mathematics than those who have not studied a foreign language (Curtain, 2000).

While the benefits of early language learning are clear, early foreign language programs have long competed for time and money with "core" curriculum subjects of mathematics, reading, and science (Andersson, 1969; Rosenbusch, 2002). Due to this tension, elementary school foreign language has struggled to find a place in the

mainstream curriculum in the past half-century. Public education policy indisputably affects the subjects that American children learn and how teachers are able to teach those subjects. Advocates, administrators, and teachers of FLES programs need to study the impact federal education policy has on elementary school foreign language programs in order to work within the constraints of NCLB to create and sustain strong FLES programs.

Educators, including elementary school foreign language teachers, are faced with the reality of reconciling this federal-level mandate with day-to-day teaching and learning in their classrooms. Urban school districts, according to a 2008 CEP study, are most affected by NCLB. In 2005-06, over 43% of urban schools reported at least one school not meeting AYP, compared with only 14% of suburban districts and 11% of rural districts (CEP, 2008).

The challenges of teaching at an inner-city school are unique, although due to the 1995 reforms in the Chicago Public School system, CPS teachers have been working with standardized testing for over a decade. How do FLES teachers in Chicago currently perceive NCLB's impact on their programs and their own behavior? Beyond all the government, teacher association, and personal interest propaganda, what do elementary school foreign language teachers in the Chicago Public Schools feel, think, and believe about teaching in the climate of NCLB? In the following section, the research questions that guide the present study are posed.

Research Questions

Studies (von Zastrow & Janc 2004, Rosenbusch 2005) indicate that teachers are concerned about the decrease in FLES instructional time, financial resources and

languages offered as a result of NCLB. These FLES teachers, responding to the new constraints and requirements, have identified a narrowed curriculum in response to NCLB (Rosenbusch, 2005). To further investigate the impact of No Child Left Behind on FLES teachers, the present study explored the perceptions of Chicago Public School FLES teachers in the climate of NCLB. The research questions the present study proposes are:

1. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their *curriculum*?
2. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their own *behavior*?

These research questions were carefully considered throughout the course of this study, and were measured qualitatively through teacher interviews and classroom observations, as detailed below.

Methodology Overview

Current research has used surveys and case studies to gauge teachers' reactions to NCLB (Rosenbusch, 2005; von Zastrow & Janc 2004; Rosenbusch & Jensen, 2005).

This researcher maintains that a case study of one CPS FLES program can lead to greater understanding of the policy's impact at the local level, where it counts the most. A case study design was employed to conduct structured interviews with FLES teachers at one Foreign Language Academy (see Definitions) magnet school in the Chicago Public Schools. The interviews were voice-recorded, transcribed, and coded to detail responses from study participants. The interviews were analyzed using the constant comparative

method (Glaser and Strauss, 1967) to highlight common themes among CPS FLES teachers and their perceptions of how No Child Left Behind has impacted them.

Rationale/Purpose of the Study

Since the inception of NCLB there has been a call in the profession for more research investigating the impact of policy on FLES programs, as few researchers have examined this impact (Rosenbusch, 2002). The historical overview of the foreign language teaching profession illustrates citizens, policy makers, and even educators who are reactive, rather than proactive in making foreign language education an enduring priority. Rosenbusch (2002) argues that if foreign language teachers study and understand policy, they will be better equipped to get involved in the decisions that impact how and what they teach. As Rosebusch (2002) states, "... perhaps then we, as a profession, will no longer need to wait for world events such as World War II or Sputnik to shape our future. We will have learned strategies for shaping the state and national policies that influence our foreign language programs" (Rosenbusch, 2002).

Significance of the Study

The present study aimed to contribute to previous research which examines the impact of policy on elementary foreign language programs. This study sought to clarify the perceptions of FLES teachers who are implementing federal policy at the local level. In other words, the goal was to illustrate, using the teachers' own words, how FLES teachers reconcile federal-level mandates with the day-to-day teaching and learning in their classrooms. NCLB has the potential to impact local FLES programs in a number of ways, particularly in enrollment and existence. NCLB can draw resources away from FLES programs, leaving programs vulnerable to reduction in instruction time or

elimination. While local control advocates continue to argue the importance of leaving important curriculum decisions in the hands of local administrators who know their students' needs best, lack of a nationally standardized foreign language curriculum has led to the undermining of foreign language as part of the core curriculum. Any FLES program deficient in the four NCLB key measures is exposed to decreased class time and materials, increased class sizes without implementing additional resources, or worse, complete elimination, since FLES is not considered part of the core-curriculum.

One potential outcome of the study could reveal that teachers feel no change in their classroom, their own behavior, the FLES curriculum, and student outcomes as a result of NCLB. Another possible outcome of the study could show that teachers believe that the changes created by NCLB lead to better student achievement in all subject areas, including FLES. Another very different outcome could reveal that teachers are overwhelmed by the constraints imposed on them as a result of NCLB, and are considering leaving the profession.

Regardless of the results of this study, the results can significantly contribute to future foreign language education policy, especially at the underreported elementary school level, by giving the historically under-researched group of urban FLES teachers a voice during a challenging time of strictly monitored and enforced federal education policy.

Special Concerns of the Study

Case studies are not generalizable. However, good ideas and a clear picture of the studied phenomenon can result from a case study, leading to greater understanding of FLES teachers' perceptions of NCLB's implementation in the Chicago Public Schools.

This case study included three FLES teachers from one CPS elementary school, reflecting the fact that there are a relatively small number of sequential FLES teachers in the United States, as well as a great geographical dispersion influencing variation in educational context.

Additionally, the district studied is in inner-city Chicago, Illinois, which may differ from other states and districts. School districts throughout the state of Illinois and across the country have local control over the decision to include foreign language at the elementary school level. No two districts are identical in their funding, nor in their agreement about the need for foreign language or the type of FLES program implemented. Access to monetary resources varies from school to school and district to district.

The rich detail afforded by a case study is valuable in that it gives a voice to FLES teachers whose concerns about how NCLB is affecting their classroom may not have another formal platform (see Appendix H for a listing of blogs related to NCLB). The foreign language education professionals and education policy-makers have much to learn from FLES teachers about the effectiveness and appropriateness of nationally mandated policy. Additionally, elementary school foreign language education is a traditionally under-represented “special interest group” in the field of foreign language education. Adding to the FLES field of research may lead to an increased awareness of the value of early language learning and will potentially encourage discourse among educators and policy makers.

Since the signing of NCLB, teachers, administrators, parents and students have added new phrases, words, and new acronyms to their lexicon. Additionally, Chicago

Public Schools uses terms and acronyms that may require definition. Definitions of the terms and acronyms referenced in this study follow.

Definition of terms used in this study

Achievement Academy: An Achievement Academy is a two-year secondary school program developed for over-aged students who have not met the promotion criteria to enter high school. The achievement Academies (AA) programs are a collaborative effort between Chicago Public Schools and Johns Hopkins University of Baltimore Maryland. The academies are housed at eight existing CPS high schools, CVCA Clemente, Crane, Fenger, Phillips Academy, Robeson, Senn and Tilden High Schools (CPS, 2008).

Adequate Yearly Progress (AYP): The amount of annual improvement needed to get all students to proficiency. For 2007, the performance target was to have at least 55% of all students meet or exceed reading and math standards, not including the “safe harbor” subgroup of special needs students with IEPs (CPS, 2007).

Alternative Schools: Within CPS, Alternative Schools are designed for students who are at risk of dropping out of high school, who are academically behind in their first two years of high school, and/or are transitioning from a correctional facility (CPS, 2008).

AMAO-annual measurement achievement objectives. Title III of the No Child Left Behind Act (NCLB) to establish *annual measurable achievement objectives* (AMAOs) for English language acquisition and academic achievement of limited English proficient (LEP) students (www.ed.gov, 2008).

Appropriations: Providing funds from the U.S. Treasury for specified purposes. Follows “authorization” in the formal federal spending process (www.senate.gov, 2008).

Authorizations: An obligation by Senate statute of funding for a specified program or agency. An authorization may be effective for a set amount of time (www.senate.gov, 2008).

Charter School: A charter school is school governed by a group or organization (e.g., a group of educators, a corporation, or a university) under a contract or charter with the state. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met (NCES, 2007). The charter school model was first approved in 1997 in the Chicago Public Schools, which allows these school greater autonomy within an expressed set of guidelines, continued public funding, and a contract or charter which is renewed every 3-5 years (CPS, 2007).

Chicago Public Schools (CPS): An urban school district comprising over 600 schools and over 400,000 students. During this study, CPS was managed by CEO Arne Duncan (now the U.S. Secretary of Education) and the Chicago Board of Education.

Constant Comparative Method: Also known as Grounded Theory, CCM is form of data analysis developed by Glaser and Strauss (1967) that sets a framework for studying each participant independently while looking for common themes among respondents.

Environmental Pressures: Stresses caused by the setting and demands of one's workplace.

Foreign Language in Elementary Schools (FLES): According to Lipton (2004), one of the nation's leading expert on early foreign language learning, FLES is the "umbrella" term for all types of elementary school foreign language programs, grades K-8. While FLES can mean exploratory foreign language programs, after school FL programs, or FL

programs as part of the school's core curriculum, for the purposes of this study, FLES is defined as "Sequential FLES" (Lipton, 2004). Sequential FLES is the introduction to one foreign language "for two or more years, with a systematic development of language abilities and culture(s), in consonance with the five goals of National FL Standards, through themes, topics, or interdisciplinary areas. Good theme-related fluency is expected (if scheduled three to five times per week, 30 minutes or more a day), consistent with age-appropriate learning environments (Lipton, 2004).

General/Technical Schools: Offer a traditional 4 year high school experience, with course tracks available in college preparation or technical preparation (CPS, 2008).

Gifted Centers: In CPS, Gifted Centers are housed within a traditional or magnet elementary school building and provide accelerated instructional programs in core content areas and a world language/Latin, laboratory science, computer science and fine arts (CPS, 2008).

Highly Qualified Teacher: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach (U.S. Department of Education, 2008). Teachers in middle and high school must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (High, Objective, Uniform State Standard of Evaluation (HOUSSE): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and

knowledge in the subject garnered over time in the profession, 5) an advanced certification from the state, or 6) a graduate degree.

Magnet School: Magnet schools specialize in a specific subject area, such as ath/science, fine arts, world language, or humanities. The school's curriculum emphasizes programmatic themes (such as math/science, literature/writing, world languages, dual language, technology or Montessori) and is integrated school-wide. These schools accept students from throughout the city and reflect diverse racial/ethnic and socioeconomic backgrounds. In CPS, a magnet school does not have a neighborhood attendance boundary. It is not a neighborhood school. In Chicago, magnet schools offer transportation to students who live more than 1.5 miles but less than 6 miles from the school, and magnet schools must maintain a specific racial/ethnic balance (CPS, 2007).

Magnet Cluster Program: Magnet cluster schools are neighborhood schools that offer a magnet program focus. Each school concentrates on one of six areas: math/science, fine and performing arts, world language, literature and writing, technology or the International Baccalaureate Middle Years Programme. The overall aim of the magnet cluster program is to provide high-quality programs within the neighborhood schools. Schools are grouped into "clusters" of four to six schools; schools collaborate with other schools in the cluster, as well as with other schools citywide in the same magnet area of focus, in order to exchange ideas and work on strengthening each school's individual learning curriculum. The Magnet Cluster program at CPS has 250 schools grouped into 47 clusters. Each school concentrates on one of five academic areas: Math/Science, Fine and Performing Arts, World Language, Literature and Writing, or the International Baccalaureate Middle Years Program (CPS, 2007).

Math and Science Academies: Schools within CPS that incorporate unique math and science opportunities in a traditional curriculum (CPS, 2008).

Military Academies: Schools within CPS that are 4 year high schools in which all students enroll in the Junior Reserve Officer Training Corps. Each of these schools specialized in a specific branch of the military (CPS, 2008).

No Child Left Behind (NCLB) Act of 2001: Another name for the federal reauthorization of the Elementary and Secondary Education Act of 1965. This act, written in 2001 and passed in 2002, mandates school improvement issues, allocates funding for those improvements, and levies financial sanctions against schools that do not meet Adequate Yearly Progress or AYP (www.ed.gov, 2008).

Reliability: The consistency of a measurement to repeatedly measure the same way each time it is used under the identical conditions with the same subjects (Bachman, 1997).

“Small” Schools: These are smaller schools in CPS with a limit to the number of students capped at 350 for elementary schools and 500 for high schools. There are two types of small schools: Autonomous Small Schools and Schools-Within-Schools. In the Chicago Public Schools, there are autonomous small schools and schools-within-schools at both the Elementary and High School level. Both types of small schools have a core group of self-selected teachers and students interested in the same focus who work together over a period of at least two years. All small schools (except for small charter schools) operate within the same CPS funding formulas and Chicago Teachers Union agreements as other Chicago Public Schools. Most small schools do not select their students based on test scores or grades. Instead, students are typically selected based on interest or by random

lottery. As of September 30, 2003, there are 36 autonomous small schools and 54 schools-within-schools in the Chicago Public Schools. (CPS, 2007).

Special Education Schools: Within CPS, Special Education Schools provide additional support to students with highly specialized needs due to significant mental or physical disability (CPS, 2008).

Special Schools: Within CPS, Special Schools are therapeutic day schools for students ages 3-21 with significant behavioral and/or emotional challenges (CPS, 2008).

Standards-Based Curriculum: According the CPS' Office of Standards-Based Instruction, standards-based curriculum begins the instructional process with identifying standards and benchmarks to be addressed during an academic year, based on Illinois learning standards. The process involves continual analysis of student progress toward meeting the Standards (CPS, 2007).

Title I: Formerly called Chapter One, Title I provides federal funding for schools to help students who are behind or who are at risk of falling behind academically. Funding is based on the number of low-income children in a school, which is generally determined by the number of students eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds. Schools receiving Title I monies should involve parents in deciding how these funds are spent and in reviewing progress.

Title II: NCLB rolls up the old ESEA Title II (Eisenhower Professional Development) and ESEA Title VI (class-size reduction) monies and adds new requirements and funds for "highly qualified" teachers, principals, and paraprofessionals. The requirements for "highly qualified" teachers became effective after the first day of the 2002-03 school year.

Title III: School districts must use Title III federal funds to provide high-quality language instruction programs that are based on scientifically based research, and that have demonstrated that they are effective in increasing English proficiency and student achievement. Districts are required to provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel in order to improve the instruction and assessment of limited English proficient students. Districts are held accountable for making adequate yearly progress as described in Title I and meeting all annual achievement objectives.

Vocational/Career Schools: High schools that specialize in school-to-career curriculum (CPS, 2008)

Validity: The strength of the conclusions drawn from a measurement to accurately represent what it was intended to measure (Bachman, 1997).

This chapter provided a historical backdrop of FLES education policy in the U.S. and education policy in the Chicago Public Schools. It pointed out the influence of past education policy on current legislation by highlighting important educational policy movements over the past half century. In addition, NCLB was defined and explained in the context of FLES programs in the U.S, as well as in the Chicago Public Schools. The concluding sections laid out the foundation for the present study by relating its problem statement, rationale, significance, limitations and definition of terms. In the following chapter, a review of the current literature surrounding the impact of NCLB on FLES will be examined to illustrate the need for the current research.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II reviews the literature pertinent to the present study, and highlights the gaps in the current literature that makes this study necessary. The opening sections establish a brief theoretical framework relating foreign language policy and planning, as well as elementary school foreign language education, in the climate of NCLB and FLES curriculum development. The principal section of Chapter II offers a review of FLES policy, followed by the final section, which examines current research on the impact of NCLB on FLES programs.

Teacher Voice and Teacher Beliefs

"Whatever one believes to be true either is true or becomes true in one's mind."

John C. Lilly, 1972

As the goals of this study were to elicit teacher's beliefs on how NCLB has impacted their curriculum and their own behavior, if at all, a discussion of teacher voice and teacher beliefs is necessary. Many statements made by teachers are "beliefs" rather than "facts". A fact differs from a belief in that a fact has more rigorous standards of proof and convention. If something is proven to be true over and over again, it becomes a fact. A belief is a value or judgment that is held about a person, groups of people, or the surrounding environment (Schoen, 1982, Richardson, 1990, Pajares, 1992). The present study examined teacher beliefs regarding the impact of NCLB on Chicago Public Schools early foreign language curriculum and teacher behavior.

A collection of quotes from teachers regarding NCLB have been compiled in "Voices from America's Classrooms", which offers hundreds of observations and stories

from educators who have been impacted by this law (*NCLB/ESEA: Voices from America's Classrooms*, 2008). Despite the anecdotal value and the large volume of information contained in this collection of quotes, this is simply a collection of stories. The teachers' observations and stories are only presented, not analyzed. Additionally, none of the teacher quotes in this collection of hundreds of observations were given by a FLES teacher. The present study expanded on the compilation of "Voices From America's Classroom" by providing a scientific basis for the examination of the comments made by the CPS FLES teachers who participate in this study, and by including FLES teachers, who are not represented in the "Voices" collection.

Another example of hearing the teacher's voice is Kidder's (1989) national bestseller, *Among Schoolchildren*. This book is a revealing qualitative account of education in America. Kidder observed a full year in a fifth grade classroom, noting the interaction between the teacher and students in a low income section of the small town of Holyoke, Massachusetts. Kidder did not draw conclusions from his observations, but rather let the observations speak for themselves, illuminating the unique challenges faced by an elementary school teacher in an economically disadvantaged school. The widespread success of Kidder's (1989) book is evidence that people are interested in what goes on in the American classroom. Although the present study collected a smaller sample of teacher input over a much shorter time period than Kidder's 1989 work, the intent of this study was to carefully analyze the teacher's perceptions of the current state of their programs, plus supporting data, to represent a more complete picture of FLES teachers in the Chicago Public Schools in the climate of NCLB.

Goodson (1991) and Hargreaves (1996) draw on teacher case studies to conceptualize teachers' voices in dialogue about educational reform. Hargreaves (1996) maintains that teachers' voices should remain an important research priority, though the author cautions against “romanticizing” the voice of the teacher by representing it in a decontextualized way. Goodson (1991) discusses the importance of teachers as an “extended professional”, a professional who is involved in more than just imparting information to students, but also his/her own professional development and education policy.

Teachers in CPS have found informal outlets to voice their opinions and concerns about NCLB. In recent years, CPS teachers and teachers throughout the country have begun blogging (writing in informal web logs) about their experiences with NCLB (See Appendix H for a list of NCLB-related blogs). A detailed analysis of the information contained in these vast blogs was beyond the scope of this study, but further examination for a future study would be useful to legislators, school administrators, and university teacher education programs.

A central purpose of this study was to examine teacher beliefs regarding the effectiveness and appropriateness of NCLB with respect to their FLES curriculum and the impact the mandate may have on FLES teacher behavior. Following a national NCLB study, Harvard researchers (Sunderman, et al, 2004) conducted a survey entitled *The No Child Left Behind: The Teachers' Voice*. The researchers noted that since much of NCLB is aimed at teachers, the purpose of their study was to learn what teachers think about the law and how they, and their schools, are responding to its strategies for change. The survey participants included K-12 teachers in two urban school districts in Fresno,

California and Richmond, Virginia. These two school districts serve many low-income and minority students, with one serving mostly Latino students and the other mostly African-American students. State policy differs greatly between the two participating states, which offers additional support for the need of the present study which focused on a much larger, predominantly African-American, Midwestern urban school district. The response rate to the Harvard survey was 77.4% (Sunderman, et al, 2004), and the survey was administered in May-June 2004, two years after the enactment of NCLB. The survey confirmed that teachers believe that the NCLB accountability system influences instructional and curricular practices of teachers, but that NCLB is producing unintended and possibly negative consequences (Sunderman, et al, 2004). The survey respondents reported that, in order to meet NCLB accountability measures, they were forced to pass over critical aspects of the curriculum, neglect untested topics, and concentrate on the tested subjects. Respondents to this survey discounted the theory that NCLB testing requirements would center teacher's instruction or enhance curriculum (Sunderman, et al, 2004). The survey respondents also reported that their states were working on education policy reforms, including accountability measures, prior to NCLB, and in some cases NCLB interrupted those reform initiatives. "Policy churn" was an additional concern of the survey respondents. Policy churn is a phenomenon in which schools in high-poverty districts with low-performing schools regularly change their educational programs in response to calls for reform (Sunderman, et al, 2004). The present study hoped to determine if CPS teachers felt affected by the federally mandated policy change known as NCLB.

The current research is lacking a FLES perspective and, while the Sunderman, et al. (2004) study examined teacher beliefs in two urban school districts on the east and west coasts of the U.S., NCLB allows for differentiated state policy. This leaves open the need to examine teacher beliefs regarding NCLB in a large urban Midwestern school district like CPS, which is why the present study investigated perceptions of elementary school foreign language teachers in the country's third largest school district, Chicago Public Schools.

Language Policy and Planning

To further understand the impact of federal policy on foreign language curriculum, and its subsequent potential impact on CPS FLES teacher behavior, it is first necessary to define language policy. Cooper (1989) initially explained language policy as a question: "Who plans what, for whom, and how?" Following Cooper (1989) question and Ager (1996)'s interdisciplinary approach to defining language policy, Spolsky and Shohamy (2000) elaborate on the definition of language policy as shown in Table 2.1. Understanding how language policy is created (either intentionally or unintentionally) is essential to this research, since the present study worked to understand FLES teachers' perceptions of their own programs and behavior under a federal mandate that resulted in both intentional and unintentional outcomes.

Spolsky and Shohamy's (2000) model shows that many factors are involved in language policy. The present researcher's model, Figure 2.1, further illustrates that federal education policies have both planned and unplanned effects on language.

Awareness of language policy and planning can give decision makers a better understanding of the past, present and future trends in relation to a language issue

(Aksornkook 1985); a better understanding of the interaction of language and other cultural elements over time (Baker & Mühlhäusler 1990), and an indication of the basis and nature of some of the assumptions which underlie language policy decisions (Kaplan & Baldauf 1997). Kaplan and Baldauf (1997) further illustrate language planning as part of national resource development planning as shown in Figure 2.2.

Table 2.1

Language Policy: Who plans what, for whom, why and how?

<i>Item/Discipline</i>	<i>Sociolinguistics and language planning</i>	<i>Political science and policy studies</i>	<i>Education and educational linguistics</i>
Who? –actors, initiators, planners, policy makers, authorities	language revivers, ethnic leaders, language agencies	pressure groups, interest groups, social forces, levels of government, the state	educational policy makers; central, regional, or local educational leaders
Does what?- behavior and process	plan status of language, modify corpus of language	follow a policy-making sequence	choose languages to teach and determine resources to be deployed
For whom?	speech communities and speakers	ethnic communities, majorities and minorities	teachers and pupils
Why?	to maintain or change identity or dominance, address economic needs, express ideology	to upset or maintain equilibrium, respond to group pressure, express ideology	to educate
Under what conditions?	existing ethnography of communication or linguistic repertoire	social, political, economic, cultural situation	the educational system
To what effect?- planned or unplanned	language maintenance, language shift, language modernization	impact, efficiency, integration	examination results, level of academic achievement, integration

Source: Spolsky B. and E. Shohamy (2000). In *Language Policy and Pedagogy*. Ed. R. Lambert and E. Shohamy. Philadelphia: John Benjamins Publishing.

Figure 2.1

Planned and Unplanned Impact of Federal Legislation

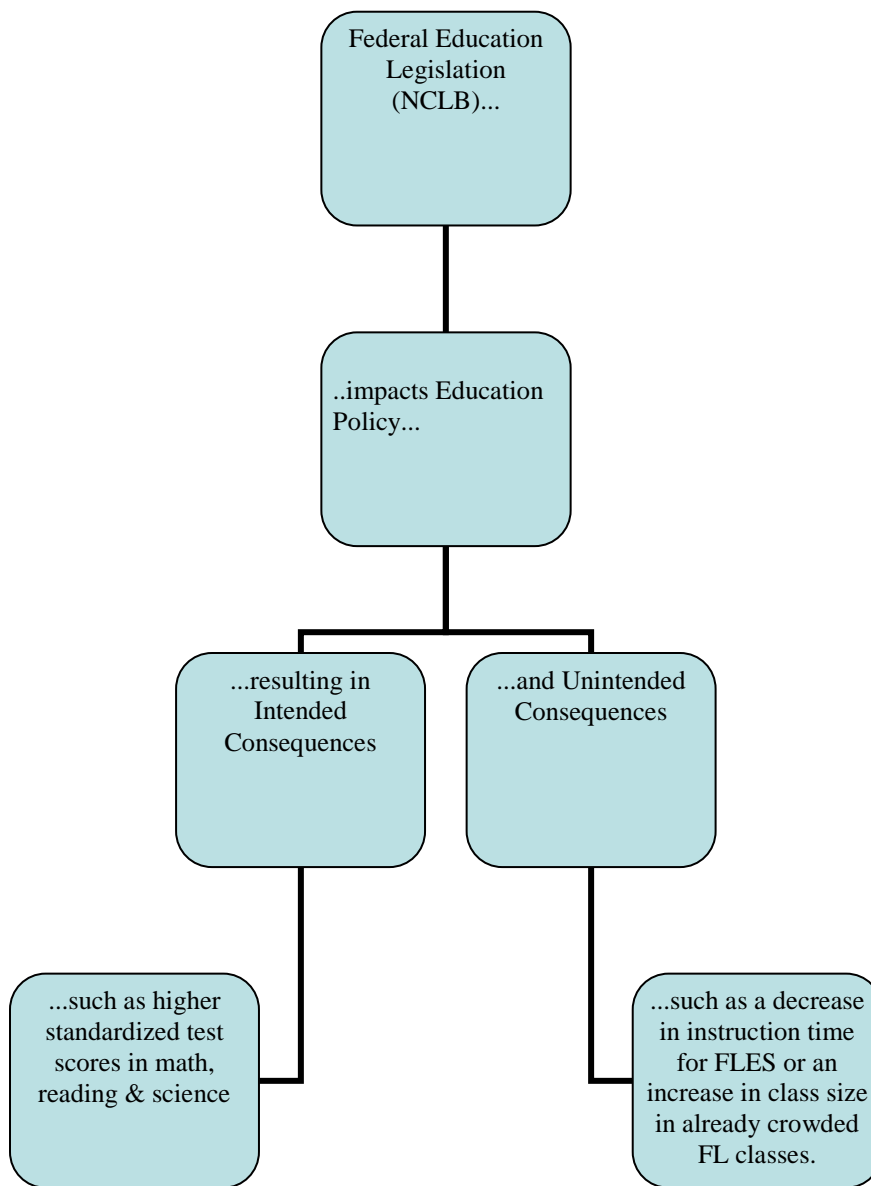
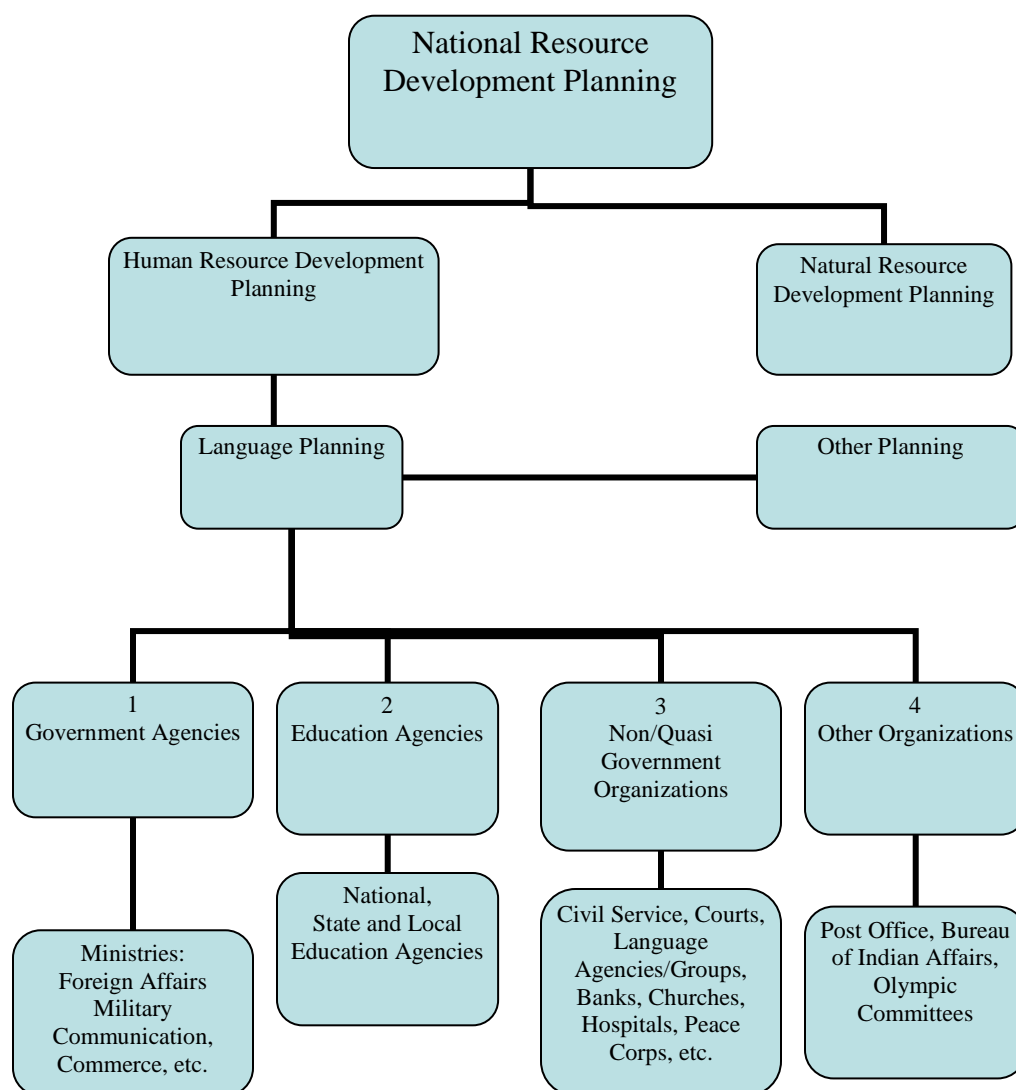


Figure 2.2

Language Planning as Part of National Resource Planning



Source: Kaplan R. and R. Baldauf (1997). *Language Planning from Practice to Theory*.
Bristol, PA: Multilingual Matters Ltd.

Language planning includes corpus, status and acquisition planning, as defined by Kaplan and Baldauf (1997).

1. Corpus planning is "the creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken or written code" (Cooper, 1989. p 31).
2. Status Planning refers to deliberate efforts to allocate the functions of languages and literacies within a given speech community. Status planners will often talk about the functional domains of a language.
3. Acquisition Planning involves efforts to influence (a) the number of users, (b) the distribution of languages and literacies by creating or improving opportunities or incentives to learn them, or (c) both users and languages (Kaplan and Baldauf, 1997).

Of the three types of language planning, the NCLB legislation can be classified as “inadvertent” acquisition planning. In acquisition planning, clear language planning goals are stated. These goals generally include acquisition of the language as a second or foreign language (e.g., the learning of Spanish by non-Spanish speaking American school children). The main decision-makers in language planning traditionally include some or all of the following groups:

- Governments & government-authorized agencies and institutions
- Organizations with a public mandate for language regulation (e.g., language academies)
- Grass-roots (bottom-up) organizations (e.g., feminist agencies on the issue of nonsexist language)

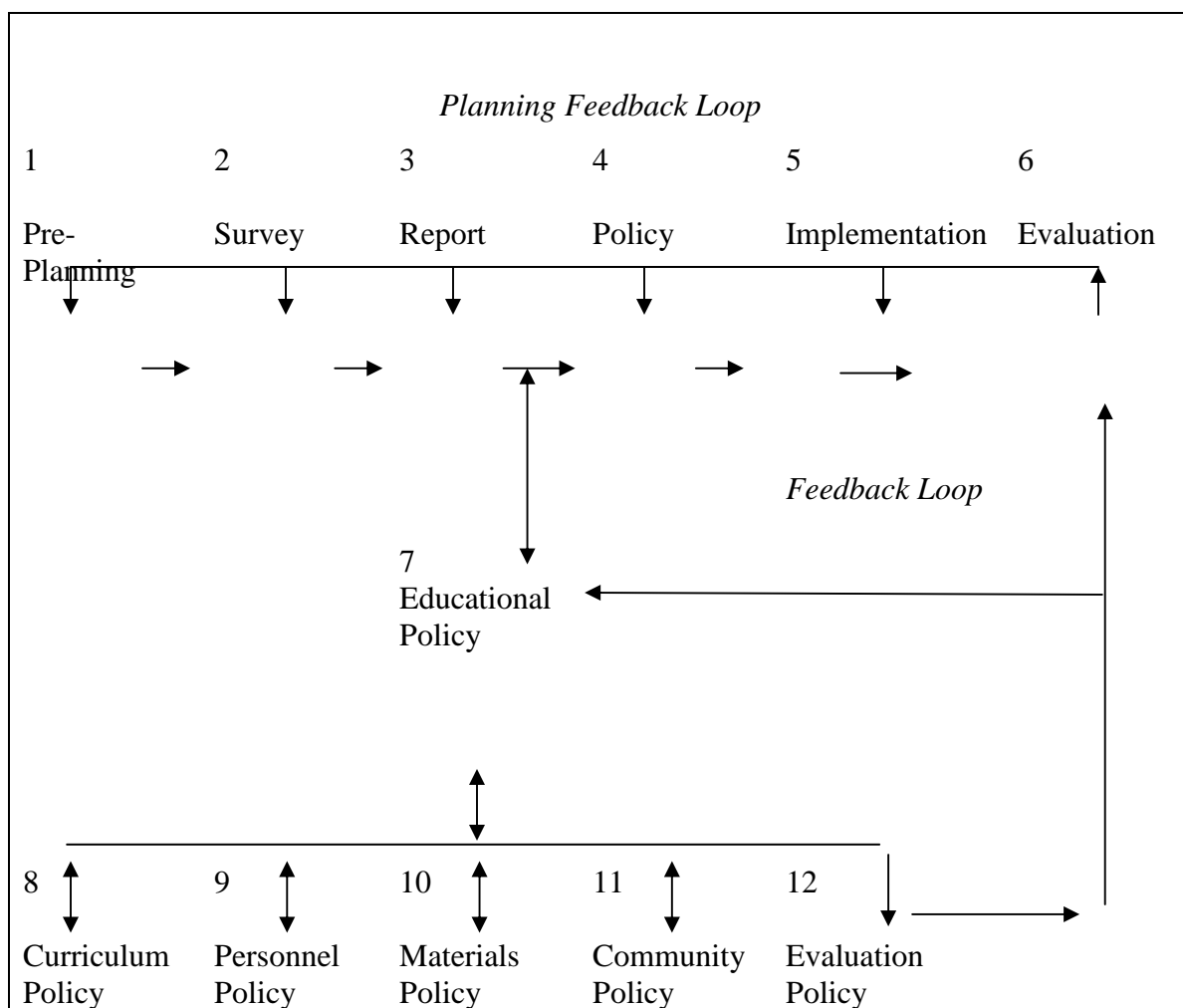
- Individuals such as linguists, sociolinguists, independent language planners, etc (Kaplan & Baldauf, 1997).

In the post-NCLB climate, language planners have found a type of backwards acquisition planning (Kaplan & Baldauf, 1997). That is, the planning of foreign language education is forced by the constraints imposed by the legislation. Kaplan and Baldauf's (1997) language-in-education policy loop illustrates the impact a change in education policy can have on curriculum policy, as shown in Figure 2.3.

The language in education policy loop shown in Figure 2.3 demonstrates that, in the case of the present study, the planners have been the federal government (perhaps unknowingly or unintentionally impacting the FLES curriculum through the NCLB legislation) and local decision makers such as administrators, teachers and parents (who continue to advocate for FLES programming using the more limited resources available to them post-NCLB). In order to understand the impact of NCLB on FLES programs and answer the questions posed in the present study, it is essential to know the history, evolution, and requirements of the mandate as they relate to early foreign language learning. Recognizing the relationship between education policy and curriculum policy (as shown in Figure 2.3) theoretically connects the impact of NCLB on curriculum and teacher behavior. Using Figure 2.3 as a theoretical basis, the present study attempted to elicit CPS elementary school foreign language teachers' perceptions of the impact (or lack thereof) of the education policy housed in NCLB. These teachers' perceptions were presented in this study in order to complete the language in education policy loop by providing feedback to help inform future policy decisions.

Figure 2.3

Schema for Language-in-Education Policy Development



Source: Kaplan R. and R. Baldauf (1997). *Language Planning from Practice to Theory*.
Bristol, PA: Multilingual Matters Ltd.

Chicago Public Schools and NCLB

According to the CPS website, immediately following the enactment of NCLB, the Chicago Public Schools (CPS) legal department carefully reviewed the law and began offering a series of workshops and seminars to CPS teachers, administrators, and parents (CPS, 2008). Chicagoans, including teachers, applauded the overall goal of NCLB, which is to improve professionalism among teachers, offer additional tutoring for struggling students, strengthen accountability, improve reading scores, and create urban schools that work for children. However, when it came to implementation, Chicago school officials saw difficulties that could hinder reform in a system that had finally begun to show progress through its own efforts (CPS, 2004).

Shortly after CPS' CEO Arne Duncan took office following the signing of NCLB in 2001, Duncan developed teams from various CPS departments (Academic Advancement, Research and Accountability, Education, Human Resources, Technology, Communication, Law, Budget, and Finance) instead of creating a separate NCLB department, thus allowing the district to build on the progressive and effective reforms already in place regarding public school choice options, teacher improvement, accountability, reading instruction, and other areas. However, CPS does dedicate an entire section of its website to NCLB, including sections for teacher, students and parents (www.nclb.cps.k12.il.us).

According to CPS, despite acknowledged faults, an assessment system was rolled out in fall 2002 (CPS, 2004). A Chicago school could be lauded under CPS's Schools of Distinction category ("exceeds standards") and then find itself on the state watch list created by the NCLB criteria for measuring AYP. This progress "roller coaster" might

be caused as a result of disaggregating student populations or because of student movement through school choice (CPS, 2004).

Prior to the start of the 2003-04 school year, nearly 300,000 letters were sent to CPS parents advising them of school choice opportunities because their child's school had failed to meet adequate yearly progress (AYP) as defined by NCLB. A lottery was held that included the names of students who returned their forms before the deadline. Nineteen thousand applications were received for the available 1,100 slots (CPS, 2004). Following the lottery, 1,097 students had the opportunity to move schools for the 2003-04 school year. Approximately half of those who "won" the lottery actually reported to their new schools when classes began in September 2003 (CPS, 2004). School choice implementation and the lottery system caused so much frustration among district officials that CEO Duncan stated supplemental services should be provided to failing schools before taking the drastic step of moving children (CPS, 2004).

The supplemental service program has met with mediocre success. Parents of over one thousand students filed for supplemental services and were designated a supplemental service provider, although, in the end, CPS reported only 800 children registered for supplemental tutoring. The reauthorization of NCLB may allow for increased tutoring at failing schools, sponsored by federal funds (U.S. Department of Education, 2008), although the evidence of lack of participation and parent/student follow-through cause additional challenges for failing schools to improve their status under NCLB guidelines.

Another problem CPS encountered during the implementation process proved to be the highly qualified teacher requirement. In Illinois, a long-standing practice allowed

teachers to teach "off endorsement" for up to two-fifths of their daily schedule, a ruling endorsed by both the Illinois State Board of Education and the North Central Accrediting Association (CPS, 2004). NCLB criteria trumped existing state practices, thus rendering an inordinate number of core content teachers to be publicly identified as not highly qualified. The rigid stipulations of the "highly qualified" component caused further difficulty for CPS since the district was already facing a teacher shortage (CPS, 2004).

FLES Education in the Climate of NCLB

The aim of the present study was to determine what impact (if any) NCLB has had on FLES curriculum and FLES teacher behavior in the Chicago Public Schools, from the perspective of the FLES teachers themselves. Studies (Sunderman et al, 2004; National Education Association, 2008) have shown that most teachers are in favor of legislating high standards of education and high quality instruction, understandably, as long as the measures of those "high standards" are fair, and the teachers' experience is recognized.

The teachers surveyed by Sunderman, et.al. (2004) in urban districts in Virginia and California agreed, on one hand, with the legislation of high standards and high quality instruction. The study participants were committed to advancing student achievement and accepting accountability programs if fair accountability measures are used. On the other hand, these same teachers hold that AYP requirements are not fair and that the NCLB legislation and sanctions have an unintended negative effect on the curriculum (Sunderman, et. al, 2004). Sunderman, et.al.(2004) emphasizes that feedback from teachers who are currently in the microcosm of the classroom can help policy makers by sharing their experiences. The study reports that changes in curriculum and

pedagogy that are perceived by teachers as having positive effects on the learning environment and improving student outcomes should be shared at the local, state, and national levels. By the same token, if teachers are not supportive of the mandates and perceived negative effects on their classrooms, students, and the teaching profession, this too should be shared, so that changes can be made. These findings emphasize the importance of the present study. By investigating the attitudes and beliefs of FLES teachers in the Chicago Public Schools, the policies in place in CPS can be shared or changed.

Sunderman, et.al (2004) maintains that, in order for NCLB to create genuine and positive gains in learning, teachers must be supportive of and feel supported by the mandate. Of most importance is that teachers must feel they have a voice and are a part of the process of implementing the law and ensuring its success (Sunderman et al, 2004). This finding supports the need for the present study, which provided a formal means in which FLES teachers in the Chicago Public Schools could express their beliefs and perceptions about No Child Left Behind.

What are the perceived and real negative effects of NCLB? Do FLES teachers agree with the Sunderman, et.al. (2004) respondents that mandated high standards are a positive change, as long as “fairness” is involved? Are sanctions leading to the narrowing of the curriculum and the elimination or reduction of special or elective classes, as well as the core curricular content not impacted by the NCLB legislation? The present study explored the answers to these questions through the overarching research questions:

1. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their *curriculum*?
2. What do CPS elementary school foreign language teachers believe about No Child Left Behind's impact on their own *behavior*?

Analyzing teachers' perceptions of the impact of NCLB will help determine if mandating accountability in basic skills actually leads to better quality curriculum and instruction in all subject areas, and most specifically in FLES, and will help to answer the research questions of this study. In order to understand the changes that may be occurring in the FLES classroom, it is necessary to first review the different types of FLES programs and recommendations for FLES programs in the U.S.

FLES Curriculum Development

One of the nation's leading FLES experts, Gladys Lipton (2004), offers definitions of several types of FLES instruction. Lipton (2004) uses a model called FLES* (pronounced FLES-Star) which includes sequential FLES, sequential FLEX, exploratory and immersion elementary school foreign language programs. The details of Lipton's definitions of FLES instruction follow.

For optimal student success in early foreign language learning, Lipton recommends a "sequential FLES" program, which is defined as the introduction to one foreign language for a minimum of two school years, with a systematic development of language and culture, planned in conjunction with national foreign language standards. According to Lipton, good theme-related fluency is expected if students receive instruction three to five times per week, thirty minutes or more each school day.

Sequential FLEX (foreign language exploratory program) has comparable goals to

sequential FLES, but is not as broad in its scope or results. FLEX is the introduction of one foreign language for at least two school years with a systematic development of language abilities and culture, in concordance with national foreign language standards. Again, students should be able to achieve theme-related fluency, if they receive instruction at least twice a week, twenty to thirty minutes or more a day. Exploratory FLES, says Lipton, is the introduction to more than one foreign language, with an emphasis on language acquisition and cultural awareness. Survival fluency in each language is expected if students receive instruction at least twice a week, twenty to thirty minutes or more a day. Immersion FLES includes the use of the foreign language throughout the school day by teachers and students for teaching the various subjects of the elementary school curriculum. The major goal of immersion is to teach the required content of the elementary school. Total immersion covers all subjects, while partial immersion covers one or two subjects. Good fluency in the FL is expected after four or more years in an immersion program. Lipton (2004) recommends the following scheduling: The optimum is five times per week for best results. The more frequent the language sessions, the better. Each of the program models contribute to the FL sequence. The results vary with the amount of time allocated to learning. A school district may incorporate one or more FLES program models.

A recognized model of a thriving FLES program is found in Glastonbury, Connecticut. Home to the longest running, continuous FLES program in the U.S. and two recent presidents of the American Council on the Teaching of Foreign Languages (ACTFL), the Glastonbury FLES program celebrated its 50th anniversary in 2007. Rita Oleksak (ACTFL President 2007) is currently the Director of Foreign Languages & ELL

in Glastonbury. Christine Brown (ACTFL President 2002) currently works as the Assistant Superintendent of Curriculum & Instruction for Glastonbury. Glastonbury is unique in that the district offers Spanish to elementary school students starting in first grade, French in 6th grade, Russian in 7th grade and Japanese, Latin, and Mandarin Chinese in 9th grade. Additionally, to address sequence/articulation issues, Beginning Spanish and French are offered in 9th grade for students who want to add an additional language or to begin studying a language for the first time. Glastonbury schools have published their current curriculum, including the national foreign language standards met by each lesson on the Glastonbury Foreign Language program website:

www.foreignlanguage.org/curriculum/index.htm. The success this FLES program in the small town of Glastonbury lies with the support of the administrators and parents, and cooperation among teachers. Glastonbury's content-based curriculum is aligned with local and national foreign language standards and is used as a model nationwide.

Beginning in first grade, students are exposed to a long sequence of content instruction in the target language, which enables students to develop both their language skills and cultural knowledge over time. Most of Glastonbury's upper-level language classes use textbooks in addition to curricular units, while the elementary grades do not (www.foreignlanguage.org, 2008). Glastonbury was included in one of the seven school districts nationwide to receive over \$200,000 in NSLI federal grants to promote the teaching of "critical" languages like Arabic, Chinese, Russian, Korean and Hindi (U.S. Department of Education, 2008).

Studying successful FLES programs may help FLES teachers and advocates of FLES programs in CPS make better decisions about the future of elementary school

foreign language programs in CPS. Additionally, the Glastonbury Public Schools website (www.foreignlanguage.org, 2008) and Gladys Lipton's website (www.gladys-lipton.org, 2008) offer a list of resources available to FLES teachers and program advocates. By asking the research questions about teacher behavior and FLES curriculum, the researcher hoped to determine if FLES teachers in the Chicago Public Schools have and use resources to help them meet the requirements of NCLB. An additional goal of this study is to determine if FLES teachers advocate for their foreign language program or otherwise get involved in policy making.

As it stands today, having a FLES program in a school district is generally considered a "luxury". Although foreign language is defined as part of the core curriculum under NCLB, not much else is mentioned about foreign language, especially at the elementary school level. Foreign language is often considered an "extra" subject because it is not tested under the NCLB mandate. If a FLES program does exist, it will vary from state-to-state, district-to-district, and even school-to-school.

FLES teachers are traditionally itinerant teachers, meaning they are "shared personnel" (Schrier & Fast, 1992) traveling among schools and grade levels. FLES teachers are directly impacted by the NCLB's requirement of "high quality" teachers. The law outlines the minimum qualifications needed by teachers: (a) a bachelor's degree, (b) full state certification, and (c) demonstration of subject-matter competency for each subject taught. Some states have reported difficulty finding foreign language teachers who meet all of the requirements, especially in rural areas (Rosenbusch & Jensen, 2005).

The NCLB requirements impact FLES teachers, although it is not the first policy to do so. The following section highlights the three most important policies since 1950 effecting early foreign language learning.

FLES Policy

Since Dewey's time (1902, 1938), elementary school foreign language education (FLES) in the United States has gone through many changes; some caused by political or social movements, others by paradigm shifts in foreign language (FL) teaching methodologies (Andersson, 1969), and still others by the introduction of national foreign language standards (Watzke, 2003). In the past half century, three policies created the greatest impact (directly and indirectly) on FLES in the United States: the policies of the Modern Language Association in the 1960s; the United States government's Nation At Risk study in the 1970s and 1980s; and the American Council on the Teaching of Foreign Languages (ACTFL) Foreign Language Teaching Standards of the 1990s. Recognizing the impact these policies have had on FLES gives us a better understanding of the potential ramifications of NCLB on today's FLES programs. These three important policies are detailed below:

1. Modern Language Association Policy Statements

The Modern Language Association (MLA) issued a series of four policy statements between 1956 and 1966. These statements identified the lack of qualified elementary school foreign language teachers as a detriment to the survival of FLES programs. They also recognized providing sufficient teachers to meet the public's demand for early language programs would be an enormous task.

Despite articulating this statement, the MLA policy statements did not lead to an increase in FLES teachers or programs. Following the issue of these statements, the shortage of foreign language teachers for the elementary school level continued and the number of FLES programs declined in the 1970s and 1980s. However, the MLA policy statements did serve the profession by being the first to officially recognize the existence of a discrepancy between strong public support for FLES programs and a lack of sufficient qualified FLES teachers to meet the need (Rosenbusch, Kemis and Moran, 2000). Governmental policy statements followed this MLA statement.

2. United States Government Policy

Despite the on-going debate on locus of control of education policy, several federal policy statements have been made about the scope and sequence of foreign language education in our schools. The 1979 President's Commission on Foreign Language and International Studies called for the expansion of the traditional two-year high school foreign language program, including offering foreign language in the early grades to allow students to achieve higher levels of fluency. *A Nation at Risk*, the 1983 report filed by National Commission on Excellence in Education, also encouraged the study of a foreign language in the elementary grades.

3. American Council on the Teaching of Foreign Languages' National Foreign Language Standards

Following the government's call to action in the 1980s, in 1996, the Student Standards Task Force of the National Standards in Foreign Language Education Project defined foreign language instruction as central to the learning of all students. This project encouraged early foreign language learning by defining standards for grades 4, 8, and 12. Over forty-five language organizations have since endorsed the foreign language student

standards (National Foreign Language Standards, 1996), leading the standards to be embraced by many decision makers, including school districts, teachers, and foreign language textbook publishers.

The standards were further revised to the current day *ACTFL Standards for Foreign Language Learning in the 21st Century* (2006). The ACTFL Standards have had the single biggest impact on FLES curriculum development by providing, for the first time, nationally recognized goals and benchmarks for the foreign language classroom. Although the standards are not mandated and are not intended to be used as curriculum, most school districts in the United States have adopted the standards as a foundation for their curriculum development.

In contrast to the ACTFL standards, the accountability measures identified in NCLB are mandated. The No Child Left Behind Act (NCLB) explicitly directs testing of “core” curricular subjects, and has the potential to impact FLES classrooms. The following section introduces the current studies of NCLB’s impact on elementary school foreign language programs nationwide, and further illuminates the need for the present study.

NCLB Impact Surveys

The NCLB establishes high expectations for all students in reading/language arts, mathematics, and science. However, little discussion has focused on the implementation of NCLB and its affect on the non-tested core content areas of the curriculum, including foreign languages, civics and government, economics, arts, history and geography. Results of surveys by the Council for Basic Education (CBE), the Center on Education Policy (CEP) and the Northeast Conference on the Teaching of Foreign Language

(NECTFL) provide insight into the impact of NCLB on elementary school curriculum, including FLES curriculum.

In 2003, the Council for Basic Education (CBE) studied the impact of NCLB on student access to the liberal arts in elementary and secondary schools (von Zastrow & Janc, 2004). The results of the CBE study suggest that the NCLB Act threatens to “narrow the curriculum” (p. 25) by focusing on students’ proficiency in reading/language arts and mathematics, the core content areas for which schools’ achievement of annual yearly progress (AYP) is currently determined. This focus has resulted in decreases in instructional time for the arts and humanities, including foreign languages, showing that NCLB has impacted children’s exposure to foreign language at the elementary level.

Additional evidence of NCLB’s impact on FLES comes from a study conducted by the Northeast Conference on the Teaching of Foreign Languages (NECTFL) in 2003. After hearing from states about cuts in foreign language programs, NECTFL surveyed members by electronic mail to gather data on these cuts and the perceived reasons for them. Survey respondents represented 165 school districts from ten of the fourteen member states; however, 81% of the responses were from New Jersey, Pennsylvania, and Maine (Rosenbusch & Jensen, 2005). The respondents reported cuts in FLES instruction time, reduction of foreign language teaching positions, and elimination of languages taught, citing their school’s need to address NCLB concerns as a reason for the cuts.

Notably, 14% of respondents of the NECTFL study reported that state testing was a major factor contributing to cutbacks. State testing was defined as testing of reading/language arts or mathematics, or both, as required by the NCLB Act in order to determine whether a school district has achieved annual yearly progress (AYP). The

mandated testing of the “core curriculum” subjects of reading/language arts, mathematics, and science leaves less time and money for subjects perceived as less important, like FLES.

The decision to conduct a case study to learn more about the impact of NCLB on FLES programs stems from this researcher’s desire examine in-depth the impact of NCLB on FLES curriculum. The previous studies have provided valuable insight into the impact of NCLB on FLES, citing “shortening of instruction time” or “reduction of foreign language staff” (von Zastrow & Janc, 2004; Rosenbusch 2005). However, the present study aimed to deepen the exploration of the impact of NCLB by focusing its research on one inner-city FLES program and by using the FLES teachers’ own words.

In the next section, the aforementioned surveys detailing the impact of NCLB on FLES programs are discussed in order to further illuminate current thoughts on the subject, and to demonstrate the gaps in the literature that are filled by the present study. Again, the overarching goal of the present study was to explain teacher’s perceptions of NCLB’s impact on their FLES curriculum and their own behavior. Examining the impact of NCLB on FLES recorded by other researchers, in other settings, may provide stakeholders with a basis of understanding the current research and also demonstrates the importance for further study in this specific area of the field of foreign language education.

NCLB Impact on FLES

As mentioned in the previous section, three important recent surveys CBE (2004), NECTFL (2004), and CEP (2006) examine the impact of NCLB. These studies provide valuable information about the impact NCLB is having on American teachers. Key

findings highlight a narrowing of the curriculum and the need for change in NCLB during reauthorization. Beyond the three aforementioned impact studies, scarce FLES data is available. The scarcity of FLES data underscores the need for additional research about elementary school foreign language programs, the area of focus of the present study.

Council for Basic Education Impact Study

A report of the Council for Basic Education (CBE) provides valuable insight into the impact of NCLB on foreign language classrooms in the U.S, from the perspective of the school administrator. A 2004 study completed by von Zastrow and Janc formed the foundation for the CBE report. The researcher surveyed nearly 1,000 public school principals in Illinois, Maryland, New Mexico, and New York and conducted focus groups of elementary and secondary school principals from across the United States.

Approximately 75 % of the responding principals reported an increase in instructional time in reading, writing and mathematics post-NCLB. These are all core content areas in which AYP is measured under NCLB. In contrast, those same principals reported a decrease in time for the arts, elementary social studies, and foreign languages (von Zastrow & Janc, 2004).

The CBE report clearly demonstrates that NCLB negatively impacts foreign language programs in the U.S. Because schools are held accountable for producing test results in math, reading, and science, school administrators must their direct limited resources toward meeting AYP in those areas, leaving foreign language programs vulnerable to cutbacks. The CBE study surveyed school administrators, while it is the teachers who are actually implementing the adapted curriculum. The present study hopes to determine if FLES teachers in the Chicago Public Schools are required to teach a

narrowed curriculum due to a redirection of limited resources, as noted in the CBE (2004) survey.

Northeast Conference on the Teaching of Foreign Languages Impact Study

Later in 2004, teachers from ten of the fourteen Northeast Conference states replied to a survey conducted by the Northeast Conference on the Teaching of Foreign Languages (NECTFL) (Rosenbusch & Jensen, 2005). The respondents reported several types of budget and personnel cuts and their perceived causes, which impacted the FLES curriculum in their districts. Notably, 22% of respondents reported cuts in their school/school district foreign language programs in 2004. These cuts affected all grades, K-12, but the largest number of cuts were in early elementary school. Additionally, 39% of respondents reported a scaling back of the foreign language program (for example, in minutes per class or class meetings per week). This change occurred at all K-12 grade levels, but was reported most frequently for upper elementary school and middle school grades. One respondent wrote: “In the elementary grades, FL instruction will be scaled back to make more time to address No Child Left Behind mandates. Our schools are implementing new math/reading programs to improve assessment scores”. The present study sought to determine if the same holds true for FLES programs in the Chicago Public Schools, and how FLES teachers are dealing with the changes.

Twenty-four percent of NECTFL respondents noted elimination of language teaching positions at all grade levels for the 2003-2004 school year. Most of the positions were lost at the high school level. Finally, 22% of study participants reported the recent elimination one or more languages from the program in their school/school district. These languages included Chinese, French, German, Hebrew, Italian, Japanese,

Latin, Russian, Spanish, as well as American Sign Language and English as a Second Language (Rosenbusch & Jensen, 2005). The present study aimed to determine if FLES jobs have been lost or if elementary school language programs have been cut in the Chicago Public Schools. This important data is currently not available due to a shortage of documentation of CPS FLES programs.

Respondents to the NECTFL survey also answered a question about the cause of FLES program cutbacks. Of the 93% of respondents who answered this question, the majority (43%) cited insufficient funds, followed by 18% reporting a lack of administrator support as the cause of program cutbacks. (Rosenbusch & Jensen, 2005). According to the authors, the fact that 93% of respondents took time to talk about the reason for program changes may indicate their elevated level of concern about the future of the FL programs in their schools and districts. The researchers note that budget cuts and lack of administrator support may not be directly related to NCLB, meaning that the reported cuts to FL may have happened with or without the presence of NCLB. However, the authors note that the “most direct link” from NCLB to FL program cuts is found in state testing. The third most frequent reason given by survey respondents for FL program cuts (14%) was state testing. Three of the 21 respondents who provided a written comment regarding state testing named “No Child Left Behind” by name, while the other respondents simply stated that FL not being considered a “core academic content area” led to program cuts (Rosenbusch & Jensen, 2005). Rosenbusch & Jensen (2005) note that it was not apparent from those respondents who did not use the term “NCLB” in their written comments whether or not they consider NCLB as the source of state testing.

The NECTFL study highlights the complex nature of education policy. Foreign language teachers are seeing changes in their classrooms and to their programs, while the direct cause of these changes may be a combination of many factors, not just NCLB.

The present study hopes that a qualitative interview methodology will help delve into the complex factors that may impact FLES teachers and allow FLES teachers in the Chicago Public Schools a chance to share their beliefs of the cause of change to their programs.

Center on Education Policy Impact Study

A third survey examining the impact of NCLB on FL was conducted by the Center on Education Policy (CEP, 2006). This survey was part of a broad report based on the most comprehensive national study of the impact of NCLB, and comprises an extensive body of original research and analysis, including a survey of education officials in 50 states, a nationally representative survey of 299 school districts, and in-depth case studies in 38 geographically diverse districts and 42 individual schools. In March 2006, the CEP released results of their nationwide survey called “From the Capitol to the Classroom: Year Four of the No Child Left Behind Act”. The results of the CEP study (2006) indicated that NCLB has a significant impact on the everyday activities of teachers, schools, districts, including inducing districts to better align instruction with state standards and more effectively use test data to adjust curriculum thereby altering teacher behavior, according to this report, which tracks federal, state and local implementation of the NCLB (CEP, 2006). The present study posed the question “What do Chicago Public Schools elementary school foreign language teachers believe about NCLB’s impact on their own curriculum and teacher behavior?” in order to determine if

CPS FLES teachers agreed with the findings of the CEP (2006) study that NCLB has a significant impact on FLES.

The CEP study also found that a majority of districts surveyed (71%) reported having reduced instructional time in at least one other subject to make more time for reading and mathematics, the topics tested for NCLB purposes. According to state and local officials surveyed, scores on state tests are rising in a large majority of states and school districts, and many school leaders cited NCLB requirements for adequate yearly progress (AYP) as an important factor in rising achievement, though far more credited school district policies and programs as important contributors to these gains (CEP, 2006).

In addition, according to the CEP (2006) study, the vast majority of state and district officials say that NCLB's focus on the academic performance of subgroups is having a positive effect. The CEP report also notes that officials in several case study districts, as well as some district survey respondents, feel the law has escalated pressure on the teachers to a stressful level and is negatively affecting staff morale in some schools (CEP, 2006). "The effects of NCLB are complex, and this policy has both strengths and weaknesses," said Jack Jennings, president and CEO of the independent, nonpartisan CEP. "If anyone is looking for a simple judgment on NCLB, such as 'good' or 'bad', they will not find it in this report (CEP press release, 2006)." Naturally, NCLB is a hot button issue for many teachers, since they live the policy on a daily basis. The present study examined the depth of the teachers' expert advice on the effectiveness of NCLB by asking "What changes would CPS FLES teachers recommend should be made to NCLB in the future?"

The 2006 CEP report is the fourth in a series of annual reports to be issued through 2008 by CEP, and offers a long-term look at how the law's implementation is affecting states and school districts. Urban districts appear to be experiencing the greatest benefits of the law. According to the CEP report, the majority (54%) of Title I (see Definitions) schools identified for improvement nationwide are in urban districts. This is a disproportionate share because only 27% of Title I schools are located in urban districts. Altogether, 29% of urban Title I schools are in improvement, compared with 11% of suburban Title I schools and six percent of rural Title I schools (CEP, 2006). Ninety percent of the schools now in restructuring, the last stage of NCLB's sanctions, are located in urban districts. Moreover, a greater proportion of urban districts than suburban or rural districts have been identified for district improvement. A combination of factors has led to this pronounced impact in urban districts, including the fact that many urban districts must demonstrate AYP for 6-10 student subgroups while some rural districts must show progress for only two, white and low-income students, for example. In addition, urban districts contain many more schools that must make AYP than smaller districts. Urban districts, like CPS, also enroll higher percentages of low-income students (CEP report, 2006). CPS falls into the category of urban school, and in 2006 listed 185 of its 600 schools as undergoing restructuring or slated for closing (CPS, 2006). In January 2009, days before former CEO of Chicago Public Schools Arne Duncan was sworn in as Secretary of Education, an additional twenty-five Chicago Public Schools were slated for restructuring or closing (CPS, 2009) due to failure to meet NCLB requirements.

Nationwide, the number of schools identified for improvement under NCLB has remained steady, in part due to changes in federal and state rules for testing students and determining adequate yearly progress that have made it easier for some districts and schools to make AYP. The CEP (2006) report also finds four overarching topics of interest among educators: teacher quality, tutoring and school choice, goals for student proficiency, and subjects being reduced. These four topics are more fully discussed as follows.

First, regarding teacher quality, the proportion of districts that said they are on track to have all of their academic teachers highly qualified by the end of 2006 was similarly high across urban, suburban, and rural districts (CEP, 2006). Also, for the first time in 2006, the report found no significant difference in the percentage of high-minority enrollment districts and lower-minority enrollment districts reporting that all their teachers are highly qualified. Still, a majority of district officials surveyed expressed skepticism that the NCLB teacher requirements are improving the quality of teaching.

Second, the number of students taking advantage of key NCLB accountability provisions has changed little since 2002, according to the report. As of 2006, about 20% of all eligible students participated in tutoring programs under NCLB, while less than two percent of eligible students are taking advantage of the NCLB choice option to change schools (CEP, 2006).

Third, the study shows that representatives from several states and districts view NCLB's goals for student achievement as worthwhile, but too ambitious. Several states and districts question their ability to bring 100% of students to the NCLB required proficient level of achievement by 2014 (CEP, 2006).

And finally, the study shows that subjects are being reduced for non-core academic areas. Seventy-one percent of school districts reported decreasing elementary school instructional time in subjects other than reading and math. Thirty-three percent of school districts reported reducing time for social studies “somewhat or to a great extent” to make time for reading and math, while 29% said they had reduced time for science and 22% for art and music. Notably, foreign language was not mentioned explicitly, but may have been lumped into the “other subjects” category, in which 17% of school districts reported a reduction in instructional time (CEP, 2006)

The CEP (2006) report on NCLB recommends that former Secretary of Education Margaret Spellings “should use her bully pulpit to signal that social studies, science, the arts, and other subjects besides reading and math are still a vital part of a balanced curriculum.” The CEP study clearly indicates that national education policy impacts the foreign language classroom by reducing instruction time.

The three surveys examined above are vitally important in furthering the discourse of policy and foreign language education. The present study endeavored to draw on the current body of research and expand it through an in-depth look at how national policy impacts FLES teachers in the Chicago Public Schools.

NCLB Impact on “Extras”: Art, Music, Physical Education

Education and arts supporters gained footing in the nation's education work when NCLB was passed, listing the arts as one of the "core academic subjects" of public education. In total, there are ten "core academic subjects." This designation qualifies arts instruction (as well as foreign language) for diverse federal grants and other support. But, as earlier stated with respect to foreign language, NCLB currently requires schools

to report student achievement test results for only reading, mathematics, and science, which means that arts and other “extras” are at a disadvantage when competing for scarce money from the school’s budget and time in the school day.

In spring and summer 2006, representatives from a number of national arts education organizations published a unified statement on arts education and NCLB entitled “Arts Education: Creating Student Success in School, Work, and Life”. Intended as an advocacy tool, the statement outlined the benefits of arts education to policymakers and provides talking points for individuals and organizations weighing in during the reauthorization debate, much like the results of the present study could be used.

Similar to foreign language, in spite of the arts being named a core academic subject under NCLB, art programs are eroding. The CEP study (2006) illuminates that, since the enactment of NCLB, 22% of school districts surveyed have reduced instructional time for art and music. Secretary of Education Margaret Spellings, like Secretary Rod Paige before her, issued statements of support for arts education, but the budgets have not included funding for a national arts program.

Summary

This review of literature clearly demonstrates that NCLB impacts the FLES classroom in ways that the legislation does not impact “core” academic subjects of reading, mathematics, and science. An examination of the literature also presses the urgent need for FLES teachers’ voices to be heard in order to inform future policy decisions. FLES teachers hold vital information about the effectiveness of NCLB at the elementary school level that standardized test scores cannot display. FLES teachers can provide essential feedback to legislators during the NCLB reauthorization process, as

well as help to inform teacher education programs on how to prepare future teachers for success in the classroom under NCLB and the law's descendants.

The current literature on the impact of NCLB on “core” academic subjects at the elementary school level is vast (U.S. Department of Education, 2008; Education Week, 2008; The New York Times, 2008; NEA, 2008); however, the need for additional research in the area of elementary school foreign language education, especially in an urban school district, is apparent.

Chapter II introduced the theoretical underpinnings of language policy and planning that are the foundation of this examination into the impact of NCLB on FLES. FLES policy studies and impact studies published since the signing of NCLB in 2002 were also highlighted in this chapter. The current literature indicates that foreign language educators are concerned about the erosion of FL programs in their schools and districts, the increased requirements to become a “highly qualified” teacher, and the overall “fairness” of NCLB. A brief look into other “extras” in the curriculum revealed that arts education programs are encountering program cuts, similar to foreign language programs. Additionally, the current literature shows that urban school districts have more difficulty meeting adequate yearly progress (AYP) and are more likely than suburban and rural districts to face sanctions under NCLB.

Investigating the impact on the FLES classroom in the Chicago Public Schools and “hearing” the voice of the historically under-represented FLES teacher was the aim of the present study. In the following chapter, the research methodology for the current study is explained.

CHAPTER III

METHODOLOGY

As evidenced in the previous chapter, the review of current literature of NCLB's impact on elementary school foreign language teachers revealed the need for an in-depth case study of a large Midwestern school district. Current research has used surveys and case studies to gauge teachers' reactions to NCLB (Rosenbusch, 2005; von Zastrow & Janc 2004; Rosenbusch & Jensen, 2005). This researcher determined that an exploratory case study (Wolcott, 1990; Marshall and Rossman, 1995; Yin, 2003) of one Chicago Public Schools' FLES program would lead to greater understanding of the federal mandate's impact at the local level, where it counts the most. The purpose of an exploratory case study, according to Marshall and Rossman (1995), is "to investigate little-understood phenomena, to identify/discover important variables, and to generate hypotheses for further research." A case study design was employed to include structured interviews with FLES teachers and direct observations of those same FLES teachers at Murray Language Academy, a World Language Magnet School (see Definitions) in the Chicago Public Schools.

The rich detail provided by a case study is valuable in that it gives a voice to FLES teachers and illustrates their perceptions of teaching under NCLB. Through the results of this study, the profession of foreign language education can learn from FLES teachers about the effectiveness and appropriateness of nationally mandated education policy.

Restatement of the Problem and Research Questions

The benefits of early language learning are well documented (Schrier, 1996; Curtain & Pesola, 1994; Curtain & Pesola, 2000; Met, 2000; Rosenbusch, 2002; Lipton, 2004). Still, despite being listing among the “core” subject matter areas under NCLB, foreign language continues to struggle for limited resources with the three subjects that are tested and monitored under NCLB. Understanding the influence of the federally mandated legislation contained in NCLB is essential for advocates, administrators, and teachers of FLES programs. This understanding may aid stakeholders working within the constraints of NCLB to build and maintain enduring FLES programs.

Analysis of the data collected from participant interviews and observations demonstrated the impact of legislative influence on FLES teachers at Murray Language Academy in order to answer the research questions of this study. Again, the present study questions are:

1. What do CPS elementary school foreign language teachers believe about No Child Left Behind’s impact on their *curriculum*?
2. What do CPS elementary school foreign language teachers believe about No Child Left Behind’s impact on their own *behavior*?

These research questions have been carefully considered throughout the course of data collection for this study, and have been measured qualitatively as follows.

Appropriateness of Qualitative Research for this Study

When determining the methodology for a study, the researcher must return to the research questions to conclude the most appropriate methodology to answer those questions. Since the goal of the present study was to illustrate beliefs of inner-city FLES

teachers to uncover the critical issues relating to curriculum and teacher behavior under NCLB, a case study was deemed the most appropriate method for eliciting rich, detailed teacher responses. Although a survey design would have allowed the researcher to include many more study participants, it would have lacked the necessary detail and on-site data collection needed to fully answer the research questions. The researcher reflected on the considerable amount of work required by a qualitative study, and determined that the research questions would best be answered through a case study, as opposed to a survey or other quantitative instrument. Additionally, the researcher recognized that as a scientific methodology, qualitative research has previously garnered criticism for its lack of “validity”, as it is traditionally defined (see Definitions). Case studies have gained credibility as an acceptable scientific measurement tool in the past half century, although qualitative researchers must defend reliability and trustworthiness of their work (Wolcott, 1990; Yin, 2003). In response to the concerns about “validity”, the following section details the historical acceptance and value of qualitative research, and includes a discussion on validity, reliability and trustworthiness of qualitative data.

Validity, Reliability and Trustworthiness

Since the 1960s, qualitative research has become an integral educational tool (Glaser & Strauss, 1967; Yin, 2003). According to Bogdan and Biklen (1998), qualitative research includes observation and interviewing of subjects for the purpose of “getting the whole picture” through in-depth socio-anthropological investigation, so qualitative research is often open-ended and often takes large amounts of time (Holliday, 2007). Qualitative research encompasses the examination of participants’ language, behavior, and social interaction using objective and/or introspective observation (Bogdan

and Biklen, 1998) to describe a particular phenomenon in a specific setting. Using a qualitative methodology, like a case study, was especially appropriate for the present study because the research questions ask for detailed information about teachers' beliefs. By analyzing the teachers' language, behavior, and social interaction within the context of the present case, the researcher was able to forge an accurate composite of these FLES teachers' perceptions of the mandate's impact on their curriculum and their own behavior.

According to Merriam (1998), all research, both quantitative and qualitative, is concerned with producing valid and reliable knowledge in an ethical manner. By allowing the participants to answer questions freely and elaborate on their answers, the present study promoted the authentic measure of the participant teachers' reality. Qualitative data does not profess to be replicable or generalizable outside its particular case (Marshall and Rossman, 1995). Instead, the researcher deliberately does not control conditions during data collection, but, rather, concentrates on documenting the situation and relationships among people within the context of interest (Marshall and Rossman, 1995). Trustworthiness is established in naturalistic inquiry by using techniques that "provide truth value through credibility, applicability through transferability, consistency through dependability, and neutrality through confirmability" (Erlander et al, 1993, p. 132). Employing a pilot study and SMEs enhanced the reliability of the final interview questions. To strengthen the findings of this study, data were analyzed from several sources. Greene, Caracelli, and Graham (1989) tell us that "triangulation" from different data sources offers a better examination of phenomena because it forces the data sources

to corroborate each other. The data sources for the present study include teacher interviews, classroom observations, and field notes.

The author of this study acknowledges her own bias in favor of FLES. This bias was controlled by explaining to the subject prior to the interview that the researcher would not react positively or negatively to the participants' responses, but rather, the researcher restated what the participant said or asked for clarification if follow up was needed during the interview. Setting the expectation with the participants that the interview would not be a "conversation" helped the researcher maintain objectivity. Additionally, during classroom observations, the researcher did not interact or participate in any way. The goal was to observe the teacher's most authentic actions in the classroom, which might be altered if the researcher had participated in classroom events.

Because the participants in this study were voluntary, the study was approved by school administration, and the study participants' names are not mentioned in the study, the participant answers and actions during classroom observations were assumed to be truthful and authentic. However, the teachers might have been nervous or might have wanted to put their best foot forward, especially during the classroom observation when the teachers were demonstrating their craft. To minimize this potential conflict, the researcher purposefully found an out-of-the-way location in the room from which to observe, and the researcher reminded the participants prior to the classroom observation that the idea was to gain a sense of typical classroom behavior and interactions at Murray. To further increase the validity of the present study, the researcher asked for permission to contact the study participants if any clarifications were needed during data analysis. Although it would increase the validity of the results to confirm the study's conclusions

with the study participants, due to the study participants' very busy schedules, a follow-up meeting to confirm results was not built into part of the present study's design. The data collected was very clear, so it was not necessary to contact the teachers following data analysis for clarification of responses. However, a future study may want to build in time to meet with the participants a second time to officially confirm the results of the study with the study participants. Doing so would increase the validity of the results.

The chosen methodology for this study, the constant comparative method (Glaser and Strauss, 1967), has been utilized by qualitative researchers for over a half century. Under its traditional definition for qualitative data collection, validity is not an issue in qualitative research, which should rather be judged by "fit, relevance, workability, and modifiability" (Glaser & Strauss, 1967; Glaser, 1978; Glaser, 1998). Fit describes how closely concepts fit with the incidents they are representing, while relevance deals with the real concerns of participants (Glaser, 1998). Workability refers to explaining how the problem is being solved (Glaser, 1998). And, finally, modifiability defines the flexibility of the theory so that it can be altered when new relevant data is compared to existing data (Glaser, 1998). According to Glaser (1998), a grounded theory is never right or wrong, it just has more or less fit, relevance, workability and modifiability. The design of this study allowed for collection of an authentic representation of FLES teachers' beliefs about NCLB and provided for the systematic analysis and presentation of those beliefs in way that can be easily understood by FLES stakeholders.

The Qualitative Researcher

Marshall and Rossman (1999) paint a portrait of the qualitative researcher and his/her work. The qualitative researcher, according to Marshall and Rossman (1999),

looks at the whole picture, constantly examines their own role in the investigation process, is aware of how the researcher's own personal experience impacts the perspective of the study, and engages in deep, meaningful analysis of the data. The research itself, according to Marshall and Rossman (1999), becomes clearer over a period of time, is social, takes place in the natural setting, and is meant to be observed and explained by the researcher in his/her own terms. Bogdan and Biklen (1998) further point out that the purpose of collecting qualitative data is to later develop a theory based on the information gathered.

The purpose of this study was to explore the critical issues for Murray Language Academy FLES teachers working under NCLB, specifically relating to curriculum and teacher behavior. Bogdan and Biklen (1998) encourage the qualitative researcher to approach the interviewee with an open mind and with empathy. Helping the research subject to feel comfortable is priority number one for the researcher. Subjects who are at ease, who do not feel threatened, and who do not consider that they are being "judged" are more likely to open up and share their thoughts and feelings with the researcher (Bogdan and Biklen, 1998). Bogdan and Biklen (1998) emphasize that the goal is to understand what the interviewee's thoughts are, and that by probing with open-ended questions and by being a careful, attentive, and thoughtful listener, the researcher can access rich qualitative data. Bogdan and Biklen (1998) also advise the researcher to treat the interviewee as an "expert" in his/her field. Doing so demonstrates respect for the subject's ideas and their important role in the process. The transcript of "good" interviews, according to Bogdan and Biklen (1998), has lengthy "interviewee" sections that follow open-ended and probing questions by the researcher. The present study's

interview questions were reviewed by two subject matter experts (SME) prior to conducting the formal study. Both subject matter experts were experienced teachers and doctoral candidates specializing in foreign language education at a large Midwestern university. One of the subject matter experts was a specialist in qualitative data collection and ethnographies, appropriate to the methodology of this study, while the other SME was an experienced FLES teacher, relevant to the site and participants of this study. Additionally the interview questions were piloted with two FLES teachers at two different schools in CPS prior to conducting the actual study to ensure the questions elicited substantial responses from study participants. Revisions to the pilot interview questions are detailed in the design section of Chapter III, and the complete original pilot and revised pilot interview questions are contained in Appendix F.

Bogdan and Biklen (1998) also address the issue of recording and transcribing the interview, stating that audio recording, photographing, or video recording is acceptable only when the subject agrees in advance, which is the case for the present study. Audio or video recording provide exact dialogue for transcription, which is why the present researcher elected to digitally voice record the teacher interviews rather than rely on memory or interview notes. Using a digital voice recorder, as opposed to a tape recorder, eased the transcription process because the audio files could be downloaded to the researcher's computer and the speed and quality of the recordings could be adjusted for maximum clarity. Bogdan and Biklen (1998) caution the researcher about conducting lengthy interviews that would be tedious and too time consuming to transcribe, which impacted the number of questions asked during the interviews for this study and the number of classes observed in this study. One suggestion for making this process more

manageable, according to Bogdan and Biklen (1998), is to leave out non-essential parts of the interview, such as tangents about “recipes or baseball.”

In the present study, the researcher was interested in learning about FLES teachers’ perceptions and aimed to go beyond ‘what’ is currently happening post-NCLB in Chicago FLES programs, by investigating ‘why’ and ‘how’ teachers believe they are impacted by NCLB. Additionally, the present study purposefully focused its investigation on one Chicago Public School due to this particular school’s historically strong FLES program. Case studies, unlike quantitative research, are not randomized. The location and participants for a case study were carefully selected because they demonstrate certain characteristics that are significant to the researcher (Holliday, 2007) and they offer the opportunity to answer the research questions proposed by the study. More detailed information about site and participant selection follow the Methods section.

Once interview data were collected, using the constant comparative method of qualitative data analysis (Glaser and Strauss, 1967) was appropriate for this study because the method has been tried and tested in the field of qualitative research, and led the researcher to examine the collected data in a way that clearly and accurately represents the current beliefs of elementary school foreign language teachers at Murray Language Academy in the climate of NCLB. A complete description of the process using the constant comparative method (Glaser and Strauss, 1967) is detailed in the Analysis/Coding section of this chapter.

Design

The main goal of data collection in qualitative research is to construct reality in a way that is consistent and compatible with the description of setting and situation provided by the study participants (Erlander et al, 1993; Yin, 2003; Holliday, 2007). Fieldwork allows the researcher to consider experiences from the participants' perspectives. Erickson (1986) explains that the intensive fieldwork necessary for naturalistic inquiry is the preferred method of research when the researcher attempts to answer any of the following questions: (a) What specific phenomena is occurring in this particular setting? (b) What do these phenomena mean to those involved? (c) How do the people in the setting interact? (d) How is this specific phenomena related to events at other levels both inside and outside this particular setting? and (e) How does everyday life in this setting compare with other settings and other times? These questions were considered throughout data analysis in order to illuminate the "how" and "why" behind the beliefs of FLES teachers regarding their curriculum and their own behavior under NCLB.

Using Yin's (2003) definition of case studies, the present study is a single-case, exploratory case study, meaning the case was used to identify critical issues to FLES teachers in the climate of NCLB, specifically regarding curriculum and teacher behavior. By definition, case studies are a holistic illustration and examination of phenomena unique to a particular situation or location (Holliday, 2007). A clear picture of the studied phenomena can result from a case study, leading to greater understanding of FLES teachers' perceptions of NCLB's impact in the Chicago Public Schools. Erickson (1986) maintains that the answers to the preceding questions are vital to educational

research. Erickson (1986) explains that there exists a certain “invisibility” of everyday life and that we do not realize the patterns of our everyday actions because it is so familiar to us. Kroeber and Kluckhohn (1952) illustrate this common “invisibility” by stating that “fish would be the last creature to discover water.” Specific details, used to create “specific understanding”, are paramount in order to understand the actions taking place, especially when trying to understand the participants’ points of view. When a researcher attempts to find the “local meaning” of a situation according to the perspective of the participants, fieldwork is a highly appropriate method. Since the present study endeavored to find local meaning of the reality of FLES teachers in the climate of NCLB, teacher interviews, classroom observations and field notes were appropriate forms of data collection. Fieldwork delves deep into the situation and issue being researched, attempting to move past the superficial similarities that can be misleading in education research. Further, fieldwork is necessary for “comparative understanding” of different social settings, explaining that teachers’ actions in the classroom are influenced by what occurs in the wider spheres of social organization and cultural patterning (Erickson, 1986).

By nature, qualitative research is a flexible process. This flexibility is also extended to the design process. According to Bogdan and Biklen (1998), the research design is not something that is set in stone during the planning phase of the research. Rather, in qualitative research, the design process is on-going throughout the research. Since, as Bodgan and Biklen (1998) explain, the qualitative researcher is meant to explore a broad topic of inquiry, while trying to leave behind preconceived notions, the design of the qualitative research itself must begin with a broad focus. However, Bogdan

and Biklen (1998) caution that the beginning researcher should not “bite off more than he/she can chew” with respect to size and scope of the project, which is why the present study was limited to a maximum of three teachers at one Chicago Public School.

The rich detail afforded by a case study is valuable by giving these FLES teachers an opportunity to express their beliefs about their curriculum and behavior under NCLB. Foreign language education professionals and education policy-makers have much to learn from these teachers about the effectiveness and appropriateness of nationally mandated policy, and an exploratory case study Murray Language Academy offers the profession a unique angle by which to consider FLES teachers, their programs, and NCLB.

Methods

Considering the goal of data collection and analysis is to construct a “comprehensive, holistic portrayal” of social and cultural elements of a certain context, each case, site and event must be treated as a unique entity with its own particular meaning (Patton, 2002; Yin, 2003; Holliday, 2007). Structured interviews and direct observations were used, as they are among the fundamental methods that qualitative researchers rely on for gathering information (Marshall and Rossman, 1995; Yin, 2003).

An exploratory case study design was employed to conduct structured interviews and classroom observations (direct observation) with FLES teachers at one Murray Language Academy cluster magnet school in Chicago Public Schools. Data collection was conducted during the fall 2008 semester at Murray Language Academy in Chicago, Illinois. Students typically take their NCLB-mandated tests during the month of March, so the researcher purposefully collected data well before the Illinois Standards

Achievement Test (ISAT) administration in order to minimize the disruption to the FLES teachers' busy schedules.

On the practical side of data collection, permission to proceed with this study hinged on Institutional Review Board (IRB), CPS, and school principal approval. CPS required a "short-form" research request to be submitted electronically via the CPS research website (CPS, 2008). The website stated:

"External researchers who propose to conduct research in only one or two schools may submit an abbreviated proposal by completing the 'Notice of Intent to Conduct Research' form. The RRB reserves the right to request a full research proposal from any external researcher."

This form was submitted in January 2008, and the researcher received tentative acceptance from CPS, pending approval from a school official (See Appendix F for CPS approval letter). Both IRB and CPS approvals were granted in October 2008, following the acceptance of participation in this study by Murray Language Academy's Principal, Gregory Mason, on school letterhead. The researcher contacted Principal Mason and the three Murray foreign language teachers who participated in the study, and received enthusiastic acceptance from the teacher-participants and the principal. Detailed data collection and IRB protocols are found in Appendix F.

The teacher interviews were voice-recorded using a Sony ICD-UX70 Stereo IC digital audio recorder with one gigabyte of memory, built in microphone, and MP3 stereo recording. This audio recorder is approximately the same size as a typical USB flash drive, purposefully chosen for its small size. The small size allowed for easy portability and helped study participants forget about its presence during the interviews, making them more comfortable. As a back up method for interview data collection, in case the audio recorder failed, the reviewer brought along a General Electric hand-held cassette

recorder. The digital voice recorder worked fine, and because it had a USB port built-in, the interview data were downloaded directly to MP3 audio files on the computer for safe-keeping and transcription. Extra batteries were brought along for both the digital recorder and the tape recorder to plan for any contingency. Following data collection, the interview data were then transcribed using Windows Audio Player and typing the interview into a Microsoft Word document. Transcription was facilitated by being able to digitally manipulate the clarity and speed of the play-back within Windows Audio Player. Finally, the interview data were coded to detail responses from study participants using Microsoft Word.

Conducting audio recorded interviews was the most appropriate method of data collection for this project. For one-on-one interviews, a video camera would be too obtrusive and unwieldy. A small audio recorder was placed on the table and all but ignored by the interviewee as the interview unfolded and the participant became more comfortable. Again, the goal of the interview was to understand the participant's perspective, so, as long as the interviewee doesn't get too far off the general subject that was being investigated, she was encouraged to continue and elaborate.

The interview and observation protocols were established in advance of data collection. Scheduling interviews and observations with three busy FLES teachers required flexibility on the part of the researcher. Prior to data collection and following the required Institutional Review Board (IRB) approval from the researcher's university, the French teacher emailed the researcher with the preferred interview time of 6:45 AM. Because the teacher had a busy day planned, meeting before school allowed the teacher time to prepare for the upcoming school day. The Japanese teacher selected 7:15AM as

her interview time, for similar reasons. The Spanish teacher selected 10:45, her preparation period, for the interview. Classroom observations were scheduled for 8:45-9:25 AM for Spanish (Grade 6), 12:40-1:00 PM for Japanese (Grade 1), and 1:20-1:40 PM (Grade 2) for French, based on the teachers' availability and preference. Observing the different teachers interacting with different grade levels gave the researcher a broader view of "everyday life" for FLES teachers at Murray. The typical daily schedule for the three foreign language teachers at Murray Language Academy is as follows:

Table 3.1
Daily FLES Schedule

8:15-8:35	Preparation Period	
8:45-9:25	Grade 6	French, Spanish, Japanese
9:25-10:05	Grade 5	French, Spanish, Japanese
10:05-10:45	Grade 4	French, Spanish, Japanese
10:45-11:00	Preparation Period	
11:00-11:30	Grade 3	French, Spanish, Japanese
11:30-11:50	Grade 1	French, Spanish, Japanese
11:50-12:40	Preparation Period/Lunch	
12:40-1:00	Grade 1	French, Spanish, Japanese
1:00-1:20	Grade 2	French, Spanish, Japanese
1:20-1:40	Grade 2	French, Spanish, Japanese
1:40-2:00	Kindergarten	French, Spanish, Japanese
2:00-2:20	Kindergarten	French, Spanish, Japanese

The original interview and observation schedule for the day of data collection was as follows:

Table 3.2
Original Interview and Observation Schedule

6:45-7:15 AM	Before School	Interview with French Teacher
7:15-7:45 AM	Before School	Interview with Japanese Teacher
8:45-9:25 AM	Grade 6	Observation with Spanish Teacher
10:45-11:00 AM	Preparation Period	Interview with Spanish Teacher
11:30-11:50 AM	Grade 1	Observation with Japanese Teacher
1:20-1:40 PM	Grade 2	Observation with French Teacher

The following sections explain the data collection process in detail starting with the interview process, followed by the observation protocol, and concluding with a discussion of field notes.

Interviews

The purpose of an in-depth interview is to understand the experience of other people and the meaning that they make of that experience (Seidman, 1991). An interview is a useful way to obtain large amounts of data quickly, but the relevance of the information can only be ascertained if the researcher has constructed meaningful, thought-provoking questions (Erlander et al, 1993; Marshall and Rossman, 1995). In order to increase the reliability of the interview questions, the questions were reviewed in advance of the pilot study by two subject matter experts (SME). As previously mentioned, both SMEs were experienced language teachers and doctoral candidates at a

large Midwestern university. One of the SMEs was an expert in field study, the methodology for this research, while the other SME was an expert in FLES, the case for this research. The SMEs both recommended scaling back the number of questions and offered suggestions for focusing the interview toward the research questions. Piloting of the interview questions, a necessary step in conducting a case study (Yin, 2003), was carried out in the spring of 2007 with two CPS elementary school world language teachers. As a result of the pilot study, the interview questions were refined. More information about the pilot study are found later in this chapter and the complete pilot interview protocols and pilot questions are contained in Appendices E and F.

Based on the revisions made after the two pilot interviews, and following a modified version of Seidman's three part interview model (1991), the researcher began the interviews with an introduction to the researcher and study, and then conducted a three-part interview with each participant: Background and Rapport Building, Focus on FLES Impact and Focus on Meaningfulness. The interview necessarily began with an introduction to the researcher and a review of informed consent.

Interview Protocol

I. Who is the researcher?

1. Thank you for agreeing to participate in this study of elementary school foreign language teachers.
2. My name is Monica Vuksanovich, and I am a graduate student at the University of Iowa. This study is part of the requirements to complete my doctoral dissertation in Foreign Language Education through the University of Iowa.

II. Purpose of the Study

1. To learn about FLES teachers' perception of the impact of NCLB on FLES programs and FLES curriculum
2. To learn about FLES teachers' perceptions of the impact of NCLB on their own behavior and teaching

3. To learn if FLES teachers believe they have access to resources to help meet the requirements of NCLB

III. Use of the information in this study

1. The information gained in this interview group will be used strictly for research purposes. (I am writing my dissertation on this topic).
2. This is a confidential study. Your names and personal identifying remarks will not be used in the reporting of this interview. However, I will mention CPS and Murray by name in the study, because of its role as a model urban FLES program.
3. Keeping in mind that all data will remain confidential, for the purposes of transcription and analysis of data gathered during this interview, I ask for permission to audio record the interview.

IV. Why am I interviewing you, and how did I get your name?

I reviewed published studies that examine the impact of NCLB on FLES, and noticed a gap. There is a need for a study in a large urban, Midwestern school district, like CPS. I found your name through the CPS website. I am interviewing you because, as a public school FLES teacher, you can provide insight based on first hand experience of teaching FLES under NCLB. Thank you for agreeing to participate.

V. Teacher Interview

Interview Part 1: Background and Rapport Building

1. How long have you been a teacher?
2. What subjects and what grade levels have you taught?
3. How long have you been in your present position?
4. How might you describe this school to someone who is not familiar with it?

Interview Part 2: Focus on NCLB Impact

1. Tell me about your FLES program and curriculum.
2. Are you, as a teacher, asked to meet any requirements under the No Child Left Behind Act (NCLB)?
 - 2a. How have you met (will you meet) those requirements?
 - 2b. Do you feel you have resources or support to help you meet those requirements?
3. As you see it, how is NCLB being implemented in your school?
 - 3a. Do you feel you have resources or support to help you meet NCLB requirements?
4. Do you think NCLB impacts the FLES curriculum? If so, how?
 - 4a. What do you think is driving the curriculum under NCLB? Why?
5. Do you think NCLB impacts your teaching? If so, how?
6. Do you think NCLB impacts your interaction with others at your school: co-FLES teachers, “core curriculum” teacher, the administration, or students? If so, how?

Interview Part 3: Focus on Meaningfulness

1. How do you feel about NCLB this year? How do you feel about NCLB, in general?

2. Do you think any changes to NCLB should be made in the future? If so, tell me what you would recommend as possible changes to NCLB.
3. If NCLB were repealed tomorrow, what would be its legacy?

VI. Wrap-up and Thanks

That concludes the interview. Thank you for participating. As I write my report, if I have brief questions or need clarification, may I contact you via email? Thank you again very much.

Following the introduction and informed consent portion, the first part of the interview focused on the life history of the participants by asking them to talk about themselves in the climate of the NCLB. The second part of the interview concentrated on the specific details of the participants' present experience in the climate of NCLB, by asking the participants to reconstruct the details of their experience. The third part of the interview required the participants to look at their present experience in detail and within the context of NCLB. Seidman (1991) explains that the third part of the interview may be the most important and most productive if the foundation for it has been established in the first two parts of the interview. Seidman (1991) illustrates "...when we ask participants to reconstruct details of their experience, they are selecting events from their past and in so doing imparting meaning to them (p. 12)." This is an important part of the interview for this study because the goal is to uncover FLES teachers' beliefs about how NCLB has impacted them and how they feel about NCLB, in general.

The interview process allowed the researcher to probe into issues that emerged and gave teachers the chance to clarify their experiences. The interviews also helped to establish credibility. By interviewing the teachers separately, the researcher was able to connect their experiences and compare the reflections of one participant against the other. Additionally, the interviews provided the teachers an opportunity for reflection on their experience with and understanding of NCLB.

Observations

Following Lincoln and Guba (1985), the observations in this study permitted the researcher to expand their knowledge and to develop a sense of the salient issues. The purpose of direct observation is to capture the experiences of the “insiders” while describing the context for “outsiders” (Patton, 2002). Bogdan and Biklen (1992) advise the researcher to find balance by remembering the primary goal is data collection, so each action during direct observation must relate to that goal. Being in the field allowed the researcher to observe the teachers’ behavior in their natural surroundings, allowing the researcher to learn through the participants’ words (interviews) and actions (classroom observations).

The classroom observation protocol involved the researcher sitting quietly in the back of the classroom, with the purpose of being as unobtrusive as possible, in order to view the teachers’ typical interactions and behavior in the classroom. The observations were scheduled to take place during one school day in fall 2008 during a class period that was convenient to the study participant. The teachers’ interactions and behavior, as well as the classroom set-up, were noted using paper and pencil. Using paper and pencil only for this part of the data collection was agreed upon in advance by the researcher, the teachers and the school Principal. The school Principal did not want any student to be audio or video recorded during the course of data collection, a condition to which the researcher carefully adhered. Complete details and analysis of the classroom observation are presented in Chapter IV.

Field Notes

Patton (2002) indicates that a researcher should include everything observed and worth noting in “field notes”. Field notes include the researcher’s observations and reflections. While collecting data on-site, the researcher recorded notes of what occurred during the visit in order to paint a clearer picture of the study site, study participants and phenomena being studied. Patton (2002) defines field notes as containing the date, place, participants, physical setting, social interactions, and activities. The field notes for this study include a reflective aspect that demonstrates a more personal account of the researcher’s on-site experiences, in order to sift out the researcher’s own bias during the data collection process, with an emphasis on speculation, feelings, problems, ideas, hunches, impressions and prejudices (Patton, 2002). During the preliminary readings of the study, the researcher began to understand the story from the participants’ perspectives and to bracket (Moustakas, 1994) the researcher’s preconceived ideas and perceptions. Bogdan and Biklen (1992) recommend that this section also includes clarifications, corrected mistakes and misunderstandings. Field notes were used in this study to note the observations and interactions that happened outside the structured interviews and classroom observations. Complete field notes are attached as Appendix O.

Methods Summary

Together, structured interviews and direct classroom observations, along with a review of field notes, helped create a clearer picture of the beliefs held by FLES teachers at Murray Language Academy in the climate of NCLB. These data sources worked together to corroborate themes that emerged during coding and data analysis.

Site Selection and Participants

For this case study, the researcher purposefully selected three FLES teachers from one CPS elementary school for several reasons: First, a small participant group reflects the fact that there are a relatively small number of sequential FLES teachers in the United States, as well as a great geographical dispersion influencing variation in educational context; second, these three teachers at Murray Language Academy have varied tenure as FLES teachers (a first-year FLES teacher, 13-year FLES teacher, and 40-year FLES teacher with 25 years at Murray), which provided the researcher with perspectives from a range of teacher experience working under NCLB; and, third, the three teachers each teach a different language (Spanish, French and Japanese), which provided the researcher with a broader perspective within the context of FLES.

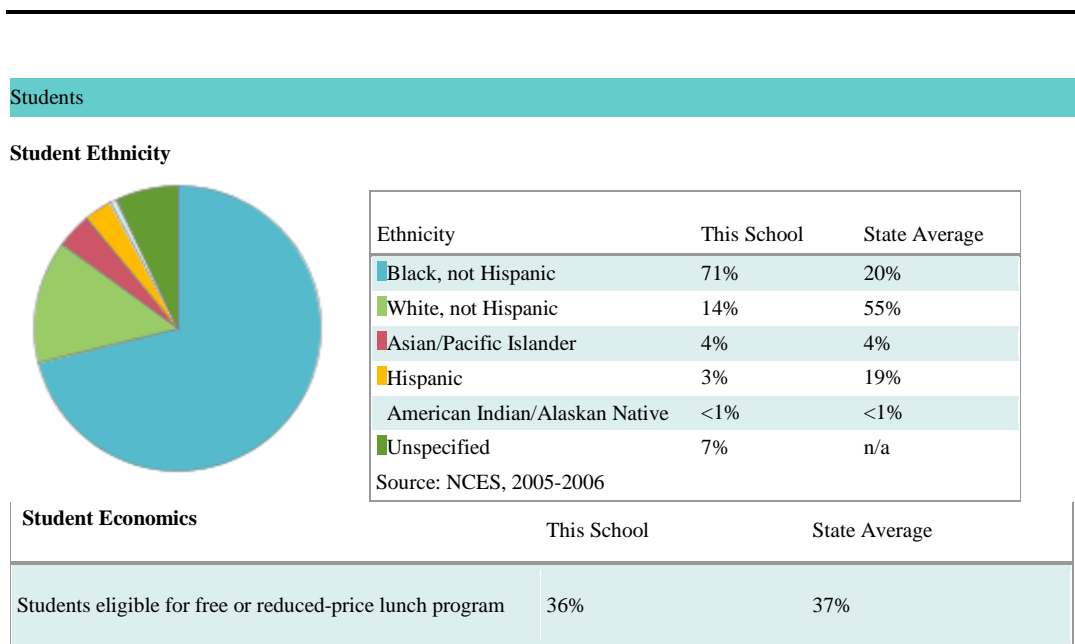
Murray Language Academy, as World Language Magnet School located on the south side of Chicago, was selected as the site of this study based on a number of factors. First, the researcher purposely selected a school that receives Title I funds, since those are the schools which are potentially impacted by NCLB. Murray Language Academy educates predominantly minority (African-American) students, the focus of NCLB subgroup testing due to the previously mentioned “achievement gap” between white and non-white students. Second, foreign language teachers at Murray Language Academy expressed their availability and willingness to participate in the present study. Third, Murray school administrations have demonstrated involvement and support of the FLES program at the school. Fourth, as a magnet school, Murray was designated a “receiving school” in the post-NCLB climate, and, as such, has received students from failing schools around CPS. And, finally, Murray was selected due to its geographical

convenience to the researcher. Table 3.3 shows the ethnic diversity of the student population, as well as the number of students who are eligible for a free or reduced-price lunch program, which is a common measure of socioeconomic status of students, relevant to this case due to NCLB's focus on closing the achievement gap between high and low socioeconomic groups. As shown in Table 3.1, the majority of Murray's students are black at 71%, far above the state average of 20%, which is also relevant to the present study because NCLB aims to close the achievement gap between racial and ethnic subgroups. Other listed ethnic groups include White, not Hispanic (14% at Murray compared to the state average of 55%), Asian/Pacific Islander (four percent at Murray, which is the same as the state average), Hispanic (three percent at Murray compared to the state average of 19%), American Indian/Alaskan Native (less than one percent at Murray and statewide), and unspecified ethnicity (seven percent at Murray compared to the unknown statewide). One-third of Murrays students qualify for the state's free or reduced lunch program, another significant statistic, as previously mentioned, because of NCLB's concentration on increasing test scores and academic opportunities for underprivileged children.

Noting expenditures per student is relevant to site selection of the present study because of the financial impact of NCLB on schools. Selecting a school with lower expenditures per student speaks to the fact that this school is an inner-city school with many low income students and a low district tax base. For the 2004-2005 school year, Murray spent \$8,695 per student, slightly below the state average of \$8,896. Table 3.4 shows the spending breakdown by expenditures. According to the National Center for Educational Statistics (NCES) data, Murray expenditures per pupil are in line with state-

wide spending for instruction, student/staff support, administration, and other expenditures.

Table 3.3
Murray Language Academy Student Enrollment Data



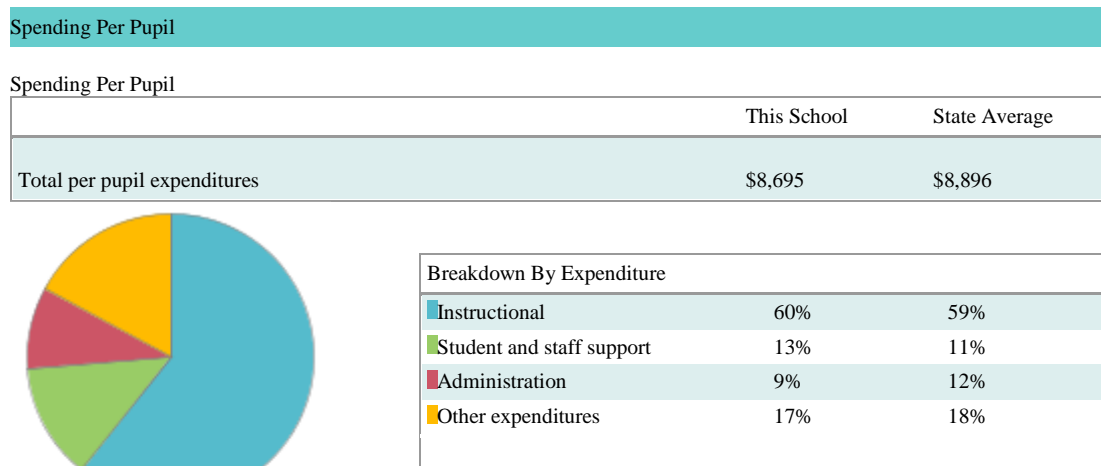
Source: NCES (2007). National Center for Education Statistics. Retrieved in 2007 from <http://nces.ed.gov/>.

Another reason Murray was selected was the issue of increasing class size. In recent years, according to a 2007 Parent Satisfaction survey (CPS, 2007), parents complained about the overcrowding of classrooms at Murray, while the most recently available data from NCES from the 2005-2006 school year showed that the student to full time teacher was 14:1, just below the state average of 16:1, as seen in Table 3.5.

Murray Language Academy was carefully selected as the site for the present study

Table 3.4

Murray Language Academy Spending Per Pupil



Source: NCES (2007). National Center for Education Statistics. Retrieved in 2007 from <http://nces.ed.gov/>.

because it has a student population of low-income and minority students, it receives Title I funds, and it continues to run a successful, long-standing FLES program under NCLB.

Analysis/Coding

The interviews were analyzed using the constant comparative method (Glaser and Strauss, 1967) to highlight common themes among CPS FLES teachers and their perceptions of how the No Child Left Behind Act has impacted them.

Interviews were digitally voice recorded, transcribed and coded to detail responses from study participants. The interviews were then analyzed using the constant

Table 3.5
Murray Language Academy Student-Teacher Ratio

Student-Teacher Ratio		
	This School	State Average
Students per FTE teacher	14	16

Source: NCES (2007). National Center for Education Statistics. Retrieved in 2007 from <http://nces.ed.gov/>.

comparative method (Glaser and Strauss, 1967) to elicit themes in the ways in which FLES teacher view NCLB and its impact on FLES, in general. The complete analysis is detailed in Chapter IV of the present study. The constant comparative method, also known as Grounded Theory (GT), is a systematic generation of theory from data that contains both inductive and deductive thinking (Glaser and Strauss, 1967). The main objective of GT is the formulation of phenomena based on conceptual ideas gathered during data collection. Later, the researcher confirmed the findings that were generated by “constantly comparing” the collected data on different levels of abstraction. The researcher continually reviewed the events of the situation, the participants’ main concerns, and how the participants tried to resolve those concerns. GT doesn’t claim to find the "truth", but rather to conceptualize phenomena through analysis of empirical data (Glaser and Strauss, 1967). With GT, using the constant comparative method, the researcher does not formulate hypotheses in advance, since pre-formed hypotheses are prohibited, but rather, lets patterns in the data emerge to form hypotheses (Glaser and Strauss, 1967).

Data analysis is the researcher's process of systematically searching and arranging interview transcripts, field notes and other materials to increase understanding of those data and to present the discoveries to others (Bogdan and Biklen, 1992). The analysis of the data represents the operations by which data are broken down, conceptualized and put back together in new ways (Strauss and Corbin, 1990). The human researcher, as data collection instrument, allows data to be collected and analyzed in an interactive process (Erlander et al, 1993). When data are collected, tentative codes are applied to them, and when new data are obtained, meaning is revised. This cycle of analysis, revision and application of meaning was the process used to analyze the data collected from participant interviews for the present study, because the goal of the study was to illuminate the beliefs of FLES teachers working under NCLB for stakeholders in foreign language education policy. Classroom observation data and field notes were used as supporting evidence to confirm or refute the interview data.

While qualitative data analysis software programs exist (Atlas.ti and Nudist are the two main Computer Assisted Qualitative Data Analysis Software or "CAQDAS") the researcher chose to manually analyze the data for two reasons. First, the amount of data collected in the present study, while considerable, was manageable without the aid of a software package. And, second, the researcher purposefully wanted to manipulate the data by hand in order to learn more about the process of qualitative data analysis. The researcher began by saving three file versions of all the data: One for safekeeping in its original form; one for highlighting, note-taking, and writing; and one for cutting & pasting into the main study document. The data were then compiled starting with participant interview data. Following interview data collection, the coding process of the

interview data began. The coding process consisted of three stages: open coding, axial coding, and finally, selective coding. Strauss and Corbin (1990) label the process of categorizing the data into units as “open coding”. Lincoln and Guba (1985) define a “unit” as the “smallest piece of information about something that can stand by itself- that is, that it must be interpretable in the absence of any additional information other than a broad understanding of the context in which the inquiry is carried out (p. 345).” The researcher began by reading the interview transcripts three times to become familiar with the data. Then the interview transcripts were read a fourth time while the researcher marked sentences and paragraphs using different colored font and selected code or “idea” words for the different units. The codes were then typed as headings in a separate document, so the researcher could copy and paste the units under the appropriate code category. Following Strauss and Corbin (1990), during these readings the researcher identified concepts and developed these concepts in terms of their properties and dimensions or where these properties fall on a continuum. The researcher separated the labeled words, phrases, sentences or paragraphs into different categories of ideas. If a unit could possibly fit into two categories, it was placed in the category of the most prominent idea of the unit. This process was repeated three times, because each subsequent reading of the units and their categories resulted in a revision of category placement to ensure each unit was classified appropriately.

Following open coding, the researcher re-compiled the interview data in new ways by “making connections between a category and its subcategories” (Strauss and Corbin, 1990). Axial coding, as defined by Strauss and Corbin (1990), includes the following analysis: the terms and conditions that gave rise to the phenomenon, the

context in which the phenomenon was imbedded, the strategies used to manage and respond to the phenomenon, and the consequence of using those strategies. This part of the coding process required re-reading each cut unit and copying its contents into new categories identifying “phenomena, causal conditions, context, intervening conditions, action strategies, and consequences” with the goal of relating the “open coding” categories to each other (Strauss and Corbin, 1990). Merriam (1998) suggests that if a unit no longer fits into a specific category, to put that unit into a miscellaneous pile, in order to further focus on the content of each category (Lincoln and Guba, 1985). According to Merriam (1998), confidence on the part of the researcher should be increased at this stage of coding, because of the number of times the researcher has analyzed and categorized the data. During the axial coding process, the names of categories were again revised to best fit the current understanding of the data.

The final step of the coding process involved selective coding. Selective coding is a more concentrated version of axial coding. Patton (2002) recommends prioritizing themes according to “salience, credibility, uniqueness and heuristic value”. After the final check of the data analysis, the units were re-checked to ensure that they met the conditions of their category.

The researcher developed findings from the coding process by reading and re-reading the data collected and isolating themes. Once those themes were established, the researcher used the teachers’ own words to illustrate phenomena and draw conclusions about the teachers’ perceptions of teaching FLES under NCLB.

Pilot

As previously mentioned, the interview questions were piloted at two different CPS elementary schools with two FLES teachers. Piloting is a necessary step in conducting a case study (Yin, 2003). Pilot interviews were conducted to ensure best quality interview questions for the actual study. In the spring of 2007, a pilot study was conducted with two CPS elementary school world language teachers to determine the appropriateness of the questions designed for the teacher interview. The pilot subjects were both teachers of Japanese, while one taught at a CPS Language Academy similar to Murray and the other pilot interviewee taught at a traditional elementary school with a FLES program. The researcher gained access to the pilot participants with the help of her dissertation advisor, who had recently supervised student teachers at these two FLES programs. The pilot participants were contacted by telephone (see Pilot Interview Protocols in Appendix E), and they both readily agreed to participate. As a result of the pilot study, several questions on the teacher questionnaire were changed, added or removed. (See Appendix E for pilot interview protocols, Appendix F for the original and revised interview questions and Appendix G for the pilot study transcripts.) During the pilot interviews, the researcher learned that several questions were too narrow and too focused on a “before and after” view of NCLB, problematic because both of the teachers interviewed for the pilot started teaching after the enactment of NCLB. They were not able to answer the questions about what their FLES programs were like prior to NCLB. The question “What experiences, if any, have you had in the past with mandated curriculum changes?” proved too broad and unclear for the pilot teachers to answer directly, and it turns out that because they were newer to the profession, they had not had

experience with mandated curriculum changes. Several questions were eliminated because they lacked focus, and steered the conversation away from the research questions. For example, “Tell me about your FLES students” did little to illuminate curriculum and teacher behavior, which are the focus of this research. Additionally, the interview questions were modified to eliminate redundancy. For example, when the researcher asked “How did NCLB affect you personally?” the pilot teachers were unable to respond because they have only taught under NCLB.

During the pilot interviews, the researcher added a follow-up question about professional development and workshops. At the time of transcription, the researcher was unsure why that follow up question came so naturally, however, upon further examination in the literature it became clear that a major area of concern for FLES teachers in the climate of NCLB was resources to help teachers meet the extra demands placed on them as a result of larger class sizes and decreased instructional time (Sunderman, et al, 2004; Rosenbusch, 2005). As a result, the interview questions were revised to specifically address the topic of resources and how the teacher’s behavior changed in response to those resources, by attending workshops or decreasing/increasing contact with other teachers, for example. Addressing the topic of resources and how the teachers used those resources would elicit a clearer picture of their perceived changes in *teacher behavior*, a main focus of this research.

Overall, following the pilot study, the interview questions were trimmed down in breadth and length with the intention of asking fewer, more focused questions that guided the participants to address the research questions of the present study, while factoring in the teachers’ limited time. Following the pilot interviews, the pilot audio recordings were

transcribed. The pilot study was voice recorded using a hand-held cassette recorder. During the transcription process, playback of the tape recorder proved frustrating because it was not possible to alter the speed of playback to ease transcription. Ease of transcription, based on the experience of the pilot study, was one reason the researcher elected to collect interview data using a digital voice recorder during the actual study. The researcher read the pilot interview transcripts in advance of data collection in order to improve the focus of the study, classrooms observations and even informal interactions with the participants.

Summary

In Chapter III, the methodology for the present study was detailed and justified. Despite the time-consuming process of qualitative data collection and analysis, a case study proved to be the most appropriate methodology for this particular research. The considerable detail provided by a case study gave the study participants an opportunity to express their beliefs about working in the climate of NCLB, giving the profession of foreign language education and education policy-makers a distinct FLES teacher's-eye-view of the effectiveness and appropriateness of this nationally mandated policy. In Chapter IV, teacher interviews were analyzed using classroom observations and field notes as supporting evidence using the methods outlined in this chapter.

CHAPTER IV

ANALYSIS OF DATA

During data analysis, Erickson (1986) reminds the qualitative researcher to consider the following questions within the context of the overarching research questions: (a) What specific phenomena is occurring in this particular setting? (b) What does this phenomena mean to those involved? (c) How do the people in the setting interact? (d) How is this specific phenomena related to events at other levels both inside and outside this particular setting? and (e) How does everyday life in this setting compare with other settings and other times? The data collected as detailed in Chapter III was analyzed while considering the above questions as well as the present study's research questions regarding the teachers' perceptions of their own curriculum and their own behavior under NCLB.

Qualitative data, including teacher interviews, were analyzed and compared with classroom observations and field notes to determined patterns of teacher beliefs about the impact of NCLB on the FLES program at Murray Language Academy in the Chicago Public Schools. As previously noted, due to the nature of the busy participants and site the researcher needed to remain flexible in the order of data collection. The interview and observation schedule was revised on the day of data collection, due to teacher request. Reasons for these changes were varied. The Spanish teacher had some extra time before school, so was able to meet with the researcher earlier than scheduled; the teachers each invited the researcher to stay for an extra class observation, since classes were only 40 minutes (for upper grades) and 20 minutes long (for lower grades); and, since there were no observations or interviews scheduled from 10:05-12:30 and the study

participants were busy teaching other classes, the researcher necessarily left the school property. During the break in data collection, the researcher organized her notes at a nearby café. Because the class periods were short (forty minutes for the upper grades and twenty minutes for the lower grades), the researcher welcomed the additional opportunity to observe the teachers during a second class period. The actual events for the day of data collection were as follows:

As detailed in Chapter III, interview data collected during that day were analyzed using the constant comparative method (Glaser and Strauss, 1967) and yielded increasingly specific and interconnected themes throughout the coding process. The complete coding process is contained in Appendix N. Observation data and field note data, used for comparison and corroboration of the interview data, are contained in Appendices L and M. During the first step of coding, “open coding”, the following codes or ideas surfaced.

- Interaction with School Staff
- Teacher Education
- Professional Development
- Special Education
- Teacher Background
- Describing School
- Resources
- Teacher Day
- FLES Materials/Curriculum
- Perceptions of NCLB
- Class Size
- Articulation Issues
- Testing
- Students
- Teaching Methods
- Behavior Management

Table 4.1
Data Collection Schedule

6:00 AM	Arrived at Murray Language Academy	The researcher arrived early at the school in preparation for the first interview. Prior to entering the school, the researcher reviewed the interview and observation protocols and began making field notes.
6:40 AM	Before School	The researcher rang the security buzzer and was led to the French teacher's classroom
6:45-7:15 AM	Before School	Interview with French Teacher
7:15-7:45 AM	Before School	Interview with Japanese Teacher
7:45-8:30	Before School	Interview with Spanish Teacher
8:45-9:25 AM	Grade 6-Spanish	Observation with Spanish Teacher
9:25-10:05	Grade 5-Spanish	Continued Observation with Spanish Teacher (class in computer lab)
10:05-12:30	Break in data collection	During this time, because no observations were scheduled and the study participants were busy teaching classes, the researcher left the school building after the morning observations and returned for the afternoon observations. During this time, the researcher went to a café in Hyde Park to organize her notes.
12:40- 1:00 PM	Grade 1-Japanese	Observation with Japanese Teacher

Table 4.1 Continued

1:00-1:20 PM	Grade 2-Japanese	Continued Observation with Japanese Teacher
1:20-1:40 PM	Grade 2-French	Observation with French Teacher
1:40-2:00 PM	Kindergarten-French	Continued Observation with French Teacher
2:05 PM	End of data collection	The researcher completed teacher observations, thanked the teachers and left the school.

During this first attempt at identifying units of data, the researcher was able to generate codes based on the words and phrases from participant interviews. However, at this stage, the themes still tended to be broad, general categories with no subcategories, so the open coding process was repeated a second time to clarify and strengthen the categories to identify smaller units of information. A second analysis during the “open coding” process resulted in the following revisions to themes:

- Interaction with School Staff (other teachers, administration, maintenance, support staff)
- Core Classes vs. Non Core
- Individual Education Plan (IEP) (General Information)
- FLES for Children with Special Needs
- Modifications (for Children with Special Needs in the FLES Classroom)
- Parent/Community Involvement
- School Application Process/Intake
- Teacher Education
- Teacher-Teaching Experience
- Teacher-Licensure /Teacher Training
- Teachers’ assistants
- Grants
- Teacher Day:
- FLES Materials
- FLES Curriculum

- Job Security
- Reduction of Programs
- Accountability
- “NCLB Students”
- Teacher Reactions to NCLB
- NCLB Impact on FLES Teachers
- Class size
- Articulation Issues
- Testing
- Student Population
- Teaching Methods
- Behavior Management

The second pass at open coding of the data resulted in additional familiarity with the data and more precise code generation to cover units of data that had been placed in broader categories. However, subcategories had still not emerged, so a third, and final, analysis during the “open coding” process resulted in the following revisions to themes and subthemes:

Interaction with School Staff (other teachers, administration, support staff.)

Interaction with co-FLES teachers

Interaction with Regular Ed teachers

Interaction with Special Ed teachers

Special Education

Individual Education Plan (IEP)

FLES for Children with Special Needs

Modifications (for Children with Special Needs in the FLES Classroom)

Parent/Community Involvement

Parent Involvement

Community Involvement

Teacher Background

Teaching Experience

Licensure /Teacher Training

Resources

Teachers’ assistants

Grants

NCLB

Reactions to NCLB

Accountability

Perceptions of NCLB

“NCLB Students”

School Background*School Application Process/Intake**Teacher Day**Student Population**Class size**Reduction of Programs**Job Security*In the Classroom*Teaching Methods**Behavior Management*Curriculum*Language as a “Core” Class**FLES Materials**FLES Curriculum**Articulation*Testing*Standardized Testing**FLES Testing**Entrance Testing*

By this point in open coding, the researcher had identified sufficient categories and subcategories to appropriately classify the participant interview data. These categories and subcategories resulted from recurrent themes mentioned by the interview participants. Following the open coding process, axial coding was used to examine the data in a different way.

During the second stage of coding, axial coding, the interview data were again analyzed. This time, however, rather than concentrating on emerging themes or ideas the researcher focused efforts on causal connections among the data. The emphasis at this stage of coding is the causal relationship between the categories and subcategories, as broken down by phenomenon, cause, context, conditions, strategies and consequences (Strauss and Corbin, 1990). At this stage, classroom observation and field note data were used to corroborate and enhance connections between the groups and subgroups. This data were organized in Table 4.1 to more clearly illustrate the connections between the

groups and subgroups. The organization of Table 4.2 includes: Phenomena paired with their cause(s), context paired with the conditions found in that context, and strategies paired with the consequences of those strategies. For clarity, a description of the Phenomenon, Context and Strategy are listed in the left column and the corresponding Cause, Condition, and Consequences are summarized in the right column. The complete axial coding data is contained in Appendix N:

Table 4.2
Axial Coding Stage

Phenomenon	Cause
FLES teachers try to keep class size manageable.	Murray is a growing school, as evidenced by the two new additions to the building in recent years. New students are incoming kindergarten classes, transfer students from other districts, and “NCLB kids” leaving a failed school.
FLES teachers have concerns about student behavior	Class size has increased due to organic growth, as well as “NCLB kids” joining the school. All students take FLES, including special needs students.
FLES teachers have to reach out to Regular Ed teachers	Regular Ed teachers are too busy meeting their own requirements to initiate collaboration or co-teaching with FLES teachers.
Increased interaction with Special Ed teachers	There is an overall increase in students with special needs. All of Murray’s student take a foreign language, regardless of ability.
Positive interaction with co-FLES teachers	Co-FLES teachers meet regularly and interact with each other throughout the day.
IEPs have a greater role in FLES curriculum	More students have special needs.

Table 4.2 Continued

FLES teachers have concerns about students with special needs.	FLES teachers are worried about meeting the needs of the student, time management, behavior management, and student frustration levels.
FLES teacher vary in their understanding of the requirements of NCLB.	Two FLES teachers do not believe they have any special requirements under NCLB. One FLES teacher knows specifically that a certain number of “NCLB hours” are required for re-certification.
FLES teachers identify “NCLB” with transfer students	When asked about NCLB, all teachers spoke about receiving new students who transferred to Murray after NCLB was enacted. These “NCLB Students” raise articulation, behavior management and time management concerns for the FLES teachers. The identity of the new students who come from failing schools is kept confidential, so the receiving teacher does not know which students come from failing schools. This information is kept confidential to avoid the stigma of coming from a poor school.
FLES teachers vary in their definition of the curriculum	The FLES teachers varied in their explanation of their curriculum. While the new teacher said there was no set curriculum and no guidelines and she just used lists of what teachers had done in the past, the 25 year Murray veteran teacher outlined an articulated sequential program. The State of Illinois has published foreign language learning goals, as shown in Appendix O. The benchmarks noted in the learning goals are meant to be mastered in order “regardless of whether the study begins in elementary school, middle school or high school” (Illinois Department of Education, 2006).

Table 4.2 Continued

FLES teachers express concern over program articulation	When asked about NCLB, the FLES teachers talked about two chief concerns: special needs students and program articulation. Some new students received by Murray from other districts and NCLB failing schools were deficient in many subject areas, and some had never taken a foreign language. Getting those new students up to speed is a challenge for the FLES teachers.
Context	Conditions
Murray is a school with positive parent and community involvement.	Parents are actively involved in their child's school. The school hosts activities open to the community after school.
FLES teachers are highly qualified under NCLB and have varied experience levels	One teacher is a first year teacher, one teacher is a 13-year veteran teacher and one teacher is a 40-year veteran teacher with 25 years at Murray.
Murray has changed its intake procedures since NCLB.	The school used to have more control over the students who attend Murray. Since NCLB, that control has been taken over by CPS, and prospective students are no longer interviewed.
FLES teachers have full days	FLES teachers have a very full day, often starting at 6:30 in the morning and ending around 3PM. There are no lunch breaks, so the teachers each lunch during their mid-day preparation period.
The student population is not diverse.	Murray students are primarily African American, native speakers of English and AAVE, although there are a few white and Asian American students.
Prior to NCLB, the grade levels and language offerings were reduced.	The elimination of German and elimination of 7-8 th grade at Murray are not due to NCLB. They were a result of needing more space, a growing elementary school. It is unclear if the elimination of Japanese at the neighborhood high school was a result of NCLB, although the program was cut post-NCLB.

Table 4.2 Continued

World Language is a core academic subject at Murray.	Although FLES teachers agreed that students learning to read, write and do math in English was crucial, and should trump learning a foreign language if the student had special needs and struggled with other subjects, foreign language is considered a “core” subject within the curriculum at Murray. Again, as a language academy, the curricular focus in this school is on World Languages and literacy.
FLES teachers use textbook and teacher-made materials.	Appropriate to age-level, FLES materials vary.
FLES teachers comment on standardized tests.	While standardized testing is not something that impacts the FLES teachers directly, their routine is altered by standardized tests. Additionally, FLES teachers see the pressure that regular ed teachers and students feel as a result of standardized tests.
Strategies	Consequences
FLES teachers embrace IEPs	IEPs are seen as helpful tools in student learning.
FLES teachers use resources to help them meet the needs of their students	Resources, in the form of teacher’s assistants, a visiting artist, a fully equipped computer lab and grants assist these FLES teachers meet the needs of their students under NCLB.
FLES teachers work to maintain the viability of all three languages at Murray.	Children at Murray are required to take a foreign language. Children and their parents are able to rank their preference of language, but the school’s priority is to maintain an even distribution across the languages in order to continue to offer all three languages.
FLES teachers are aware of their teaching methodology.	FLES teachers use both English and the foreign language at the beginning of the year to establish class rules and procedures.

Table 4.2 Continued

FLES teachers ease pressure on students during standardized testing.	During the week in April when Murray students take their ISATs, the foreign language teachers lighten the work load and do not schedule their own exams, in order to reduce pressure on students.
--	---

The final stage of data analysis, selective coding, required the elaboration of a major theme from the data. Once again the interview data were reorganized, this time with the intent of centering key concepts on a focal theme. Again, during this stage in data analysis, the researcher examined field notes and classroom observations to note any evidence corroborating or contradicting the themes emerging from the interview data. Following selective coding, the central theme recurrent throughout the data were “NCLB and FLES”. The complete selective coding data is contained in Appendix N. According to World Language teachers at Murray Language Academy, NCLB and FLES are interconnected in nine major ways. The nine themes that emerged as a result of selective coding are:

1. NCLB and transfer students
2. NCLB and special education
3. Interaction with special education teachers
4. Interaction with regular education teachers
5. Co-FLES teachers
6. FLES and Resources
7. NCLB requirements and teacher experience level
8. NCLB and FLES curriculum
9. FLES vs. Core Curriculum

Salient Themes that Emerge from Data

Following is a detailed analysis of these nine themes, including key supporting quotes from the teacher interviews. Again, each theme is related to the central theme of “NCLB and FLES”. The nine themes were analyzed considering the overarching research questions regarding teachers’ perceptions of the impact of NCLB on their curriculum and their own behavior.

NCLB and Transfer Students

FLES teachers at Murray partially define NCLB in terms of “NCLB students.” “NCLB students” are students who have left a CPS school that has failed to meet Adequate Yearly Progress (AYP) under NCLB. The participants explain that most of these students are under-prepared in all academic areas, and most have never studied a foreign language. Because these students are placed in their foreign language classes according to age group rather than ability level, the result is boredom, behavior problems, and language program articulation problems. Behavior problems and articulation problems pose the greatest challenge to Murray FLES teachers with relation to the “NCLB students”. Due to the stigma of being an “NCLB kid,” the district does not disclose student backgrounds to their new teachers at Murray and the participants are not allowed to ask why a child has transferred to Murray. All three study participants acknowledged this stigma, but confessed that it is pretty obvious which students transfer to Murray as a result of NCLB, because those students are so far behind academically and socially.

Key Quotes:

- “...A lot of times the students [“NCLB transfer students] from these schools that get shut down, they’re not very good schools, so behavior is an issue. And obviously if the student doesn’t understand the subject or is bored, and everything goes over their head, you can see where they would act out...”
- “...for us, the difficult thing for us is that if they [new/transfer/”NCLB” students] come in the upper grades and they haven’t had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up.”

The participating teachers reported that the transfer “NCLB students” required the teachers to focus more on behavior management issues in the classroom than prior to NCLB. Study participants perceived that teacher behavior and curriculum were also impacted by “NCLB students” in that these students required additional assistance to articulate to grade level and to keep up with their classmates once they’ve been articulated. The study participants enlisted the help of tutors and teachers assistants, and often come in early or stay after school to personally tutor transfer students, with the goal of bringing them up to grade level in the foreign language. Classroom instruction occurs at several levels, as is typical of any classroom, but was noted by study participants as an additional challenge with respect to “NCLB kids” because these students are not at grade level in their “core” classes. Evidence of vastly differentiated instruction was observed in during the Japanese classroom observations. During the first grade observation, one classroom assistant took two advanced language students to the library to work on advanced Japanese. The teacher worked with the remaining students in front of the classroom. When students demonstrated mastery of the specific group activity (the Japanese alphabet), they were allowed to return to their desks to color in their Japanese workbook. The second teacher’s assistant circulated and offered assistance to the students at their desks, but near the end of the period she returned to the front of the room

to help with the teacher with the alphabet activity. Two children took the entire period to demonstrate their ability to complete the calendar task, so they remained with the teacher throughout the period. At the end of the period, these two students had the full attention of both the teacher and the assistant, example of the exceptional challenge of reaching students of all ability and interest levels during one class period.

To address behavior issues in the classroom, the Japanese teacher demonstrated varied seating arrangements as an aid to minimize disruptions. During the second Japanese class observation, the teacher specifically arranged her seating chart to help isolate students with behavior issues from their classmates, while still engaging the student in classroom activities. Specifically, the assistant dragged a desk to the center of the room just before the second grade class, which the Japanese teacher referred to as her “magnet for special learners.” Although the Japanese teacher invited the researcher to observe this second class unscheduled, when the researcher accepted, the Japanese teacher made it clear that she was aware of the differences in behavior and academic abilities in the two classes and that the second grade class would be good for the researcher to see because some students were less well-behaved. The Spanish teacher also invited the researcher to stay for an unscheduled second class, indicating that her second class was a chance to observe her and her students “warts and all”, referring to behavior issues. While the students in the first Spanish class snapped to attention immediately when the Spanish teacher clapped her hands, the second Spanish class was in the computer lab and the Spanish teacher carefully and purposefully kept the students on task by reminding them the steps of their task, circulated to ensure they were on task, and redirected students if she heard them talking about something other than the task.

In addition to “NCLB students,” Murray’s FLES teachers identified “NCLB and special education” as a recurring major theme in their daily life. The following section details and analyses evidence of the relationship between No Child Left Behind and special education, from the teachers’ perspective.

NCLB and Special Education

World Language teachers at Murray partially define NCLB as the inclusion of special needs students in their FLES classrooms, because since the enactment of NCLB all Murray students, including all special needs students, are required to take a foreign language. Before the enactment of NCLB, Murray FLES teachers were able to interview incoming students to determine the appropriateness of taking a foreign language, which left the decision making power at the local level with the FLES teachers who best know their program and their school. Since NCLB was enacted, however, the school intake policy has changed. CPS now controls the lottery system and assigns placement of incoming students, taking the control away from FLES teachers. As such, Murray FLES teachers report an increase in special needs students in their classrooms. Although the teachers at Murray applaud the efforts of NCLB in increasing learning opportunities for every child and mainstreaming FLES, they question the appropriateness of world language study for severely disabled students. Adapting the mainstream curriculum to accommodate Individual Education Plans (IEP) means extra work for the FLES teachers, and the teachers talk about the challenge of reaching every child in a very diverse classroom. Murray’s language teachers express their frustration having to grant a letter grade for attendance and classroom behavior, rather than academic achievement, as specified on a student’s IEP.

Key Quotes:

- “...In general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students...”
- “...It concerns me very much to have students who have difficulty functioning in English take a foreign language. It’s not so bad in the primary grades when we don’t have to have reading and writing. It doesn’t impact as much as when they get into 4th grade on up where it’s heavier on reading and writing.”
- “We’ve had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.”
- “I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher. Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...”
- “...we were able to interview and that helped us eliminate some concerns.”

During data collection, the researcher observed the Spanish teacher collect homework before school from a student with autism. The Spanish teacher mentioned that the student has accommodations in addition to strong parental support, the combination of which are the keys to her relative success. The two more veteran teachers, the Spanish teacher and the Japanese teacher, both mentioned the challenges of working with special needs students in a foreign language, especially in the upper grades when the students are expected to read and write in the foreign language. Also, during the French class the students sat together on the rug in front of the classroom, while a paraprofessional arrived shortly after the class began and sat at a nearby table observing the students. While it was not clear which student(s) the aide was there to support because all the students were engaged in group calendar and song activities, it was evident from their smiles and waves that the students were used to seeing the aide in class. Additionally, it was apparent that the type of support she offered was different from that of the Japanese teachers’ assistants

because it was clear that this assistant was not a language instructor or language instructor in training, but rather part of the academic support staff. Further, while classes were in session, the researcher observed much quiet activity in the halls. Notably, the researcher observed a teacher's aide on a small chair facing two students sitting on the floor of the hallway. The students alternated between sitting and kneeling on the floor as they excitedly pointed and gave the answers to the flashcards. The teachers' aides and pull-out programs that these students were clearly participating in are all evidence of the additional support required by learners with special needs in both the regular education courses and foreign language courses. The following section specifically addresses another of the themes elicited from the data, that of FLES teachers' interaction with special education teachers.

Interaction with Special Education Teachers

FLES teachers at Murray noted an increase in their communication and interaction with Murray's special education teachers, due to the increase in the number of special education students in their classes. According to Murray FLES teachers, the special education teacher often coordinates all parent communication, a role that traditionally falls under the umbrella of the FLES teacher. Despite the increased interaction with special education teachers, FLES teachers sometimes find it difficult to communicate the needs of their foreign language student to a special education teacher, who may not understand what goes on in a FLES classroom and how learning a foreign language differs from learning core subject matter like reading in English and mathematics.

Key Quotes:

- “ They [the special ed teacher] will be, often times, the primary contact with the parent...”
- “It’s sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language classroom.”
- “I mean that we have the special education teachers with whom we confer and discuss any concerns we have.”

Murray’s FLES teachers noted increased interaction with the school’s special education staff, but the teachers noted an almost wistful desire for more interaction with the school’s regular education staff, as evidenced in the following theme.

Interaction with Regular Education Teachers

While collaboration and communication exists between Murray’s FLES teachers and regular education teachers, the FLES teachers indicate a desire to interact more with the school’s regular education teachers. The study participants expressed their understanding that the regular education teachers maintain full schedules and are busy fulfilling their own requirements, including preparing students for high stakes standardized tests mandated by NCLB, but the FLES teachers would like more time to work collaboratively.

Key Quotes:

- “...at the beginning of the year I put a note in people’s mailboxes ... I never really got a response back.....but I think it’s that people are really busy with certain requirements that they have to get through...”
- “We wish we would have more time with the other teachers...”
- “...the staff works well, especially the primary grades works well with us in the language department...”

Each of the FLES teachers praised the school’s regular education teachers and acknowledged requirements, like teaching subjects that are evaluated on high-stakes standardized tests that a regular education teacher has relative to a FLES teacher. When the topic of interaction with regular education teachers was introduced, each study

participant indicated, in her own way, that the FLES program is not as important as the “regular curriculum” and the priorities of the regular education teachers, even at a World Language Academy. The French teacher didn’t get any responses to the letter offering to collaborate that she dropped in the teachers’ mailboxes at the beginning of the school year. The Japanese teacher identified “labeling” of physical items in the four languages as an example of collaboration, but did not identify any more in depth examples of collaboration with the regular education teachers. The Spanish teacher noted “collaboration and collegiality”, citing some cross-cultural activities and art department projects, but qualified that most of the interaction occurs at the primary grades. The lack of concrete examples of cooperation and curricular integration demonstrates that this is an area of growth for FLES teachers and regular education teachers and will be discussed further in Chapter V. The FLES teachers in this study articulated their desire to be considered “resources” by regular education teachers to help enrich the core curriculum and enhance their students overall exposure to language and culture. Following the key theme of FLES and regular education teachers, the interaction among co-FLES teachers emerged as one of the nine key issues concerning Murray’s FLES teachers. The relationship between FLES teachers is described in the following section.

Co-FLES Teachers

FLES teacher work together daily and meet formally once per week on issues concerning their students and their program. In general, they do not believe that NCLB impacts the interaction among FLES teachers.

Key Quotes:

- “...we [meet] officially once a week...”
- “Maybe [NCLB doesn’t impact my interaction]... with the other FLES teachers...”

During data collection, the researcher observed the interaction between the three teachers. During the Spanish classroom observation, both the French teacher and the Japanese teacher came to the Spanish teacher's room to ask the veteran teacher (and department chair) for her advice. Both the French teacher and the Japanese teacher spoke with the veteran teacher about an upcoming field trip to the International Children's Film Festival and how they should handle student permission slips. The veteran teacher was immediately able to clear up the questions about the field trip in a quick couple of sentences, and the other teachers rapidly returned to their respective classrooms. The interactions were necessarily hurried because students were entering their classrooms. It was apparent that these three teachers have a strong professional rapport and are able to communicate effectively with each other during these brief exchanges, saving more detailed discussions for their weekly meeting.

FLES and Resources

FLES teachers at Murray Language Academy have many resources to help them foster student learning. Tutors, teacher assistants, academic aides, visiting artists, a dedicated language lab, and parental involvement all support and enhance the FLES curriculum. CPS sponsored grants and workshops promote professional development and provide key information regarding NCLB requirements, according to the Spanish teacher. The Japanese teacher, specifically, noted the student teachers in her classroom as a key source of support.

Key Quotes:

- “In that grant we do have money set aside for conferences and workshops....”
- “... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet...”
- “Oh, it was drilled into us that if we didn't meet those requirements then we would be lacking when it came time for recertification. In terms of workshops,

seminars, CPS does provide information about those types of workshops, but there are also outside institutions such as BER, Bureau of Education and Research based in California, which is the one that I most attend because not only do they do special education but also world languages.”

All three teachers recognized the status of their school as a “World Language Academy” provides them with more resources than their FLES counterparts at traditional elementary schools. For example, on observation day, the French upper elementary grades were working with a visiting artist on francophone African art, which is why the French teacher requested to be observed in the afternoon with the primary grades. The French teacher explained that this visiting artist came monthly to her classes to introduce students to art and dance from French-speaking countries, particularly concentrating on francophone African cultures. Despite the FLES teachers’ acknowledgment that core subject matter and regular and special education take priority over foreign language learning at the elementary school level, especially with respect to children with severe cognitive disabilities, a clear display of the elevated status of FLES at Murray over traditional schools is seen in the brand new dedicated language lab. The language lab is used weekly by all three FLES teachers. The French teacher has exclusive use of the lab on Wednesdays, the Japanese teacher on Thursdays, and the Spanish teacher on Fridays. Open time slots on Mondays and Tuesdays are reserved, as needed, by the FLES teachers on the weekly schedule posted outside the language lab door. Another example of resources available to the study’s participants is found in the teachers’ assistants. The Japanese teacher was working with two student teachers from Japan, who in turn, helped her with classroom management and delivering instruction. The Japanese teacher mentioned that the other language teachers also occasionally have tutors or assistants

come in as needed, but the Spanish and French teachers did not have any assistants or tutors working in their classrooms during data collection.

As a World Language Academy, FLES programs are embraced and nurtured at this school. As a result, resources are available to Murray's FLES teachers, such as the dedicated language lab, that would not necessarily be available to FLES teachers at a traditional school. In addition to the resources that enhance the FLES curriculum and impact teacher behavior at Murray, the analysis of the present study's data revealed that teacher experience level impacted the teachers' understanding of NCLB and shaped their definition of NCLB, as shown in the following section.

NCLB Requirements and Teacher Experience Level

Based on their university degrees, licensure and/or tenure, all three World Language teachers at Murray are considered "Highly Qualified" under NCLB. The FLES teachers at Murray vary in their understanding of NCLB's requirements based on their tenure and education. The most veteran teacher spoke about the number of "NCLB credits" needed for re-certification. The two less veteran teachers said they did not know of any requirements under NCLB.

Key Quotes:

- "...I don't believe [I have to meet any requirements under NCLB]..."
- "[For re-certification, we]...need to have...24 hours...that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions..."

By coincidence, based on the teachers' availability on the day of data collection, the teacher interviews were conducted in ascending order of their tenure at Murray. The first interview was with the youngest and least experienced teacher. The French teacher had filled in for a maternity leave during the previous school year, but this was her first full year of teaching. Since it was only her second month of teaching her own course,

and because she more recently graduated from her Master's program, her responses to the questions about NCLB were more theoretical. She spoke about giving all students a chance and supporting the “underdog”, which was the guiding principle of her university studies.

The second interview was with the 13-year veteran teacher. The Japanese teacher taught high school briefly in Japan before coming to the United States to learn English. She pursued her Illinois elementary school certification years later, after her own children had entered school, when she decided she wanted to teach Japanese at the elementary school level. The Japanese teacher's responses to the questions about NCLB mostly hinged on student behavior, obviously a top concern for her. She obtained her original license prior to NCLB and with her experience and full K-12 certification in Japanese, would have been considered “highly qualified” under NCLB without having to complete additional certification requirements under NCLB.

The third, and final, interview was with the Spanish teacher. The most veteran teacher, with forty years of teaching experience at all grade levels, and twenty-five years of teaching FLES at Murray, the Spanish teacher was the most able to articulate her perceived impact of NCLB on her curriculum and her own behavior. As the department chair and clear mentor to the other two foreign language teachers, the Spanish teacher responded to questions about NCLB in terms of policy, curriculum, and teacher behavior. First, she cited NCLB's direct impact on her classroom, pointing out an increase in the number of students with special needs who are now required to take a foreign language at Murray. Second, she discussed the additional “special education” credit requirements that are necessary for re-certification under NCLB. Third, she addressed increased interaction with the special education staff at the school post-NCLB.

All three FLES teachers at Murray offered their unique and valid perspectives of the issues important to them in today's climate of NCLB. Notably, the Spanish teacher gave credit to the school's official designation within CPS as a World Language Academy and strong administrative support for the Murray's enduring FLES program, despite the additional challenges and pressures placed on the school and district by NCLB. Teacher experience and education play a role in teachers' understanding of current policy such as NCLB. In the following section another major theme revealed through data analysis is introduced: NCLB and the elementary school foreign language curriculum at Murray.

NCLB and FLES Curriculum

According to the veteran Spanish teacher, the World Language Program at Murray has remained strong for more than thirty years. No changes have been made to instruction time in the past twenty years. However, the low interest in German resulted in the elimination of that program in the late 1990s. A classroom was needed for a technology room, and due to lack of interest in the program, the German program was eliminated to free up a classroom. Additionally, Murray outgrew its building in the early aughts, prior to the enactment of NCLB, leading to the elimination of 7th and 8th grades at the school.

Keeping enrollment levels up in all languages is a priority for two reasons. First, it is job security for the language teachers. Second, it continues to allow more options for all students. Since German was eliminated, several parents have expressed interest in German for their children. Unfortunately, the general consensus among the FLES teachers is that once a program is eliminated, it will not likely be reinstated. That is why

maintaining even enrollment levels across the languages is so vital. Murray students and parents may rank their language preference, but to preserve the three remaining language programs at Murray, administration and teachers emphasize that students must attend the language that is assigned.

While the No Child Left Behind Act has not directly impacted Murray's FLES curriculum in terms of scope or sequence, several factors in the post-NCLB climate have impacted the FLES curriculum indirectly. First, an increase in special needs students post-NCLB, has led to increased differentiation within classes through IEPs. Second, larger class size poses a challenge to FLES teachers in delivering that differentiated instruction. Third, FLES teachers enlist the help of tutors or teacher's assistants to teach an accelerated "catch-up" version of the curriculum to transfer students. And, fourth, during NCLB required standardized testing, testing in the FLES classroom is suspended in order to "decrease stress" on the students.

Key Quotes:

- "Within 13 years we have 140 students, so it doubled...it is kind of tough on us..."
- "In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years."
- "For 4-6 we have textbooks. And we work at a pretty slow pace, because there are no, because...we don't have a requirement that we have to finish in a certain time, so we go slowly through each unit. So that's our upper grades. And it's nice, it's a double edged sword that there are no requirements, but by the same token, sometimes you don't know where to start. For the little ones, I have a list of what teachers have done in the past. Um, you know, and starting in the early primary, starting with things like colors and numbers and then second grade last year we still did circles on the carpet and we're learning about professions..."

Although the scope and sequence of FLES programs at Murray has not changed in the last twenty years, with the major exceptions of the elimination of the German program and the 7th and 8th grades for reasons unrelated to NCLB, increased class sizes at Murray and increased number of students with special needs are a clear concern of Murray's FLES teachers. They cope with the added stress by enlisting the help of the resources available to them, as mentioned previously.

Here it is also important to mention that none of the teachers specifically addressed Illinois state learning goals when discussing their curriculum. The state of Illinois does offer learning goals for foreign language (Appendix O), adaptable for the elementary school level, based on the National Standards of Foreign Language (1999). The least tenured teacher stated that she believes there are no special curriculum requirements, and that she bases her curriculum off of old lesson plans that were left behind by previous teachers. The more tenured teachers addressed articulation with the middle school and high school curriculum as their goal. The Spanish teacher, specifically, listed the elite high schools attended by her former students, stating that several students have gone on to study foreign language at prestigious schools. While Murray's FLES teachers do not perceive any changes to their curriculum as a result of NCLB, the mandate has yielded an indirect impact on the FLES curriculum at Murray. The following section introduces the final key theme revealed through analysis of the present study's data, that of the relationship between foreign language and "core" subject matter.

FLES vs. Core Curriculum

Despite being a World Language Academy with foreign language officially defined as a core component of the curriculum, foreign language is still considered an “extra” by FLES teachers, regular education teachers, and even some parents. FLES teachers rationalize that students who are not able to function in math or reading using their first language should not be obliged to take a second language. According to FLES teacher perception, regular education teachers don’t initiate more collaboration because they already have too many requirements to fulfill, and collaborating with World Language isn’t perceived as vital (or even helpful) to their own curriculum. Recent collaboration between regular education and FLES teachers includes labeling solar system vocabulary words for the science teacher and working on art projects together with the art teacher. The FLES teachers all expressed an interest in deeper collaboration with the regular education teachers, stating that the FLES teachers can help enhance what is being taught in the regular education classroom. Finally, FLES teachers perceive that many parents send their children to Murray not because it is a “World Language Academy”, but because it is a “safe” school where children are “well-cared for.”

Key Quotes:

- “...parents who say to me, ‘Well I took it in high school and college and I can’t speak it’. I always say to them ‘Please don’t say that around your child. It is important that you sound supportive’.”
- “...needed a room for technology, and German had the lowest student enrollment, so it was phased out.”
- “...when parents chose Murray as their option, especially for the NCLB [transfer students], they’re looking for a safe place for their child. They’re not looking [for]...a language academy....That is not their primary goal.”

FLES teachers at Murray see their role as advocates for early foreign language learning. They ask parents to first consider what is best for their child (should the student

really be taking a foreign language if they are not able to communicate effectively in their first language?), then support their child’s language learning through positive exchanges, even if the parents have never studied a foreign language or view their own previous language learning experiences negatively. Despite the fact that foreign language is a mainstreamed class at Murray (including the entire student population), FLES remains marginalized compared to regular education and special education. The study participants all indicated that regular education and the “core” curriculum classes of reading, mathematics and science are necessarily the top priority of the school, especially for students with disabilities, in light of the regular education teachers’ requirements under NCLB.

The salient themes of the present study, including critical issues for FLES teachers at Murray Language Academy, discovered through participant interviews analyzed during the coding process and supported by classroom observations and field notes are further illustrated using a descriptive narrative, “the story”, as follows.

The Story

Murray Language Academy is a small charter school in the Chicago public school system. Named after Philip Murray (1886–1952), former president of United Steel Workers of America, Murray is a World Language Magnet Chicago Public School offering French, Japanese and Spanish to students in grades kindergarten through sixth (www.murray.cps.k12.il.us, 2008). Located in Chicago’s south side Hyde Park neighborhood, the school is just north of the prestigious University of Chicago and west of the Museum of Science and Industry. Founded in 1954, Murray Elementary School became a World Language Magnet Academy in 1981 (www.murray.cps.k12.il.us, 2008).

Figure 4.1

Photo of the Recently Renovated Murray Language Academy, 2008



Source: Murray Blogs (2008). Photo of Murray Language Academy. Retrieved from <http://murrayblogs.org>, 2008

Magnet schools offer a curriculum organized around a specific theme, such as math/science, fine arts or world language, and in the case of Murray, the curriculum is centered on world languages. According to the school's website (www.murray.cps.k12.il.us, 2008), school officials believe that the opportunity to study a foreign language provides students with an “advantage for success in a world whose challenges are increasingly global in scope”. The school's stated mission is to “offer a challenging and enriched curriculum, in a nurturing climate, that develops student abilities in all of the fundamental learning areas, through literacy and the world language program” (www.murray.cps.k12.il.us, 2008). Further, the Murray Academy states its vision as preparing and inspiring students to be “lifelong learners and active, responsible citizens in a global society” (www.murray.cps.k12.il.us, 2008).

Murray is home to 395 elementary school students, grades K-6. Murray's economically diverse student population is not required to take an entrance exam to

enroll and transportation is provided for students who live within a 1.5-6.0 miles of the school (www.murray.cps.k12.il.us, 2008). In 2006-2007, Murray expanded, adding new classrooms, a media center, computer lab, cafeteria, lunchroom and physical education facility (www.murray.cps.k12.il.us, 2008).

Figure 4.2

Photos of Murray's language lab, 2008



Source: Murray Blogs (2008). Photo of Murray Language Academy. Retrieved from <http://murrayblogs.org>, 2008

Murray was renovated beginning in 2006. The project consisted of two additions to the school: the east addition was a two-story classroom wing with seven new classrooms, a media center/library, an art/music room and office space, while the west addition to the school was a one story multi-purpose use wing that functions as a lunchroom during school hours and as a recreation center after school hours. According to DLK, Inc. (2008), the architecture firm in charge of the renovation project, the landscape design took elements from the school curriculum and incorporated them into the school grounds and area parks. For example, a butterfly garden on school grounds allows students to study first hand butterfly life phases without disrupting the cycle. A Zen garden incorporates Japanese cultural element for those students studying Japanese.

The most recent CPS capital improvement budgets for Murray (CPS, 2000 and 2001), are listed in Appendix P.

As a World Language Academy cluster magnet school (see Definitions in Chapter D), Murray offers foreign language as part of the core curriculum. The languages offered at Murray are Spanish, French and Japanese in grades Kindergarten through 6th grade.

Three foreign language elementary school (FLES) teachers work at Murray. The official daily schedule for FLES teachers at Murray is as follows:

Table 4.3

Official Daily Schedule at Murray Language Academy

8:15-8:35	Prep	
8:45-9:25	Grade 6	French, Spanish, Japanese
9:25-10:05	Grade 5	French, Spanish, Japanese
10:05-10:45	Grade 4	French, Spanish, Japanese
10:45-11:00	Preparation Period	
11:00-11:30	Grade 3	French, Spanish, Japanese
11:30-11:50	Grade 1	French, Spanish, Japanese
11:50-12:40	Preparation Period (Lunch)	
12:40-1:00	Grade 1	French, Spanish, Japanese
1:00-1:20	Grade 2	French, Spanish, Japanese
1:20-1:40	Grade 2	French, Spanish, Japanese
1:40-2:00	Kindergarten	French, Spanish, Japanese
2:00-2:20	Kindergarten	French, Spanish, Japanese

Although before school preparation begins at 8:15 AM, Murray's FLES teachers often arrive at school as early as 6:15AM to get a jump on the day. Once other staff and students arrive to the school, the day is "jammed packed" and conversations and pre-school-day activities are often interrupted by PA announcements and knocks at the classroom door. The school day is so busy for Murray's FLES teacher that they do not

get a separate lunch break. Instead, they typically eat their lunch during their mid-day preparation period while they are working.

Murray's three FLES teachers not only specialize in different languages, they have widely varied experience levels. The Spanish teacher has taught at Murray for 25 years, and has been a teacher for nearly 40 years. The Japanese teacher has taught at Murray for 13 years. This is the first full year of teaching for Murray's French teacher. There is collegiality and collaboration among the FLES teachers at Murray. The World Language teachers' classrooms are next to each other on the second floor of the main building, overlooking the playground, park, and Zen garden. Between classes the FLES teachers pop into each other's classrooms to quickly discuss an upcoming field trip. There is no time for lengthy chats during the school day, even during preparation periods, because students come and go quickly when the bell rings. However, the FLES teachers officially meet once a week to discuss upcoming events and ongoing issues.

The FLES teachers' classrooms are colorful, lively, and well-appointed with audio/visual equipment, including a wall mounted television with DVD/VHS player, two student computers and a teacher computer. The oldest computers are found in the newest teacher's classroom. All have printers (either laser or inkjet) in their classrooms. The student desks and tables are child-size and two out of the three teachers have put old tennis balls on the feet of student chairs for noise control due to the classroom's vinyl tile floor. The French teacher has two area rugs in her classroom for "carpet time", usually used for storytelling or singing, with her younger grades. The Japanese teacher has a tea cart. The Spanish teacher has piñatas hanging from the ceiling of her classroom. All three teachers have mini refrigerators in their classrooms, tucked behind their teacher's

desk. Bookshelves and storage cabinets line the east wall of their classrooms; student work is prominently displayed on the bulletin boards along the north wall of all three classrooms; a blackboard lines the west wall, and the south wall is all windows and the large window unit air conditioner.

Figure 4.3

Murray Elementary School Spanish Classroom (2007)



Source: Murray Blogs (2008). Photo of Murray Language Academy. Retrieved from <http://murrayblogs.org>, 2008

Murray Language Academy is considered a receiving school post-NCLB. Because of Murray's success on NCLB required standardized tests (See Appendices A, B, and C for detailed test results), children from CPS schools that fail to meet adequate yearly progress (AYP) as defined by NCLB may be received by Murray. Murray teachers care for the children they teach. They express genuine interest in their students' well-being, happiness, and educational progress. They was every child to succeed in their classroom, and they support the idea behind the "No Child Left Behind" Act, although they don't agree with its methodology because from their perspective, standardized testing is not appropriate for diverse student populations. One Murray FLES teacher states,

“It’s wrong to expect everyone to think in the same way. I mean, here we have the IEPs that are differentiated learning plans to meet each child’s specific learning style and goals, while on the other hand, here take this standardized test.”

FLES teachers at Murray think of NCLB in two principal ways, in terms of “NCLB students” and “special education”. “NCLB students” are students who have left a CPS school that has failed to meet AYP according to NCLB-required measures.

Murray FLES teachers explain that most of the students who arrive to Murray from a failing school are under-prepared in all academic areas. Because these students are placed in their foreign language class according to age group rather than ability level, the result, as seen by the study participants, is boredom, behavior problems, and language articulation problems. Behavior problems and articulation problems pose the greatest challenge to Murray FLES teachers. Due to the stigma of being an “NCLB kid,” the district does not disclose student backgrounds to their new teachers at Murray and the participants are not allowed to ask why a child has transferred to Murray. According to Murray teachers,

“A lot of times the students [“NCLB transfer students] from these schools that get shut down, they’re not very good schools, so behavior is an issue. And obviously if the student doesn’t understand the subject or is bored, and everything goes over their head, you can see where they would act out...”

In terms of defining NCLB as the inclusion of special needs students in their FLES classrooms, since the enactment of NCLB all Murray students, including all special needs students, are required to take a foreign language unless parents officially request otherwise. Before the enactment of NCLB, Murray FLES teachers were able to interview incoming students to determine the appropriateness of taking a foreign language. Since NCLB was enacted, the school intake policy has changed, and CPS now controls the

lottery system and assigns placement of incoming students. As such, Murray FLES teachers report an increase in special needs students in their classrooms. Although the teachers at Murray applaud the efforts of NCLB to increase learning opportunities for every child, they question the appropriateness of world language study for severely disabled students. Adapting the mainstream curriculum to accommodate Individual Education Plans (IEP) means extra work for the FLES teachers, and the teachers talk about the challenge of reaching every child in a very diverse classroom. Murray's language teachers express their frustration having to grant a letter grade for attendance and classroom behavior, rather than academic achievement, as specified on a student's IEP. Murray's French teacher points out,

“In general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students...”

while the Spanish teacher shares concern,

“It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where it's heavier on reading and writing... I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had children who were at least all on level, if not higher...Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...”

Despite their strong association of NCLB with managing articulation issues and behavior concerns of “NCLB students” and inclusion of special needs students in their classrooms, FLES teachers at Murray vary in their awareness of NCLB's requirements.

The most veteran teacher spoke about the number of “NCLB credits” needed for re-certification, while the two less veteran teachers said they were unaware of any requirements they had to meet under NCLB.

Collaboration and collegiality are an issue for these teachers. FLES teachers at Murray note an increase in their communication and interaction with Murray’s special education teachers, whom they consider valuable resources, due to the increase in special education students in their classes. Often, the special education teacher will handle all parent communication, a role that typically falls under the umbrella of the FLES teacher. Although, FLES teachers sometimes find it difficult to communicate the needs of their foreign language student to a special education teacher, who may not understand what goes on in a FLES classroom.

FLES teacher work together daily and meet formally once per week on issues concerning their students and their program. They do not believe that NCLB impacts the interaction among FLES teachers. While collaboration and communication between Murray’s FLES teachers and regular education teachers, the FLES teachers indicate a desire to interact more with the school’s regular education teachers. They understand that the regular education teachers are very busy fulfilling their own requirements, but would like more time to work collaboratively, however, FLES teachers believe the reason is,

“...that people [referring to regular education teachers] are really busy with certain requirements that they have to get through...”

In addition to greater interaction with special education teachers, FLES teachers at Murray Language Academy cite other resources to help them foster student learning. Tutors, teacher assistants, visiting artists, a dedicated language lab, parental involvement

support and enhance their FLES curriculum. CPS sponsored grants and workshops promote professional development. These resources impact the curriculum and teachers' behavior in several ways, as discussed in Chapter V.

The school's designation as a World Language Academy is the foremost reason that Murray has maintained a vibrant language program and continues to support its FLES program with resources like the ones just listed. The World Language program at Murray has remained strong for more than thirty years. No changes have been made to instruction time in the past twenty-five years, according to the veteran Spanish teacher. However, the low interest in German resulted in the elimination of that program in the late 1990s. At that time, a classroom was needed for a technology room, and due to lack of interest in the German program, German was eliminated to free up a classroom. Keeping enrollment levels up in all languages is a priority in order to maintain job security for the language teachers and to continue to offer language options to all students. Since German was eliminated, several parents have expressed interest in German for their children. Unfortunately, the general consensus is that once a program is eliminated, it will not likely be reinstated, a reality of which the FLES teachers are well aware. That is why, according to all three teachers, maintaining even enrollment levels across the languages is so vital. Murray students and parents may rank their language preference, but to preserve the three remaining language programs at Murray, administration and teachers emphasize that students must attend the language that is assigned.

While the study participants do not believe that NCLB has directly impacted Murray's FLES curriculum in terms of scope or sequence, several factors have impacted

the FLES curriculum indirectly. First, an increase in special needs students post-NCLB, has led to increased differentiation within classes through Individual Education Plans (IEPs). Second, larger class size poses a challenge to FLES teachers in delivering that differentiated instruction. Third, FLES teachers enlist the help of tutors or teacher's assistants to teach an accelerated "catch-up" version of the curriculum to transfer students. And, fourth, during NCLB required standardized testing, testing in the FLES classroom is suspended.

Interestingly, despite being a World Language Academy with foreign language officially defined as the central theme around which the curriculum is based, foreign language is still considered an "extra" by FLES teachers, regular education teachers, and even some parents at Murray. FLES teachers rationalize that students who are not able to function in math or reading using their first language should not be obliged to take a second language. According to FLES teacher perception, regular education teachers don't initiate more collaboration because they already have too many requirements to fulfill, and collaborating with World Language isn't perceived as vital (or even helpful) to the regular education curriculum. Recent collaboration between regular education and FLES teachers includes labeling solar system vocabulary words for the science teacher and working on art projects together with the art teacher. The FLES teachers all expressed an interest in deeper collaboration with the regular education teachers, stating that the FLES teachers can help enhance what is being taught in the regular education classroom. Finally, FLES teachers perceive that many parents send their children to Murray not because it is a "World Language Academy", but because it is a "safe" school where children are "well-cared for."

Although FLES teachers at Murray are sometimes frustrated by the challenges of articulation and differentiating instruction for their diverse learners, they genuinely care about the academic success of all students. They question the appropriateness of forcing severely disabled children to take a foreign language in the name of “No Child Left Behind,” although they applaud the message of NCLB to give every child a chance to learn.

Summary

The critical issues for Murray FLES teachers under NCLB were described and analyzed in Chapter IV. The central issue of the data analyzed was the relationship between “FLES and NCLB”, leading to nine key themes:

1. NCLB and transfer students
2. NCLB and special education
3. Interaction with special education teachers
4. Interaction with regular education teachers
5. Co-FLES teachers
6. FLES and Resources
7. NCLB requirements and teacher experience level
8. NCLB and FLES curriculum
9. FLES vs. Core Curriculum

These nine key themes were elaborated to paint the picture of the reality of Murray’s FLES teachers under NCLB, and to specifically analyze teacher beliefs about the impact of NCLB on their curriculum and their own behavior. To further illustrate the analyzed data, the “story” of FLES teachers at Murray Language Academy in the climate of NCLB was told in order to capture the experiences of the FLES teachers (the

“insiders” of this context) while describing the context for stakeholders (the “outsiders” of this context) (Patton, 2002). As a result of the analysis of these nine key themes, two core NCLB-related concerns emerged among the study participants: (a) the challenge of articulation of students from NCLB failed schools and (b) the challenge of mainstreaming students with cognitive and behavioral disabilities into their current FLES programs.

These nine themes and two core NCLB-related concerns are discussed further in Chapter V. Additionally, Murray’s FLES teachers agreed with the respondents to the Sunderman et al (2004) study that NCLB has caused unintended effects on their FLES curriculum and FLES teacher behavior. The following chapter uses the analyzed data from Chapter IV to further discuss the central topics of concern for Murray’s FLES teachers in the climate of NCLB in relationship to the current literature. Chapter V also includes conclusions about the state of Murray’s FLES program post-NCLB and suggestions for future research.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Based on the review of literature in Chapter II and the data analysis in Chapter IV, the results of the study are discussed, and conclusions concerning the perceptions Murray Language Academy's FLES teachers regarding the influence of No Child Left Behind on their curriculum and behavior are presented in this chapter. Chapter V concludes with suggestions for future research to further the body of research in the under-represented segment of Foreign Language Education known as elementary school foreign language or FLES. In particular, suggestions for additional research in the areas of education policy, teacher education programs, FLES curriculum, and FLES teacher behavior are presented.

The following discussion was grounded by the present study's research questions regarding the beliefs of elementary school foreign language teachers at Murray Language Academy in Chicago Public Schools about their FLES curriculum and their own behavior under NCLB. Specifically, what were Murray's FLES teachers beliefs regarding the impact of the No Child Left Behind Act on their curriculum and their own behavior? Throughout the discussion, the beliefs of the present study's participants were compared with the current literature regarding the impact of the No Child Left Behind Act of 2001 on the elementary school foreign language programs, with the goal of demonstrating where the present study bolstered the findings of past studies and where the present research offered new and unique information.

Cooper (1989) defined language policy as a question: "Who plans what, for whom, and how?" Spolsky and Shohamy (2000) elaborated on the definition of language policy to include the intended and unintended results of the policy. Understanding the

results, both intentional and unintentional, of language policy was essential to this research, since the present study worked to identify FLES teachers' perceptions of their own programs and behavior under a federal mandate that resulted in both intentional (higher test scores, for example) and unintentional outcomes (larger class sizes or classroom management problems, for example). In the climate of NCLB, policy makers have impacted education policy in two ways. Re-examining Spolsky and Shohamy's (2000) model (Table 2.1) in the climate of NCLB, shows that government pressures, through giving or withholding Title I funds and grants, encourage educational policy makers to revive "critical" languages in select school districts on one hand, with the implementation of NSLI funding; while forcing the constriction of foreign language programs nationwide, as a result of less instruction time available to foreign language teachers (CEP, 2004; Sunderman, et al, 2004; Rosenbusch, 2005; vonZastrow, 2003). The teachers at Murray have not experienced a decrease in instruction time, but they have expressed their concern over the growing number of special needs children who need extra help academically or behaviorally, and suggest that these students might be better served by focusing efforts on their core curriculum courses rather than struggling to earn a "participation" grade in a world language class. As the Spanish teacher explained, "I don't think a child should be denied, especially if they're at a language academy, but at the same time, the great burden it places on children [with special needs to be in a foreign language class is frustrating for the students.]...They either become very introverted. I've had children that cried out of frustration, and then of course, the biggest one is that they become behavior problems in the classroom."

The three FLES teachers studied at Murray included a first-year French teacher, a 13-year Japanese teacher, and a 40-year Spanish teacher with 25 years of experience at Murray. The teachers' experience level and historical perspective played such a large role in the way the subjects formed their answers and how they defined NCLB. The two less experienced FLES teachers at Murray claimed they did not feel that they had any specific new or special requirements they had to meet under NCLB, stating "I don't believe so." and "No." when asked if NCLB places any additional professional requirements on them, while, in contrast, the veteran Spanish teacher explicitly conveyed the increased professional development requirements mandated by NCLB and specifically stated, "[For re-certification, we]...need to have...24 hours...that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions..." When asked, "Do you think NCLB impacts the FLES curriculum?" the Spanish teacher stated, "It is not so much at the early level, but certainly at the higher level depending on the child's deficiency. It certainly does." Again, the responses of the two less veteran teachers differed. The French teacher responded, "I don't think the state makes requirements for us. I don't feel the impact [of state requirements on curriculum]" and the Japanese teacher responded, "Well, when they come, we don't know exactly who. It is not identified, these kids of NCLB." which showed that the Japanese teacher interpreted the question differently than the Spanish teacher and French teacher. The Japanese teacher equated NCLB with transfer students from schools that were closed under NCLB sanctions, and as a result, constructed her responses accordingly. This data were valuable in that it uncovered key concerns of the FLES teachers at Murray in the climate of NCLB

that were not previously addressed by FLES-NCLB impact studies, specifically, the issue of articulating students from CPS schools that consistently did not meet AYP and the issue of mainstreaming of special needs students in the FLES classroom under NCLB.

While two of Murray's three FLES teachers denied that NCLB has had a direct impact on their curriculum or behavior, all three subjects noted several phenomena that they attributed to NCLB, which served to the researcher as an indication that NCLB has indeed impacted the teachers' daily lives at Murray Language Academy. The subjects' chief NCLB-related concerns related to (a) the challenge of integrating students from NCLB failed schools and (b) the challenge of mainstreaming students with cognitive and behavioral disabilities into their current FLES programs. Murray's FLES teachers agreed with the respondents to the Sunderman et al (2004) study that NCLB has had an unintended effect on their FLES curriculum and behavior. Although, two of the three participants in the present study did not explicitly link the changes in their curriculum and behavior to NCLB, they did cite changes post-NCLB and attributed these changes to the two chief concerns listed above. The chief concerns listed by Murray's FLES teachers resulted indirectly from NCLB, in contrast to direct links as seen in the Sunderman et al (2004) study. In the present study, Murray FLES teachers cited increased classroom behavior problems, larger class sizes, curriculum articulation issues, modification of their FLES testing schedule during ISAT week, and increased differentiation of instruction as unintended effects of NCLB. While several previous studies (von Zastrow & Janc 2004, Rosenbusch 2005), teacher anecdotes (NCLB/ESEA, 2008), and teacher blogs (Appendix Q) point to increased class sizes in already crowded "non core" areas like foreign language, the present study is unique in illuminating the role of special education and

articulation of NCLB transfer students as key concerns for FLES teachers in the era of NCLB.

Different from many FLES programs across the country, the FLES program at Murray has not felt a decrease in instruction time, foreign language staff, or FLES programming since the enactment of NCLB. The Spanish teacher explained, “Our schedule in terms of timing hasn’t changed in a good solid 20 years.” Previous studies cited “shortening of instruction time” or “reduction of foreign language staff” (von Zastrow & Janc, 2004; Rosenbusch 2005; Rosenbusch & Jensen, 2005; CEP, 2006) in response to NCLB. Similarly, a majority of the respondents to the NECTFL survey (see Chapter II) cited insufficient funds, followed by a lack of administrator support as the cause of program cutbacks (Rosenbusch & Jensen, 2005). Murray’s FLES teachers, on the other hand, allude to administrative support and the school’s official district designation as a World Language Academy as the key factors in maintaining consistent FLES programs despite the additional constraints of current federal education policy. Murray FLES teachers describe their school as, “...a language, foreign language magnet school.” where “...languages are a core class. That the children go to every day.” The veteran Spanish teacher identified a long history of administrative support by stating, “We just felt it was, and when I say we, this was the administration many years ago with Mrs. _____, we felt it was important that the younger students [had] two things: their classes be smaller and because their attention span is shorter that the classes are more age appropriate in terms of time...”, evidence that strong historical administrative support and official recognition by the district as a “language academy” where the students take foreign language daily have helped Murray’s FLES program to remain vital

for over thirty years (with the exception of the elimination of the German program, as discussed later in this chapter). Recently, an article in *The Language Educator* (2009) highlighted official district support as a key factor in the vitality of a large urban district's PK-12 language programs. The Los Angeles Unified School District (LAUSD), the second largest school district in the U.S., officially adopted a world languages resolution recognizing the benefits of learning new (or maintaining heritage) languages and cultures. The resolution asks all schools to review their language programs with the goal of establishing more PK-12 world language opportunities for students. The "Mandarin, Spanish, and Other World Languages" Resolution also places emphasis on dual language programs and FLES by stating that all LAUSD students should be given the chance to learn a new language "beginning in elementary grades and continuing their study sequence for six to eight years to achieve a high level of proficiency." (*The Language Educator*, 2009, p. 54). As the third largest school district in the U.S, Chicago Public Schools can learn from the LAUSD resolution. If district designation and administrative support has encouraged the overall FLES program at Murray to flourish over the last thirty years, CPS district-wide support of FLES may help generate the support needed to create and maintain strong FLES programs at traditional schools in CPS.

In addition to Murray's thriving FLES program, Murray has recorded notable academic success under NCLB. Murray's academic success (See Appendices A, B, and C for 2002-2007 school "report cards") has earned its designation as a "receiving school" under NCLB, meaning that students from schools not meeting AYP can elect to attend Murray if space is available. If there are more prospective students than spaces, CPS conducts a district-wide lottery to determine which students are allowed to attend the

school. However, according to Murray's Spanish teacher, "...when parents choose Murray as their option, especially for the NCLB [transfer students], they're looking for a safe place for their child. They're not looking [for]...a language academy....That is not their primary goal." Receiving students from failing schools is a major concern of Murray's FLES teachers because it impacts the FLES curriculum and teacher behavior in several ways. The participating teachers reported that the transfer "NCLB students" required the teachers to focus more on behavior management issues in the classroom than prior to NCLB. Study participants perceived that teacher behavior and curriculum were impacted by "NCLB students" in that these students required additional assistance to articulate to grade level and to keep up with their classmates once they've been articulated. The study participants enlisted the help of tutors and teachers assistants, and often come in early or stay after school to personally tutor transfer students, with the goal of bringing them up to grade level in the foreign language. For example, the French teacher stated, "...A lot of times the [NCLB transfer] students from these schools that get shut down, they're not very good schools, so behavior is an issue. And obviously if the student doesn't understand the subject or is bored, and everything goes over their head, you can see where they would act out...."

In order to address the behavior issues of "NCLB kids", the study participants employed a variety of strategies in their classrooms. The Japanese teacher's assistant dragged a desk to the center of the room just before the second grade class, which the Japanese teacher referred to as her "magnet for special learners." Although the Japanese teacher invited the researcher to observe this second class unscheduled, when the researcher accepted, the Japanese teacher made it clear that she was aware of the

differences in behavior and academic abilities in the two classes and that the second grade class would be good for the researcher to see because some students were less well-behaved. The Spanish teacher also invited the researcher to stay for an unscheduled second class, indicating that her second class was a chance to observe her and her students “warts and all”, referring to behavior issues. While the students in the first Spanish class snapped to attention immediately when the Spanish teacher clapped her hands, the second Spanish class was in the computer lab and the Spanish teacher carefully and purposefully kept the students on task by reminding them the steps of their task, circulated to ensure they were on task, and promptly redirected students if she heard them talking about something other than the task. It was clear that the teacher needed to adapt her behavior in the second class in order to maintain control. Further evidence of additional support required for student with special academic and behavioral needs was observed in the teacher’s aide in the French class and pull-out programs in the hallways during classes. Both the aide and the pull-out programs were confirmation of the additional support required by learners with special needs in both the regular education courses and foreign language courses. The FLES curriculum and FLES teacher behavior have both been adapted to meet the needs of the mainstreamed special education student population at Murray under NCLB.

The study participants explained that prior to NCLB, the FLES teachers had more control over the process of placing a student in foreign language. Pre-NCLB, Murray’s FLES teachers interviewed incoming students to determine appropriateness of foreign language in that students’ plan of study. As the veteran Spanish teacher stated, “...we were able to interview and that helped us eliminate some concerns.” Post-NCLB,

however, Murray teachers include all students in their classrooms, which adheres to the mandated mantra: “No Child Left Behind”. The district controls the lottery system by which students from failing schools are placed in their new schools and Murray’s teachers are not allowed to interview incoming students. All incoming students are placed at grade-level in the FLES classroom, regardless of their previous exposure to that language or academic ability. Further, Murray’s teachers are not allowed to know about their new students’ histories in order to avoid placing the stigma of being an “NCLB kid” on their incoming students. Past studies and reports (Sunderman et al, 2004; National Education Association, 2008) showed most teachers are in favor of legislating high standards of education and high quality instruction, as long as the measures of those “high standards” are fair and the teachers’ experience is recognized. Eliminating personal interviews and reallocating the control over student enrollment from the school-level to the district-level takes away the power from Murray’s teachers and administrators to determine what is in the best interest of their own school and their own students. Since these changes have taken place within CPS in the climate of NCLB, CPS teachers’ experience has been devalued at the same time the teachers are mandated to comply with additional requirements under NCLB. It is understandable, then, that CPS has difficulty attaining and retaining excellent teachers, and that the “best and brightest” teachers opt to teach in the wealthier outlying suburban districts (Duncan, 2008).

Sunderman, et al (2004) maintains that, in order for NCLB to create genuine and positive gains in learning, teachers must be supportive of and feel supported by the mandate. Of most importance is teachers must feel they have a voice and are a part of the process of implementing the law and ensuring its success (Sunderman et al, 2004). While

Murray teachers receive support and resources from several sources (supportive administration, designation in CPS as a World Language Academy, dedicated language computer lab, visiting artists, supportive parents, etc.) to meet the obligations of NCLB, many CPS teachers district-wide do not feel supported. NCLB-related frustration was expressed by CPS teachers recently “en masse,” when on January 28th, 2009, Chicago teachers union members organized a “day of mourning,” during which CPS teachers wore black to oppose the list of 22 CPS schools (mostly on the south and west side of the city) slated for closing in the upcoming school year due to failure to meet AYP under the No Child Left Behind Act. The CPS teachers were also protesting the appointment of a non-educator, Ron Huberman, to run CPS. According to Chicago Teachers Union President Marilyn Stewart, selecting Chicago Transit Authority CEO Ron Huberman to lead the district is a “slap in the face to educators” (WGN Radio broadcast, 2009).

Another way CPS teachers express their opinions about policy and personnel changes in CPS is through the use of Blogs, including those listed in Appendix Q and a “CPS-specific” blog called “Chicago Teachers Speak Out” (<http://chicagoteachersspeakout.blogspot.com>). The present study provided a formal means by which FLES teachers in the Chicago Public Schools could express their beliefs and perceptions about No Child Left Behind. A resource similar to blogs that many FLES teachers use is the Nandu email list, an informal “bulletin board” of FLES related postings sponsored by Ñandutí, the K-8 foreign language learning division of the Center for Applied Linguistics (<http://www.cal.org/earlylang/>). The email list allows FLES teachers to submit questions, concerns or complaints about any FLES related topic and receive responses from their co-FLES teachers from around the world. Blogs and email

lists, though informal, can yield useful data for researchers regarding the teachers' opinions of NCLB, although an analysis of NCLB-based blogs is beyond the scope of the present study, warranting future research.

With respect to the legislation of high standards of education and high quality instruction contained in NCLB, FLES teachers at Murray agree with previous study respondents (Sunderman et al, 2004 and NEA, 2008) that every child should be given a chance to learn and to be provided a high quality education. As the Japanese teacher said, "I think that it is nice to that everybody has an opportunity...a chance to study." Coming from dedicated professional educators, this result is not surprising. The FLES teachers at Murray are elementary school foreign language teachers in CPS because they care about their students and they want every student to have a chance to succeed. However, although the teachers at Murray applaud the efforts of NCLB in increasing learning opportunities for every child and mainstreaming FLES, they question the appropriateness of world language study for severely disabled students. Adapting the mainstream curriculum to accommodate Individual Education Plans (IEP) means extra work for the FLES teachers. The study participant talked about the additional challenge of reaching every child in increasingly academically diverse foreign language classrooms. Murray's language teachers express their frustration about having to grant a letter grade for attendance and classroom behavior, rather than academic achievement, as specified on a student's IEP. "...It concerns me very much to have students who have difficulty functioning in English take a foreign language...." and "I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds

of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher....but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...” This statement is an example of how Murray’s FLES curriculum and teacher behavior have been altered post-NCLB. Under NCLB, the Murray FLES curriculum is now regularly adapted to meet student IEPs and accommodate a broad spectrum of cognitive abilities. Further, FLES teachers must now juggle differentiated instruction within one class period, whereas prior to NCLB that was not the case.

These findings regarding mainstreaming and articulation in the FLES classroom can influence foreign language teacher education programs in several ways. First, since two of the three FLES teachers at Murray did not believe that NCLB mandated any requirements of them, teacher training programs can be more explicit in conveying the expectations and requirements of NCLB to their pre-service teachers. Second, because articulation is a critical issue for Murray’s FLES teachers, teacher education programs can examine the list of resources presented by Murray’s FLES teachers to train future teachers the most effective use of those tools and others (because not all schools will enjoy the same resources as Murray) to facilitate student integration in a FLES classroom. The topic of integration of “NCLB students” into the FLES curriculum warrants further study. And, third, teacher education programs should provide pre-service FLES teachers with the specific skills and strategies they will need to effectively teach a widely differentiated curriculum in the elementary school foreign language

classroom because elementary school foreign language curriculum was not traditionally mainstreamed prior to NCLB.

Murray's FLES teachers describe the frustration of their students who struggle in the mainstreamed foreign language classroom. As the Spanish teacher explains, "In the classroom they [the students with special needs] look around and everyone seems to be getting it and they are trying so hard...they know they have problems in reading and writing...In the language classroom it is very difficult for me to differentiate their work." These findings further suggest that policy makers might consider redefining the parameters of inclusion in an elementary school foreign language class. At this World Language Academy, NCLB obliges enrollment of all students in a foreign language, regardless of academic or cognitive ability, even though, according to the study participants, some special needs students would do better to use that time to focus their attention on regular curriculum.

In order to help meet the needs of their "NCLB transfer students" and special education students, Murray FLES teachers have several resources available to them. Under NCLB, FLES teachers see tutors, teacher assistants, academic aides, special education teachers, visiting artists, a dedicated language lab, and parental involvement as instrumental resources that support and enhance their FLES curriculum. Again, the support for Murray's FLES programs is attributed by the teachers to its designation as a World Language Academy and administrative support. A dedicated "world language computer lab" would be unheard of in most CPS traditional schools, due to funding restrictions. CPS sponsored grants and workshops promote professional development and provide key information regarding NCLB requirements, especially special education,

according to the Spanish teacher. The study participants credit the school's special education teachers for much of their support. The Spanish teacher explained, "...we have the special education teachers with whom we confer and discuss any concerns we have." Using the special education staff as a resource has been challenging at times, though. "It's sometimes difficult...for the special ed teacher to understand what goes on in the world language classroom." FLES teachers at Murray rely on the special education teachers as an important resource for the students with special needs in the foreign language classroom, and have had to learn how to express their subject specific needs to those resource persons, an example of how FLES teacher behavior has been impacted by NCLB. Because working with special needs students is a chief concern for Murray's FLES teachers, all FLES teachers facing increased differentiation of instruction may consider turning to the current literature regarding professional development (Tedick and Walker, 1996; Bell 2000) and special education in the foreign language classroom (Nichols and Thomas, 1992; Riley, 1997; Wilson, 2001; Arnett, 2000; Gahala, 2002; Theisen, 2002; ERIC Clearinghouse on Disabilities and Gifted Education, 2003; Gould, 2003; Tew, 2004; Wire, 2005). American FLES teachers looking to expand their programs to students of all cognitive and behavioral abilities under NCLB may find the experience of long-mainstreamed European FLES programs helpful (Andrade, Kretschmer, and Kretschmer, 1989; Early Language Learning-Forum, 2000; Sutherland, 2002). A close examination of the literature relating to special education and foreign language education is beyond the scope of the present study, and merits further investigation.

Although none of Murray's FLES teachers specifically addressed national foreign language standards or Illinois state foreign language learning goals when discussing their curriculum (Appendix O), the teachers varied in their take on the FLES curriculum at Murray. The first-year French teacher stated that she believes there is no set curriculum, and bases her curriculum off of previous teacher's theme-based lesson plans, while Japanese teacher cited articulation with the middle school and high school curriculum as her main curricular goal. Again, teacher experience and education played a role in teachers' understanding of their own curriculum in the Murray Language Academy study. The most veteran teacher spoke in most detail about her curriculum. She stated that her curriculum offers "a sequential program", and her decision to focus on vocabulary building in the early primary grades stems from wanting her students to master reading in English before introducing reading in the foreign language, "...so that I don't have to be a reading teacher in the sense of teaching them "how" to read, but trying to help them transition those skills that they've learned into the Spanish language..." At the 4th through 6th grades, the Spanish teacher explained that the curriculum is textbook-based and "...run as you would a high school class, but at a much slower pace." The FLES curriculum at Murray is not standardized, even among the three FLES teachers, although all teachers are using age-appropriate language instruction methods and materials. The issue of standards-based instruction and its especially important role in a "non core" subject area is discussed as follows.

Three of the twenty-one NECTFL study respondents who provided a written comment regarding state testing named "No Child Left Behind" by name, while the other eighteen respondents simply stated that FL not being considered a "core academic

content area” led to program cuts (Rosenbusch & Jensen, 2005). When asked about cooperation between FLES and the “core” subjects, the participants of the present study were not able to offer substantial examples of cooperation and integration across the school-wide curriculum beyond working with the art teacher on projects and labeling the solar system for the science teacher. Additionally, the cooperation between FLES and the regular education teachers diminishes in the upper grades because the regular education teachers are “busy with their own requirements” including increased testing demands under NCLB (see CPS testing schedule in Chapter I, page 18).

Not clearly defining their curriculum in terms of state and national standards may be one reason FLES remains marginalized, even at a foreign language academy where FL is at the core of the school’s mission statement. The lack of concrete examples of cooperation and curricular integration illuminates an opportunity for growth for the FLES teachers at Murray and for FLES advocates. By first grounding the FLES curriculum in the national and state foreign language standards, and then clearly and systematically documenting the scope and sequence of the K-6 FLES curriculum at Murray and noting, specifically, how the curriculum articulates with the schools’ core subject areas, (as well as middle and high school foreign language curriculum at the neighborhood schools, the area gifted centers, and other magnet language programs) can increase the strength of the program at Murray, and would be a wise initial step for any fledgling FLES program. Doing so will not only lend theoretically-based credibility to Murray’s FLES curriculum, it may also encourage regular education teachers to see that FLES can be a resource in helping them meet their own requirements and improve student achievement, rather than viewing FLES as an “extra”.

“We wish we would have more time with the other teachers...” lamented one of the study participants. While collaboration and communication exists between Murray’s FLES teachers and regular education teachers (“...the staff works well, especially the primary grades works well with us in the language department...”), Murray’s FLES teachers express the desire for increased interaction with the school’s regular education teachers. The study participants sympathized that the regular education teachers maintain full schedules and are busy fulfilling their own requirements, including preparing students for high stakes standardized tests mandated by NCLB, but the FLES teachers would like more time to work collaboratively. “...at the beginning of the year I put a note in people’s mailboxes ... I never really got a response back.....but I think it’s that people are really busy with certain requirements that they have to get through...”, stated the French teacher.

Each study participant indicated, in her own way, that the FLES program is not as important as the “regular curriculum” or the priorities of the regular education teachers, even at a World Language Academy where language is a “core class”. The French teacher didn’t get any responses to the letter offering to collaborate that she dropped in the teachers’ mailboxes at the beginning of the school year. The Spanish teacher noted “collaboration and collegiality”, citing some cross-cultural activities and art department projects, but qualified that most of the interaction occurs at the primary grades. The FLES teachers in this study articulated their desire to be considered “resources” by regular education teachers to help enrich the core curriculum and enhance their students’ overall exposure to language and culture. Articulating a standards-based FLES curriculum for all three languages is one way to achieve this goal. Prior to NCLB,

Murray experienced the elimination of the German program because the school “...needed a room for technology, and German had the lowest student enrollment, so it was phased out.” which indicates the marginality of foreign language. Finding space for a technology room took precedence over retaining the German FLES program. Since the current federal mandate obliges standardized testing and theoretically-based instruction in exchange for federal funding, it is possible that standardized testing will become mandatory for an increasing number of subject areas, including “non core” areas like foreign language, in order for schools to receive continued funding. The trend in American education is toward increased accountability, a development that many educators, including Murray FLES teachers, support and applaud (Sunderman et al, 2004). Grounding Murray’s FLES curriculum in foreign language standards will place Murray FLES teachers ahead of the curve in the likely event that the federal government requires additional accountability in the field of foreign language education in the future.

Overall, the teachers at Murray all agree that the sentiment behind No Child Left Behind is a good one; concurring with the Act that every child should receive the tools and encouragement they need to achieve at their highest potential, regardless of academic ability or socioeconomic status:

“In general, I think one of the good things is that IEPs are strictly enforced...I think it’s good to really make teachers work to put IEPs to work for their students...”

and

“I think that it is nice to that everybody has an opportunity...a chance to study.”

To the FLES teachers at Murray, “NCLB” is synonymous with special needs students and underprepared students from failing schools who are unable to quickly

articulate into the FLES curriculum, since all transfer students are placed into the foreign language class at grade-level, regardless of the student's previous experience with foreign language study, and under NCLB, all students at Murray take a foreign language, regardless of academic ability. Again, the two principal concerns to these FLES teachers are: (a) Behavior/classroom management issues as a result of having more special needs students and "NCLB transfer students" in their classrooms and (b) Articulation issues as a result of accepting students from failing schools, because those students are behind in their regular academic subjects and have difficulty catching up in the language classes, so the teachers are forced to widely differentiate instruction.

Murray FLES teachers enlist the help of many resources in order to meet the challenges under NCLB, including: teachers' aides, teaching assistants, and other language tutors; closer relationships and increased interaction with the special education teachers; more special education teachers; artists in residence program to enhance curriculum; CPS and other seminars, workshops, and conferences; a dedicated language lab; and collegiality among FLES teachers. However, Murray FLES teachers still feel like some students are still "slipping through the cracks" in their classroom because they have to teach at three levels: gifted students, "Middle of the Road" students, and special needs students, a challenge, as previously noted, that is not new to regular education teachers, but is of great concern for FLES teachers unaccustomed to working in a mainstreamed curriculum. A topic of special interest among Murray's FLES teachers' is diversifying their instruction to meet the needs of all their students. They understand that "No Child Left Behind" means that every student's must be met, but the teachers struggle to find a balance due to the wide range of academic and social abilities in their

classrooms post-NCLB. Boredom, as well as lack of comprehension, leads to behavior problems, a critical issue for these FLES teachers and regular education teachers alike (ESEA/NCLB, 2008).

As a Chicago Public Schools district designated World Language magnet school, FLES is nurtured at Murray in ways that FLES is not at traditional schools due to funding restrictions. FLES advocates can use Murray's longevity and success under NCLB as a model elementary school foreign language program. However, it is essential to note that, despite being foreign language teachers at a school that has "world language" in the name, the study's participants considered the subjects tested under NCLB more important than foreign language. As the Spanish teacher explained to some parents, "...your primary concern is for your child to be able to function in his language [English]. To learn to read to learn to write to learn to do proper math. There is always, you know, middle school and high school [to take a foreign language]." Additionally, the study participants felt that they must reach out to the "core" curriculum teachers, rather than the other way around. The Spanish teacher stated, that NCLB "...impacts my interaction with others at my school because it forces me to make that greater effort..." while the Japanese teacher said, "We wish we would have more time with the other teachers." and the French teacher explained, "...I never really got a response back.....but I think it's that people [regular education teachers] are really busy with certain requirements that they have to get through..."

Official support from the district, expressed support from the school's administration, involved parents, and frequent and meaningful interactions with regular education teachers and special education teachers are keys, based on participant

responses, to maintaining a thriving FLES program. CPS FLES teachers acknowledge unintended consequences of NCLB, including increased behavior problems and articulation issues, which can influence several groups, as discussed previously, including FLES teacher education programs, FLES educators, special and regular educators, FLES policy makers, and general policy makers. The stigma attached to NCLB so negatively impacts transfer students that the teachers are "...not supposed to know who those students are....I think just to protect the students...If their school is failing and NCLB comes in as says you need to go to a newer school...we cannot deny a student to come to our school." The federal education policy designed to leave no child behind has engendered intended and unintended consequences. Policy makers should carefully consider the unintended impact of the legislation evidenced in this study as they work to reauthorize the No Child Left Behind Act of 2001.

While the study participants did not note any reduction in FLES programming due to NCLB, the present study uncovered two recurring critical issues for Murray FLES teachers in the climate of NCLB. FLES teachers at Murray believe they face increased challenges in integrating students from NCLB failed schools into their language curriculum and FLES teachers at Murray perceive increased workloads and increased use of school resources, including greater interaction with the school's special education staff, as a result of mainstreaming students with cognitive and behavioral disabilities into FLES programs under NCLB. This discussion and conclusions from the present study revealed several additional areas of research that would be valuable to the field of elementary school foreign language education.

Further Research

The conclusions reached during this research can be enhanced through future research. Suggestions for future research to further the body of scholarly work in the under-represented segment of Foreign Language Education known as elementary school foreign language or FLES were determined by noting the gaps that remain unfilled by the current literature and the present study with respect to the impact of No Child Left Behind on elementary school foreign language programs. In particular, suggestions for additional research in the areas of education policy, teacher education programs, FLES curriculum, and “core” versus “non core” curriculum and teacher behavior are presented. While intriguing to the researcher, these studies were beyond the scope of the present research.

Topics for possible future research include a study of elementary school art and music programs at a World Language Academy in the climate of NCLB. Murray’s FLES teachers mentioned working on art projects in conjunction with the art department, and the arts are typically considered a “non core” course similar to foreign language. The 2006 CEP study illustrated that, since the enactment of NCLB, 22% of school districts surveyed reduced instructional time for art and music. Secretary of Education Margaret Spellings, like Secretary Rod Paige before her, issued statements of support for arts education, but the budgets have not included funding for a national arts program.

Another area for future research that would be a valuable addition to this under-researched field is the role of the regular education teacher and the special education teacher at a World Language Academy, especially in the climate of NCLB. The present study’s participants described an increase in interaction with their school’s special

education teacher, while they expressed a desire to work more closely with the school's regular education teacher, who the study participants acknowledged were very busy with their own requirements. Gathering the perspectives of the regular and special education teachers at a school like Murray (unique because of its designation as a World Language Academy) would paint a clearer picture of the schools' effectiveness. Despite the challenges of working under NCLB, the school has documented academic success (see Appendixes A, B, and C), and tapping into the regular and special education teachers' perspectives could be useful for CPS schools that struggle to meet adequate yearly progress (AYP), as required by NCLB. Additionally, it would be interesting to uncover the requirements placed on both of these groups of teachers under NCLB and how they feel it impacts their interaction with the foreign language staff at their school.

Further research regarding students with special needs in the elementary school foreign language classroom is also warranted. Students with cognitive and behavioral disabilities taking FLES, as is the case at Murray, is evidence of foreign language becoming mainstreamed under NCLB, but may only be occurring at Murray because of its status as a World Language Academy. A study to determine if FLES is becoming mainstreamed as a result of NCLB (and how FLES teachers are managing the transition to differentiated instruction) would be valuable contributions to the field, as well. The role of students with special needs and differentiated instruction in the FLES classroom warrants further study because Murray teachers identified the challenge of teaching students with special needs as a chief concern under NCLB.

Additional research in the area of informal teacher expression is also warranted, as noted in the increase of teachers' use of blogs. As an informal medium, blogs are easy

for teachers to access and can be used anonymously, which may be an important factor for teachers whose jobs are being eliminated due to NCLB. Much valuable data can be collected from this informal outlet regarding teacher beliefs about current education policy.

Intended and unintended consequences of education policy merit further examination. While Murray FLES teachers did not believe that NCLB had a direct impact on their curriculum, the data showed that their curriculum and their own behavior were affected by the mandate indirectly by not scheduling tests during ISAT week, adapting their lessons for widely diversified instruction, and interacting more with the special education teachers, for example. A school-wide case study at a World Language Academy, including administration, regular education, special education, language education, art & music education, parents, and students would also be beneficial.

Finally, in the likely event that NCLB is dramatically modified, as promised by President Obama during the 2008 election campaign, a follow-up study of Murray FLES teachers would be valuable to determine the impact (intentional or unintentional, positive or negative) the new changes have on them, their FLES curriculum and their own behavior.

Summary

Although FLES teachers at Murray are sometimes frustrated by the challenges of articulation and differentiating instruction for their diverse learners, they genuinely care about the academic success of all students and have many resources available to them to help meet the needs of all their students. Murray FLES teachers question the appropriateness of forcing severely cognitively disabled children to take a foreign

language in the name of “No Child Left Behind,” although they applaud the message of NCLB to give every child a chance to learn.

The study participants did not note any reduction in FLES programming due to NCLB, however, the study uncovered two recurring critical issues for Murray FLES teachers in the climate of NCLB. First, FLES teachers at Murray believe they face increased challenges in integrating students from NCLB failed schools into their language curriculum. Articulation is difficult because students are placed at grade level, rather than by ability level. Additionally, only one level is offered at each grade, so Murray’s FLES teachers use tutors and teaching assistants, as well as their own time before and after school, to work to bring the transfer students up to grade level.

According to the study participants, the special challenge under the No Child Left Behind Act is that students who transfer as a result of NCLB arrive at Murray with underdeveloped academic and social skills. Second, FLES teachers at Murray perceive increased workloads and increased use of school resources, including greater interaction with the school’s special education staff, as a result of mainstreaming students with cognitive and behavioral disabilities in FLES programs under NCLB. Differentiation of instruction, a topic that was not a major concern of Murray’s FLES teachers prior to NCLB (because special education students were not previously mainstreamed in the foreign language classes), is now a top priority because all students at Murray are enrolled in a foreign language regardless of academic ability.

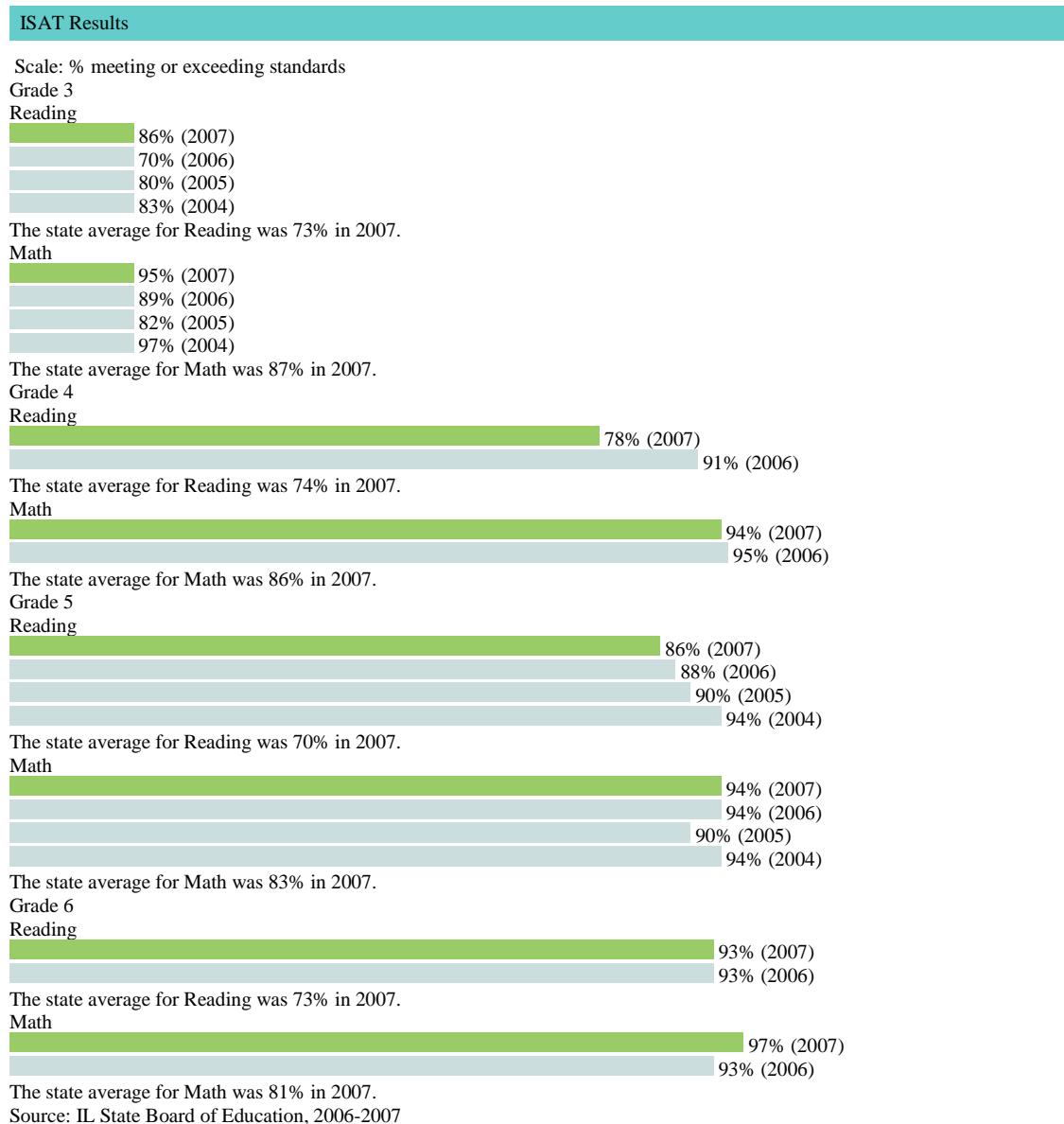
The results of the present study are relevant to several groups, as previously mentioned, including: FLES teacher education programs, FLES educators, special and regular educators, FLES policy makers, and general policy makers. These results can

also help inform future versions of ESEA or “No Child Left Behind”. Due to the complexity of the “No Child Left Behind” mandate and its impact on the elementary school foreign language classroom, further investigation is warranted, as previously detailed.

APPENDIX A

MURRAY LANGUAGE ACADEMY ISAT SCORES 2006-2007

Murray Test Results (ISBE, 2007)



APPENDIX B

CHICAGO PUBLIC SCHOOLS DISTRICT 299 ISAT SCORES 2006-2007

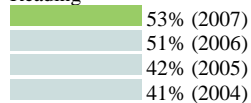
CPS Test Results (ISBE, 2007)

Test Results

Scale: % meeting or exceeding standards

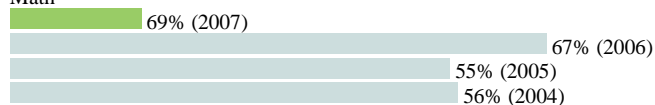
Grade 3

Reading



The state average for Reading was 73% in 2007.

Math



The state average for Math was 87% in 2007.



Source: IL State Board of Education, 2006-2007

Grade 4

Reading



The state average for Reading was 74% in 2007.

Math



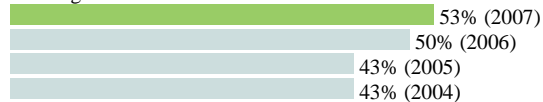
The state average for Math was 86% in 2007.



Source: IL State Board of Education, 2006-2007

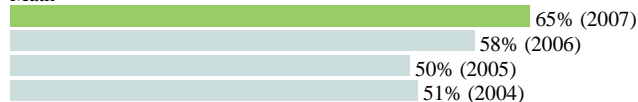
Grade 5

Reading



The state average for Reading was 70% in 2007.

Math



The state average for Math was 83% in 2007.



Source: IL State Board of Education, 2006-2007

Grade 6

Reading



The state average for Reading was 73% in 2007.

Math



The state average for Math was 81% in 2007.



Source: IL State Board of Education, 2006-2007

Grade 7

Reading



The state average for Reading was 73% in 2007.

Math



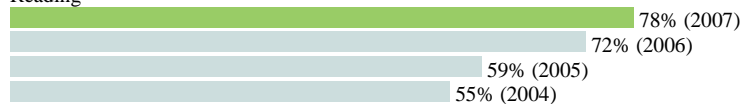
The state average for Math was 79% in 2007.



Source: IL State Board of Education, 2006-2007

Grade 8

Reading



The state average for Reading was 82% in 2007.

Math



32% (2005)

33% (2004)

The state average for Math was 81% in 2007.



Source: IL State Board of Education, 2006-2007

APPENDIX C

MURRAY LANGUAGE ACADEMY ISAT TEST SCORES 2001-2007

Murray Test Scores (CPS, 2008)

Grade	Year	ISAT % Meet or Exceed				ISAT % Exceed				ISAT % Meet				ISAT % Below				ISAT % Warn				ISAT Total Tested			
		Read	Math	Sci	Cmptst	Read	Math	Sci	Cmptst	Read	Math	Sci	Cmptst	Read	Math	Sci	Cmptst	Read	Math	Sci	Cmptst	Read	Math	Sci	Cmptst
3	2001	970	970	970	936	630	500	630	300	473	300	300	473	300	300	300	000	000	000	000	330	330	000	660	
4	2001	000	000	807	850	000	143	130	000	714	714	000	114	114	000	114	000	000	000	000	000	000	660	660	
5	2001	906	938	000	952	298	430	315	600	489	300	893	441	000	630	000	300	106	320	320	000	000	000	660	
7	2001	000	000	844	840	000	120	120	000	719	719	000	114	114	000	990	990	000	660	660	000	000	330	330	
8	2001	968	740	805	825	365	145	270	570	747	600	713	250	135	000	400	000	000	000	000	310	310	000	660	
38	2001	948	885	835	896	337	137	222	556	726	614	114	114	000	290	120	120	106	960	960	960	960	960	960	
3	2002	813	875	840	835	350	438	370	435	370	000	408	300	000	180	000	000	407	320	320	000	000	000	660	
4	2002	000	000	970	970	000	244	240	000	540	540	000	450	450	000	300	300	000	000	000	000	000	330	330	
5	2002	905	850	800	828	120	200	130	630	734	300	679	140	000	110	000	000	000	630	630	000	000	120	260	
7	2002	000	000	938	930	000	155	150	000	788	788	000	110	110	000	630	630	000	000	000	000	000	330	330	
8	2002	903	740	839	812	120	169	140	640	794	600	799	400	114	000	400	300	106	310	310	000	000	000	660	
38	2002	881	845	980	882	229	269	161	591	661	112	412	404	000	000	300	106	106	360	360	260	260	660	317	
3	2003	870	910	890	838	500	488	483	000	411	411	000	115	115	000	816	116	106	660	660	220	220	000	240	

APPENDIX D

NUMBER OF STUDENTS MEETING OR EXCEEDING AYP AT MURRAY

2002-2007

Murray Language Academy Report Card (ISBE, 2007)

		Year												
		2002		2003		2004		2005		2006		2007		
		N	%	N	%	N	%	N	%	N	%	N	%	
City	90155			4	9	4	8	4	8	4	7	5	6	
				1	3	1	5	6	5	7	0	9	4	6
				.	4	.	3	.	8	.	7	.	1	0.
				5	2	5	2	3	4	7	5	1	1	9
				%	0	%	7	%	3	%	7	%	6	%
				3		3		4		4		5		
Area	3367			9	3	7	3	1	3	3	5	4	5	5
				.	6	.	1	.	1	.	6	.	1	5.
				1	1	4	8	6	0	6	1	7	6	5
				%	0	%	3	%	6	%	0	%	3	%
				8		9		8		8		8		
				8		0		8		5		4		8
School	126			.	1	.	1	.	2	.	2	.	4.	
				1	2	3	6	5	1	3	0	6	2	3
				%	4	%	1	%	6	%	8	%	3	%

		Year													
		2002		2003		2004		2005		2006		2007			
Race		N	%	N	%	N	%	N	%	N	%	N	%		
African American	City			5		5		5	3	4		9		8	
				2	3	4	3	0	8	9	3	5	8		
				0	4.	0	4.	0	.	9	3	2	0.	3	5
				3	2	4	7	3	1	1	9.	7	3	1	2.
				4	%	7	%	6	%	6	%	8	%	0	%
								4							
Area				3	3	3	3	3	0	3		5	5	5	5
				2	8.	5	6.	1	.	0	4	4	4.	0	4.
				9	4	3	9	2	9	2	3.	3	1	0	8
				6	%	3	%	5	%	6	%	9	%	4	%
								8							
				8		8		2		8		8		8	
School				5.		7.		.		1.	1	0.	1	1.	
				8	1	9	9	4	9	8	6	5	7	6	1
				7	%	1	%	1	%	7	%	0	%	9	%
								7							
Asian	City			2	7	2	7	2	8	2	8	4	8	4	8
				4	3.	3	4.	3	.	2	0.	3	6.	2	8.
				3	2	2	5	3	3	3	5	3	8	8	8
				7	%	4	%	6	%	4	%	7	%	8	%
Area				5	.	7	.	6	.	4	.	8	.	6	.
				3	.	7	.	2	.	3	.	5	.	4	.
				2		2		2	5	2		5		5	
				6	4	8		4	1	6	5	3	6	3	6
				8	4.	1	4	9	.	1	4.	9	5.	1	6.
Hispanic	City			9	1	7	4.	8	6	6	3	2	3	1	8
				5	%	3	%	8	%	1	%	2	%	0	%
				5		4		6		6		6		8	
				1	7.	1	7.	1	1	2	5.	3	6.	2	6.
				4	1	7	1	8	.	0	%	3	7	9	2

		%	%	1 %	%	%										
White	School	4	.	2	.	4	.	5	.	7	.	5	.			
		8	6	8	6	7	1	7	7	3	8	2	8			
	City	4	8.	3	8.	8	.	3	3.	4	1.	9	2.			
		9	8	3	4	1	7	8	1	0	7	5	5			
		6	%	1	%	9	%	9	%	4	%	6	%			
						8										
						1										
						6										
	Area	4	5.	4	8	3	3	5	5	5	0.	5	0.			
		0	%	3	%	2	%	2	%	5	%	0	%			
School	9	2.	2	0.	1	.	2	0.	3	7.	2	0.				
	8	%	3	%	3	%	1	%	3	%	7	%				
Year																
		2002		2003		2004		2005		2006		2007				
Gender		N	%	N	%	N	%	N	%	N	%	N	%			
Female	City	4		4		4	5	4		8		8				
		4	4	6	4	2	0	2	5	4	6	1	6			
	City	7	4.	3	5.	3	.	6	0.	3	4.	2	5.			
		4	3	0	4	9	2	6	3	2	1	9	5			
		3	%	5	%	9	%	6	%	9	%	6	%			
						4										
						1	4	1	4	1	4	2	6	2	6	
						7	2.	8	2.	6	.	5	8.	7	0.	5	1.
	Area	5	8	4	7	4	1	7	4	7	7	4	1			
		0	%	1	%	4	%	4	%	3	%	0	%			
Male	School	8		9		5		8								
		6.		5.		.		0.		1	8	1	9			
	City	7	5	6	5	3	3	6	3	0	7.	1	3.			
		4	%	7	%	4	%	6	%	8	%	4	%			
		4		4		4	4	4		8		8				
		5	3	6	3	2	2	3	4	6	5	2	5			
		3	8.	9	7.	9	.	1	5.	4	4.	8	6.			
		7	8	2	8	2	4	7	1	2	3	1	4			
	Area	3	%	1	%	8	%	7	%	4	%	8	%			
						3										
School	1		1	3	1	7	1	3	2	4	2	5				
	6	3	7	1.	5	.	5	8.	8	8.	6	0.				
Area	1	5.	6	8	3	8	3	6	3	9	2	2				
	5	%	6	%	9	%	2	%	7	%	3	%				
School	9		8		2							7				
	0.		4.		.		9		1	8	1	5.				
Area	5	4	5	2	2	6	5	2.	0	2.	0	2				
	2	%	7	%	7	%	0	%	0	%	9	%				
Year																
Gender for Race = Asian		2002		2003		2004		2005		2006		2007				
		N	%	N	%	N	%	N	%	N	%	N	%			
Asian Female	City	1	7	1	7	1	0	1	8	2	9	2	9			
		1	4.	1	8.	1	.	0	2.	1	0.	1	0.			
	Area	9	7	4	3	4	3	8	4	3	2	0	7			
		6	%	5	%	8	%	3	%	2	%	8	%			
				8												
				1												
				4		2		2		3		2				

	School	0 .	4 .	0 .	2 .	3 .	2 .	
		1 7	1 7	1 6	1 7	2 8	2 8	
		2 1.	1 0.	1 .	1 8.	2 3.	1 6.	
Asian Male	City	3 8	7 8	8 3	5 7	0 5	8 8	
		6 %	8 %	8 %	1 %	5 %	0 %	
	Area	4 .	3 .	4 .	2 .	5 .	4 .	
	School	3 .	3 .	2 .	1 .	2 .	2 .	

		Year											
		2002		2003		2004		2005		2006		2007	
Gender for Race = African American		N	%	N	%	N	%	N	%	N	%	N	%
African American Female	City	2		2		2	4	2		4		4	
		6		7	3	4	2	4	4	6	5	3	5
		1	3	0	9.	9	.	9	2.	1	6.	8	7.
	2	8.	2	1	5	6	9	5	6	3	6	7	
	7	%	3	%	8	%	5	%	7	%	5	%	
	1	4	1	4	1	4	1	4	2	6	2	6	
African American Male	Area	7	2.	7	2.	6	.	5	7.	6	0.	4	0.
		1	2	9	2	1	7	3	9	8	1	5	3
		9	%	9	%	7	%	4	%	2	%	8	%
	8				8				8		9		
	4.		9				7		3.		0.		
	5	5	5	4.	2	1	5	5.	7	3	8	6	
African American Male	School	8	%	0	%	8	%	2	%	8	%	5	%
		2		2		2	3	2		4		4	
		5	3	6	3	5	3	4	3	7	4	4	4
	9	0.	9	0.	0	.	9	5.	1	4.	4	6.	
	0	5	7	3	7	6	2	4	1	4	4	4	
	7	%	3	%	8	%	1	%	1	%	5	%	
African American Male	City	1	3	1	3	1	6	1	3	2	4	2	4
		5	4.	7	1.	5	.	4	7.	7	8.	5	9.
		7	2	3	3	0	9	9	9	5	2	4	5
	7	%	1	%	8	%	2	%	7	%	6	%	
	8		8		4		9		7		7		
	6.		0.		.		1.		7.		1.		
African American Male	School	2	2	4	5	1	6	3	4	7	8	8	4
		9	%	1	%	3	%	5	%	2	%	4	%

		Year											
		2002		2003		2004		2005		2006		2007	
Gender for Race = Hispanic		N	%	N	%	N	%	N	%	N	%	N	%
Hispanic Female	City	1		1		1	5	1		2		2	
		3	4	3	4	2	4	2	5	6	6	6	7
		1	5.	8	7.	3	.	9	5.	6	8.	2	0.
	4	5	9	1	6	7	1	6	0	8	8	2	
	0	%	3	%	1	%	2	%	4	%	1	%	
	7				7				6		9		
Hispanic Male	Area	5		5		8.		6.		4.			
		1	0.			1	6	1	7	1	4		
		5	.	0	%	9	.	4	%	8	%	8	%
	1		1		2		3		4		4		
	1	4	1	4	1	4	1	5	2	6	2	6	
	3	2.	4	1.	2	8	3	3.	7	1.	6	3.	

	7	8	2	1	6	.	2	1	3	9	8	5
	5	%	5	%	2	5	4	%	1	%	2	%
	5		4		7	%	9		8		9	
										6		7
										6.		2.
Area	9	.	7	.	9	.	6	.	5	%	1	7
School	3	.	1	.	2	.	2	.	3	.	1	.

Gender for Race = White	Year													
	2002		2003		2004		2005		2006		2007			
	N	%	N	%	N	%	N	%	N	%	N	%		
White Female	City					7								
			4	7	4	7	3	5	3	7	6	8	6	8
			1	1.	0	2.	8	.	6	6.	5	5.	3	6.
			5	2	3	5	3	6	0	1	2	8	2	4
			6	%	5	%	9	%	1	%	9	%	1	%
	Area					7								
					6		3				8		7	
			8		9.		.		5		4.		9.	
			2	0.	2	6	1	3	2	5.	2	6	2	2
			0	%	3	%	5	%	0	%	6	%	4	%
White Male	City													
			9		1					9		1		
			2.		0					2.		0		
			1	9	1	0.				1	9	1	0.	
			4	%	1	%	4	.	9	.	4	%	4	%
	Area													
			4	6	4	6	3	6	3	7	6	7	6	7
			3	6.	2	4.	9	8	7	0.	8	7.	6	8.
			4	4	9	6	8	.	8	4	7	8	3	7
			0	%	0	%	0	%	8	%	5	%	5	%
No	City					8								
						8		6		7		8		
			7		7		.		8.		5.		0.	
			2	0.	2	0.	1	2	3	8	2	9	2	8
			0	%	0	%	7	%	2	%	9	%	6	%
	Area													
			9		1				1		1		1	
			2.		0				0		0		0	
			1	9	1	0.			1	0.	1	0.	1	0.
			4	%	2	%	9	.	2	%	9	%	3	%

English Language Learner Status	Year													
	2002		2003		2004		2005		2006		2007			
	N	%	N	%	N	%	N	%	N	%	N	%		
No	City													
			8		8		7	4	8		1		1	
			6	4	8	4	9	6	0	4	6	5	0	6
			4	2.	9	3.	5	.	4	7.	8	9.	9	1.
			3	9	7	2	1	2	7	6	8	6	6	6
	Area		3	%	2	%	1	%	6	%	0	%	7	%
							4							
			3	3	3	3	3	1	3	4	5	5	5	5
			3	9.	6	7.	1	.	1	3.	5	4.	1	5.
			6	1	0	4	7	5	0	5	9	8	5	5
Yes	City													
			5	%	9	%	3	%	2	%	8	%	5	%
						8		8		8		8		
			1	8.	1	0.		.	1	5.	2	4.	2	4.
			2	1	2	3	6	5	1	3	0	5	2	2
	Area													
			6	%	4	%	1	%	6	%	7	%	2	%
			3	8.	4	7.	5	4	5	4	1	5	1	5
			7	8	4	9	8	7	3	8.	3	3.	3	3.

	2	%	4	%	1	.	6	9	8	9	1	3
	2		8		6	8	7	%	7	%	4	%
						5					9	
						0				5		
Area	2	.	1	.	0	%	4	.	2	%	8	.
School	.	.	.	.	.	.	.	.	1	.	1	.

Individualized Education Plan Status		Year											
		2002		2003		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%	N	%	N	%
No	City	7		8		7	5	7		4		1	
		8	4	1	4	3	1	4	5	8	6	2	6
		9	5	8	5	7	.	5	2	1	5	2	7
		5	6	3	7	7	5	4	8	0	4	0	1
		1	%	8	%	2	%	6	%	8	%	3	%
						4							
	Area	3	4	3		2	6	2	4	4	6	4	
		0	2	2	4	7	.	7	8	8	0	4	6
		1	6	2	1	7	2	1	2	9	2	7	1
		1	%	8	%	5	%	6	%	9	%	8	%
						9		4		8		8	
						.		1	9	1	7	2	7
School	1	3	1	4	5	6	0	6	8	8	0	7	
	4	%	2	%	6	%	6	%	9	%	4	%	
	1		1		1	1	1		2		2		
	1		1		1	3	1	1	2		1	2	
	2	1	5	1	5	.	2	4	6	1	9	0	
	0	3	8	2	5	2	9	4	4	8	1	4	
Yes	City	4	%	2	%	5	%	7	%	9	%	3	%
						9		1		1		1	
		3	9	3	7	4	.	3	1	7	7	6	9
	Area	5	3	8	6	0	8	9	3	1	4	8	9
		6	%	2	%	8	%	0	%	1	%	5	%
		4		3						5		4	
School	1		1				4		2		7		
	1	7	1	3			1	0	1	6	1	4	
	2	%	2	%	5	.	0	%	9	%	9	%	

Free Reduced Lunch Status		Year											
		2002		2003		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%	N	%	N	%
No	City	1		1		1	6	1		2		2	
		6	5	6	5	2	9	1	7	2		3	7
		5	6	6	7	1	.	4	1	2	8	0	9
		6	5	3	4	1	2	2	4	5	0	3	7
		8	%	0	%	6	%	8	%	5	%	4	%
						6							
	Area	4		4				7		7		8	
		5	7	5	9	4	.	3	0	5	7	5	0
		7	1	4	9	0	2	4	4	6	9	5	9
		1	%	9	%	2	%	1	%	1	%	0	%
		8		9		8		9		8		9	
		1	6	1	1			9		0	1	6	1	0
School	0	7	0	3	4	.	8	4	4	5	3	2	
	5	%	4	%	9	8	3	%	1	%	2	%	

		%											
		7	7	7	4	7	4	1	1	4	4		
Yes	City	3	3	6	3	3	2	4	4	8	1	5	
		5	8.	7	8.	2	.	4	4.	5	5	0	7.
		8	2	9	1	1	5	1	1	0	6.	8	8
		7	%	0	%	1	%	5	%	2	%	2	%
		2	3	3	3	2	3	2	4	5	5	4	5
	Area	7	7.	0	5.	7	8	7	0.	0	2.	6	2.
		9	4	6	2	8	.	6	3	4	2	1	5
		6	%	1	%	1	%	5	%	9	%	3	%
						8							
				9		3		7		8		7	
School		5.		8		.		2.		0.		5.	
	2	2	2	5.	1	3	3	7	6	6	9	8	
	1	%	0	%	2	%	3	%	7	%	1	%	

APPENDIX E

PILOT INTERVIEW PROTOCOLS

Prior to informally interviewing the two pilot study participants for the pilot interview on March 26, 2007, participants were invited to participate via a telephone conversation.

The telephone script follows:

Request for Participation Script / Telephone

Hello. My name is Monica Vuksanovich. I am a graduate student at the University of Iowa. I am conducting a pilot research study for my dissertation in foreign language education on the impact of the No Child Left Behind Act on the elementary school foreign language classroom. I am doing a case study of FLES programs in the Chicago Public Schools following NCLB. The informal pilot study involves an interview of about 30

questions where you will describe yourself as a teacher, your school, your curriculum and the impact the NCLB has had on all of the above. All responses will be kept confidential, and your name will not appear in the final report. The final study involves a 30-45 minute interview. Would be willing to participate in my study? I can meet you at your school at your convenience for the interview. Thank you for your help with this important study for foreign language education and policy.

Upon acceptance, the interview dates were arranged. On interview day, prior to the pilot interview, the pilot participants were given an exempt consent information sheet, as follows:

Exempt Consent Information Sheet

Project Title:

The FLES Teacher's Voice: A Case Study Examining the Impact of the No Child Left Behind Act on Elementary School Foreign Language Teachers

Researcher:

Monica Vuksanovich, Ph.D. Candidate, University of Iowa
Address: 2678 Yorkshire Lane, Lisle, IL 60532
Tel: 630-470-9747
Email: monica-ackerland@uiowa.edu

I invite you to participate in a pilot study being conducted by a researcher from The University of Iowa. The purpose of the pilot study is to determine the impact of the No Child Left Behind Act (NCLB) on elementary school foreign language teachers in the Chicago Public Schools.

If you agree to participate, I will interview you individually for approximately 45 minutes. You are free to skip any questions that you prefer not to answer during the interview.

I ask for your permission to contact you after the interview, via email, if clarification is needed as I write up my report. There will be no long term participation required from you.

I will not report your name or any identifying information about you personally. It will not be possible to link you to your responses.

Taking part in this pilot study is completely voluntary. If you do not wish to participate in this study, please advise the researcher at monica-ackerland@uiowa.edu.

If you have questions about the rights of research subjects, please contact the Human Subjects Office, 300 College of Medicine Administration Building, The University of Iowa, Iowa City, IA 52242, (319) 335-6564, or e-mail irb@uiowa.edu.

Thank you very much for your consideration.

APPENDIX F

INTERVIEW QUESTIONS FOR PILOT #1 AND PILOT #2 (REVISED)

Interview Guide for Pilot Interview #1 (March 14, 2007)

Interview Schedule
 Convenience Sample
 Pilot Study #1
 Impact of No Child Left Behind on FLES programs

I. Who am I?

1. Interview Intro
2. Name, Identify self in terms of class study and personal position
3. Refer to “NCLB-FLES study”

II. Purpose of the Study

4. To learn more about a teachers’ impressions of the impact of NCLB on FLES programs
5. To learn a teachers’ ideas and feelings about teaching in the climate of NCLB
6. To learn more about a teacher’s ideas and feelings about federal policy at the elementary school level
7. To discover reasons that FLES programs struggle or thrive under NCLB
8. To hear teachers’ suggestions about ways schools could make teaching FLES in the climate of NCLB easier for teachers

III. Use of the information in this study

9. The information gained in this interview group will be used strictly for research purposes. (I am writing my dissertation on this topic).
10. This is a confidential study. Names and identifying remarks will not be used in the reporting of this interview (so feel free to say what is really on your mind)
11. Keeping in mind that all data will remain confidential, for the purposes of transcription and analysis of data gathered during this interview, ask for permission to audio record the interview.

IV. Why am I interviewing you, and how did I get your name?

I was looking for a public school FLES teacher, who could provide insight based on first hand experience of working under NCLB. I found your name _____, and thought you might be receptive to participating in a research study. Thank you for agreeing to participate.

Interview Part 1: Background and Rapport Building

1. How long have you been a teacher and what subjects and what grade levels have you taught?
2. How long have you been in your present position?
3. How might you describe this school to someone who is not familiar with the school?
4. Tell me about your FLES program.
5. Tell me about your FLES curriculum.
6. Tell me about your FLES students.
7. What experiences, if any, have you had in the past with mandated curriculum changes?

Interview Part 2: Focus on NCLB Impact

8. Have you made any changes in the way you teach as a result of NCLB? Have you given up anything? Reactions to that.
9. As you see it, how is NCLB being implemented in your school?
10. How has NCLB impacted you, personally, if at all?
11. As you see it, how has NCLB impacted your curriculum, if at all?
12. As you see it, how has NCLB impacted your colleagues, if at all?
13. Tell me about the impact of NCLB on your students, if any.
14. Have you seen any changes in student learning and/or behavior?
15. Have you seen any changes in your relationship with other FLES teachers?
16. Have you seen any changes in your relationship with other “core curriculum” teachers?
17. Have you seen any changes in your relationship with administration?
18. Have you seen any changes in your relationship with parents?
19. What is your current thinking about NCLB?
20. What is driving the curriculum under NCLB? Why? (Probe about status of curriculum & program changes.)
21. How effective do you think NCLB is?
22. In the school year to date, what have been the most positive aspects from your point of view?
23. In the school year to date, what have been the most disappointing aspects?
24. If NCLB were repealed tomorrow, would you personally try to have any of it continue?
25. What analogy or metaphor would you use to describe what the implementation of NCLB as been like so far for you?

Interview Part 3: Focus on Meaningfulness

26. To what extent is NCLB what you expected it to be? What was different? (Probe about initial concerns.)
27. How did NCLB affect you personally? What changes did you see in yourself? How did NCLB affect your co-FLES teachers? What changes did you see in them?
28. How do you feel about NCLB this year? What changes do you think should/will be made in the future, if any?

29. What has been the high point of working under NCLB? What has been the low point?
30. What effect, if any, do you think NCLB has had on students this year?
31. Do you want to add anything about the relationships that were discussed in the second interview- with Foreign Language department members, other teachers and administrators?
32. What metaphor or analogy would you use to describe this year? Why?

Interview Guide for Pilot Interview #2 (March 26, 2007)-Questions were revised based on Pilot #1

I. Who am I?

1. Interview Intro
2. Name, Identify self in terms of class study and personal position
3. Refer to “NCLB-FLES study”

II. Purpose of the Study

4. To learn more about a teachers’ impressions of the impact of NCLB on FLES programs
5. To learn a teachers’ ideas and feelings about teaching in the climate of NCLB
6. To learn more about a teacher’s ideas and feelings about federal policy at the elementary school level
7. To discover reasons that FLES programs struggle or thrive under NCLB
8. To hear teachers’ suggestions about ways schools could make teaching FLES in the climate of NCLB easier for teachers

III. Use of the information in this study

9. The information gained in this interview group will be used strictly for research purposes. (I am writing my dissertation on this topic).
10. This is a confidential study. Names and identifying remarks will not be used in the reporting of this interview (so feel free to say what is really on your mind)
11. Keeping in mind that all data will remain confidential, for the purposes of transcription and analysis of data gathered during this interview, ask for permission to audio record the interview.

IV. Why am I interviewing you, and how did I get your name?

I was looking for a public school FLES teacher, who could provide insight based on first hand experience of working under NCLB. I found your name _____, and thought you might be receptive to participating in a research study. Thank you for agreeing to participate.

Biographical Info

Interview Part 1: Background and Rapport Building

1. How long have you been a teacher and what subjects and what grade levels have you taught?
2. How long have you been in your present position?

3. How might you describe this school to someone who is not familiar with the school?

4. Tell me about your FLES program, curriculum, and students.

VI. Central, Open-ended Questions

Interview Part 2: Focus on NCLB Impact

1. In your own words, describe your understanding of the No Child Left Behind Act.
2. Has NCLB changed anything at your school?
3. Has NCLB impacted you personally?
4. Does NCLB impact the way you teach?
5. Has NCLB impacted your curriculum?
6. Has NCLB impacted your colleagues?
7. Have you seen any changes in student learning and/or behavior following NCLB?
8. How effective do you think NCLB is?
9. If NCLB were repealed tomorrow, would you personally try to have any of it continue?

If not already answered, use the following questions for clarification.

10. What are your state, district, school board, administration, and colleagues doing to meet the goals of NCLB? Do you feel supported?

11. What are you doing to meet the goals of NCLB?

Interview Part 3: Focus on Meaningfulness

1. What changes do you think should/will be made to NCLB in the future, if any?
2. What effect, if any, do you think NCLB has had on students this year? By 2013?
3. Would you like to add anything about NCLB, your FLES program, or anything else?

VII. Wrap up and thank you.

APPENDIX G

TRANSCRIPT OF PILOT INTERVIEWS

Transcripts of pilot interviews were withheld by the researcher to maintain subject confidentiality.

APPENDIX H

INSTITUTIONAL REVIEW BOARD (IRB) AND CPS COMPLIANCE DOCUMENTS

CPS Research Compliance

In order to conduct research in the Chicago Public Schools, a proposal must be submitted and reviewed by the Research Review Board. The RRB meets monthly to review proposals to ensure the safety of students and minimal disruption of teachers and other school personnel. The CPS Research Guidelines provide researchers with a clear understanding of the research encouraged within CPS and procedures for submitting a research proposal for review.

External researchers who propose to conduct research in only one or two schools may submit an abbreviated proposal by completing the Notice of Intent to Conduct Research form. The RRB reserves the right to request a full research proposal from any external researcher. Research proposals should be submitted at least 60 days in advance of when they plan to begin research activities. This research proposal was submitted by the researcher to CPS in January 2008, and was responded to on January 19, 2008 as follows:

Jan 19, 2008 10:51 PM

Dear **Monica Vuksanovich**

Thank you for your interest in conducting research in the Chicago Public Schools and completing the Notice of Intent to Conduct Research online form. Information regarding your research proposal entitled **THE FLES TEACHERS' VOICE: A CASE STUDY EXAMINING THE IMPACT OF THE NO CHILD LEFT BEHIND ACT ON ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHERS** has been recorded and will remain on file with the Research Review Board. Although your study has been documented with the Research Review Board, school principals have final authority over activities that are allowed to take place in the school.

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation of grants and staff development.

If you have any questions, please contact us at research@cps.k12.il.us

Sincerely,

Research Review Board

Chicago Public Schools

IRB Research Compliance

a. Invitation Letter to Principal

Dear Principal _____,

My name is Monica Vuksanovich. Through the University of Iowa and under the supervision of Dr. Leslie Schrier, I am completing the requirements for my doctorate in Foreign Language Education. For my doctoral dissertation, I am conducting a qualitative research study of elementary school foreign language teachers. Specifically, I am studying the impact the No Child Left Behind (NCLB) act has had on Foreign Language in Elementary Schools (FLES) programs in the Chicago Public Schools.

With your permission, I would like to invite Murray's three foreign language teachers (Spanish, French, and Japanese) to participate in this study. The study involves a short interview, as well as one classroom observation for each teacher. The voice-recorded teacher interview will be approximately 45 minutes in length, and can be completed before/after school or during a prep-period, at the teachers' convenience. The classroom observation would involve me quietly observing one class period (at the teacher's convenience) and taking notes on the activities and interactions I observe during that class. I will not interview or interact with students during my observations. If a student-teacher interaction is observed, I will label the students as "Student A, Student B, etc" to maintain student anonymity. I will keep the teachers' information confidential; however, federal regulatory agencies and the University of Iowa Institutional Review Board (a committee that reviews and approves research studies) may inspect and copy records pertaining to this research. I will write my report about this study in such a way that the teachers cannot be personally identified; however, I will name Murray Language Academy by name in the study, because of its role as a model FLES program

I hope to conduct individual interviews during Fall 08 (at your convenience, before/after school, or during a prep period) and observe one class session for each language during Fall 08 (again, when it is convenient for you). Following the data collection, I will write up my study results.

There are no known risks from being in this study, and your teachers will not benefit personally. However I hope that others may benefit in the future from what I learn as a result of this study. Your teachers will not have any costs for being in this research study. Your teachers will not be paid for being in this research study.

Taking part in this research study is completely voluntary. If your teachers decide not to be in this study, or if you stop participating at any time, they won't be penalized or lose any benefits for which you otherwise qualify.

If you have any questions about the research study itself, please contact monica-ackerland@uiowa.edu. If you have questions about the rights of research subjects, please contact the Human Subjects Office, 300 College of Medicine Administration Building, The University of Iowa, Iowa City, IA 52242, (319) 335-6564, or e-mail irb@uiowa.edu.

To offer input about your experiences as a research subject or to speak to someone other than the research staff, call the Human Subjects Office at the number above.

This research is valuable to the field of Foreign Language Education at the elementary school level. Murray is a model foreign language program in CPS, and many interested in FLES can learn from your school's success. May please have your permission to contact Murray's three foreign language teachers for participation in this study?

If you agree to allow your teachers to participate, please fax your written permission on school letterhead to 630-470-9747. If you chose not to participate, I thank you for your time. Kindly let me know by emailing monica-ackerland@uiowa.edu

Many thanks, Muchas gracias, Merci beaucoup, and Arigato gozaimasu.

Sincerely,

Monica Vuksanovich, BA, MAT, (Ph.D. all but dissertation)
Foreign Language Education Doctoral Program, University of Iowa
Address: 2678 Yorkshire Lane, Lisle, IL 60532
Tel: 630-470-9747
Email: monica-ackerland@uiowa.edu

CC:

Dr. Leslie Schrier
Dissertation Advisor and Associate Professor
Foreign Language Education Program
Department of Teaching and Learning
Lindquist Center North 244
University of Iowa
Iowa City, Iowa 52240
Direct Tel: 319-335-5048
Email: leslie-schrier@uiowa.edu

b. Acceptance Letter from Principal

09/30/2008 06:33 17735350590

MURRAY SCHOOL

PAGE 01/01

Murray Language Academy

5335 S. Kenwood Avenue
Chicago, IL 60615

Telephone: (773) 535-0585

Fax: (773) 535-0590

Gregory W. Mason
Principal

Sonja R. Spiller
Assistant Principal

Rhonda Hawkins-Lyke
LSC Chairperson

September 25, 2008

To whom it may concern:

University of Iowa student, Monica Vuksanovich, has my permission to conduct interviews and classroom observations with Murray Language Academy's three foreign language teachers in October 2008.

If you have any questions, please call me at 773-535-0585.

Sincerely



Greg Mason
Principal

c. Invitation Letter to Teachers

Dear _____,

¡Hola! Bonjour. Konichi Wa.

I am writing to invite you to participate in a research study on the impact of the No Child Left Behind Act (NCLB) on elementary school foreign language programs, and would love the chance to speak with you about your experience as a foreign language teacher in a thriving elementary school foreign language (FLES) program. I know you are very busy, and I sincerely appreciate your time.

I have chosen Murray Language Academy as the focus for my study because Murray has a unique position as a thriving World Language magnet school, making Murray a model FLES program. I obtained your name and address from the Murray website. Three CPS elementary school foreign language teachers will take part in this study.

Your part of the study would include a short, individual voice-recorded interview of 30-45 minutes about your experience as a FLES teacher and teaching under NCLB. I would like to round out the study by observing one class session for each language. During the classroom observation, I will sit quietly and take notes on the activities and interaction in your classroom. I will not interview or interact with students during my observations. If

a student-teacher interaction is observed, I will label the students as “Student A, Student B, etc” to maintain student anonymity. I will keep your personal information confidential; however, federal regulatory agencies and the University of Iowa Institutional Review Board (a committee that reviews and approves research studies) may inspect and copy records pertaining to this research. I will write my report about this study in such a way that you cannot be personally identified; however, I will name Murray Language Academy by name in the study, because of its role as a model FLES program

I ask for your permission to contact you briefly via email, as I write my report, in case I need clarification of your responses. There will be no follow-up study or long term participation required on your part.

There are no known risks from being in this study, and you will not benefit personally. However we hope that others may benefit in the future from what we learn as a result of this study. You will not have any costs for being in this research study. You will not be paid for being in this research study.

Taking part in this research study is completely voluntary. If you decide not to be in this study, or if you stop participating at any time, you won't be penalized or lose any benefits for which you otherwise qualify.

If you have any questions about the research study itself, please contact monica-ackerland@uiowa.edu. If you have questions about the rights of research subjects, please contact the Human Subjects Office, 300 College of Medicine Administration Building, The University of Iowa, Iowa City, IA 52242, (319) 335-6564, or e-mail irb@uiowa.edu. To offer input about your experiences as a research subject or to speak to someone other than the research staff, call the Human Subjects Office at the number above.

I hope to conduct individual interviews during Fall 08 (at your convenience, before/after school, or during a prep period) and observe one class session for each language during Fall 08 (again, when it is convenient for you). Following the data collection, I will write up my study results and graduate with my doctorate in Spring 09.

If you agree to participate, please contact me at: monica-ackerland@uiowa.edu or (630) 470-9747 to schedule an interview time and observation date. If you chose not to participate, I thank you for your time. Kindly let me know by emailing monica-ackerland@uiowa.edu

Thank you in advance for sharing your expertise as a foreign language educator.

Gracias. Arigato. Merci.

Monica Vuksanovich, Ph.D. Candidate, University of Iowa

Address: 2678 Yorkshire Lane, Lisle, IL 60532
 Tel: 630-470-9747
 Email: monica-ackerland@uiowa.edu

d. Acceptance from Teachers

Acceptance Email received from French teacher

From: [French Teacher] [_____@gmail.com]
 Sent: Tuesday, September 16, 2008 7:55 PM
 To: Vuksanovich, Monica L
 Subject: Re: FLES study meeting with Monica

Coucou Monica,

I would prefer to meet with you before school or during our prep period (11:50am-12:40pm). I get to school between 6:30-7am.

Let us know what ages you want to see for each language: we start in the morning with the 6th graders and work backwards from there, ending with Kindergarten in the afternoon.

Merci et a bientot,
 [French Teacher]

Acceptance Email received from Japanese teacher

From: Japanese Teacher [_____@cps.edu]
 Sent: Tuesday, September 30, 2008 12:35 PM
 To:
 Vuksanovich, Monica L
 Dear Monica,

How about 7:15 right after [French Teacher]'s time?

[Japanese Teacher]

Acceptance Email received from Spanish teacher

From: Spanish Teacher [_____@cps.edu]
 Sent: Tuesday, September 30, 2008 7:38 AM
 To:

Vuksanovich, Monica L

Hi,

I believe [Japanese Teacher] will want an early time for the interview and my prep is at 11:50. So I hope that will work for you. See you soon.

Spanish Teacher

e. Exempt Informed Consent Information Sheet

Project Title:

The FLES Teacher's Voice: A Case Study Examining the Impact of the No Child Left Behind Act on Elementary School Foreign Language Teachers

Researcher:

Monica Vuksanovich, Ph.D. Candidate, University of Iowa

Address: 2678 Yorkshire Lane, Lisle, IL 60532

Tel: 630-470-9747

Email: monica-ackerland@uiowa.edu

I invite you to participate in a research study being conducted by a researcher from The University of Iowa. The purpose of the study is to determine the impact of the No Child Left Behind Act (NCLB) on elementary school foreign language teachers in the Chicago Public Schools.

If you agree to participate, during the course of one school day I will interview you individually and will observe one class period. You are free to skip any questions that you prefer not to answer during the interview. The interview will take approximately 30 minutes and the classroom observation will take one class period.

I ask for your permission to contact you after the interview, via email, if clarification is needed as I write up my report. There will be no long term participation required from you.

I will not report your name or any identifying information about you personally. It will not be possible to link you to your responses. However, I will be naming Murray Language Academy by name in this study, because it is a model FLES program.

Taking part in this research study is completely voluntary. If you do not wish to participate in this study, please advise the researcher at monica-vuksanovich@uiowa.edu.

If you have questions about the rights of research subjects, please contact the Human Subjects Office, 300 College of Medicine Administration Building, The University of Iowa, Iowa City, IA 52242, (319) 335-6564, or e-mail irb@uiowa.edu.

Thank you very much for your consideration of this research study.

APPENDIX I

FRENCH TEACHER INTERVIEW

Observation #1
French Teacher = FT
Observer/Researcher = R

Tuesday October 28th 6:40 AM

Transcripts of study interviews were withheld by the researcher to maintain subject confidentiality.

APPENDIX J

JAPANESE TEACHER INTERVIEW

Observation #2
Japanese Teacher = JT
Observer/Researcher = R

Tuesday October 28th 7:15 AM

Transcripts of study interviews were withheld by the researcher to maintain subject confidentiality.

APPENDIX K

SPANISH TEACHER INTERVIEW

Observation #3
Spanish Teacher = ST
Observer/Researcher = R

Tuesday October 28th 7:50 AM

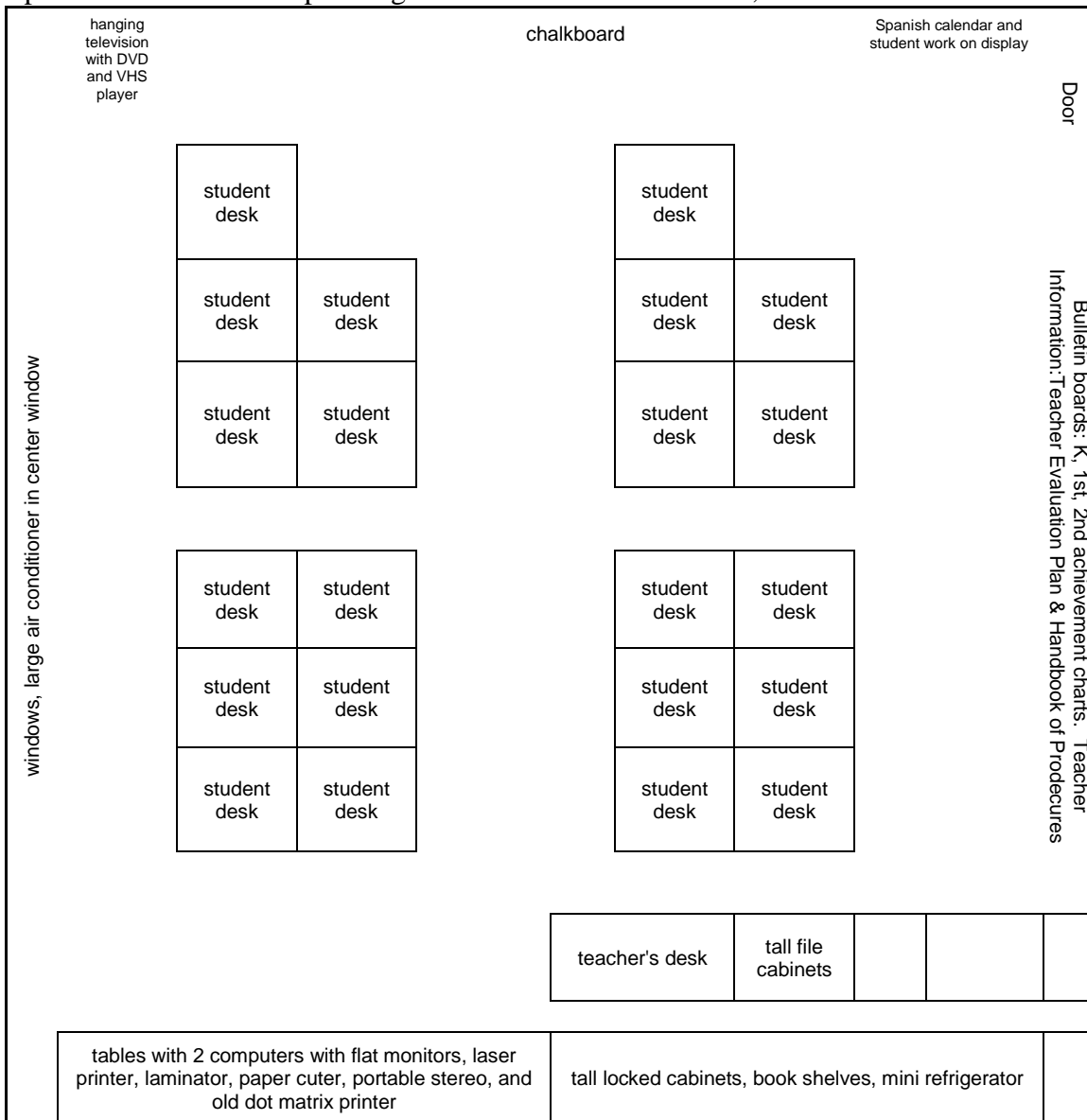
Transcripts of study interviews were withheld by the researcher to maintain subject confidentiality.

APPENDIX L

CLASSROOM OBSERVATIONS

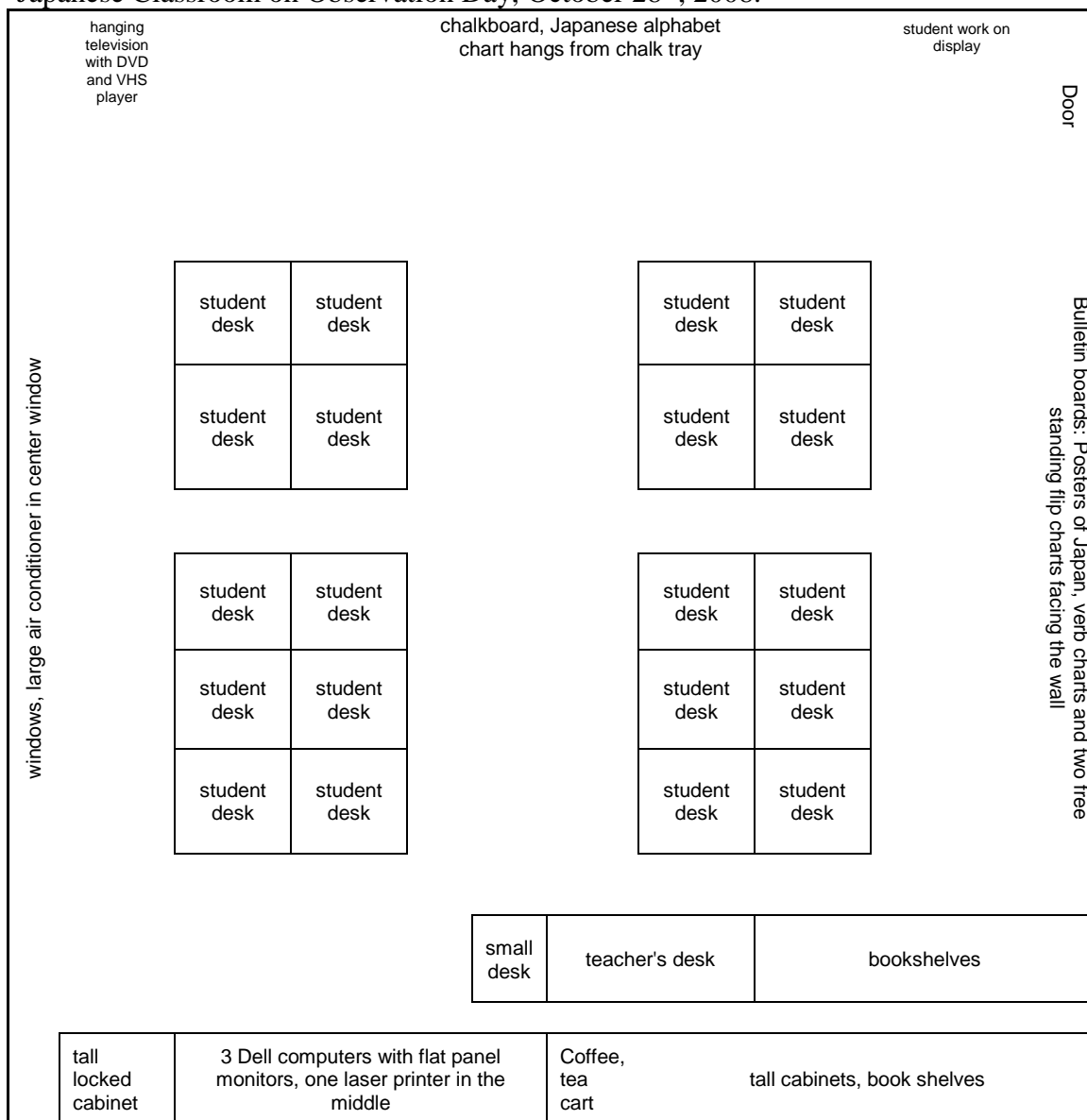
Transcripts of study observations were withheld by the researcher to maintain subject confidentiality.

Spanish Classroom set up during observation on October 28th, 2008.



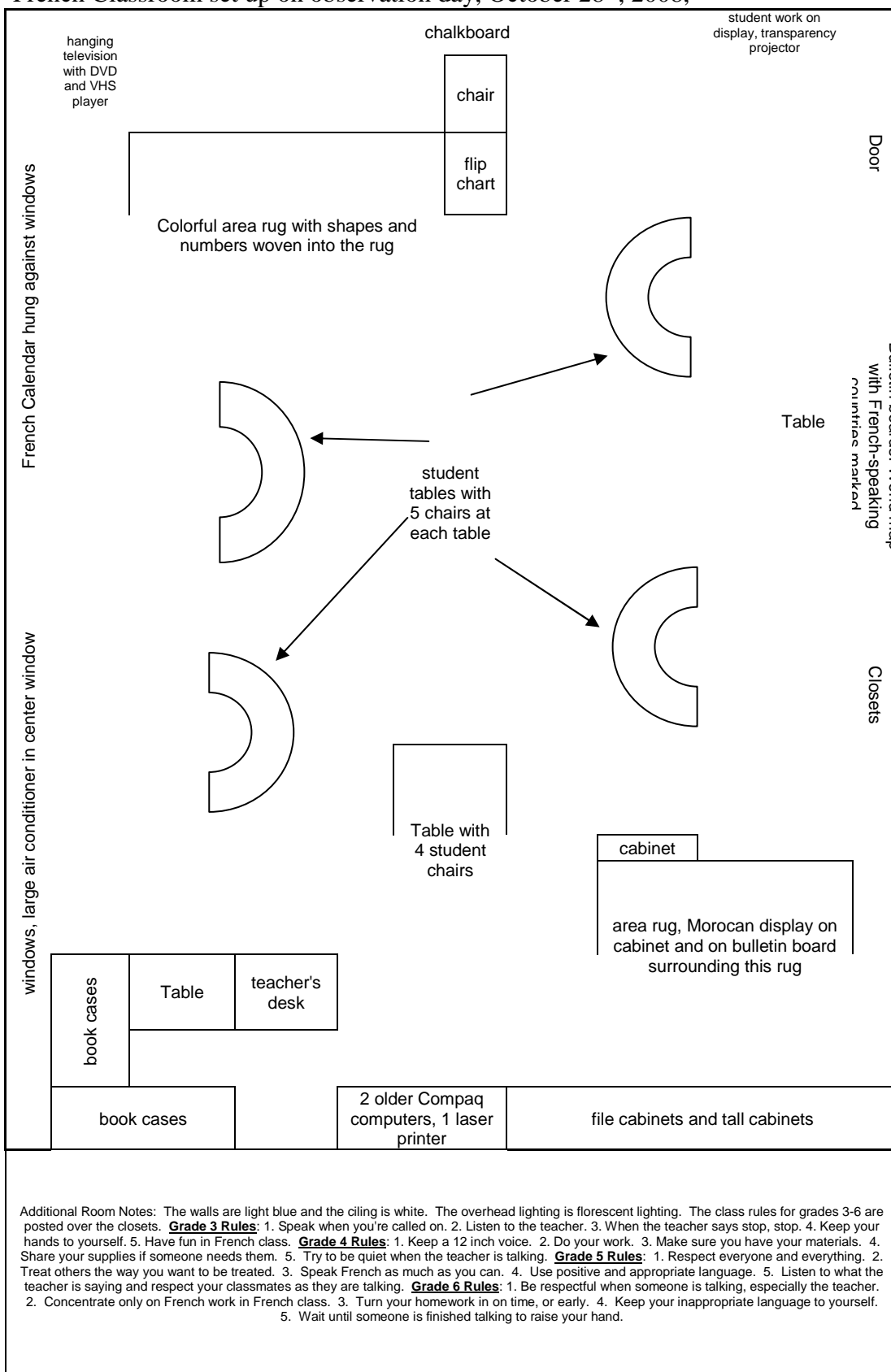
Additional Room Notes: Colorful piñatas in the shapes of a basetball, a ladybug, a cat, a fish, and a rooster hang from the ceiling over the student desks. The ceiling lights are rows of flourescent lighting. Other decorations include "papel picado" hung in streamers along the back wall and window, and many flags of Spanish speaking countries hung over the bulletin board. All of the student chairs have tennis balls on the feet to eliminate scraping against the vinyl tile floor.

Japanese Classroom on Observation Day, October 28th, 2008.



Additional Room Notes: The walls are blue and the vinyl tile floor is gray specked with black and blue. The overhead lights are florescent. The teacher has the class grading scale posted next to her desk: 100-93 A, 92-85 B, 84-75 C, 74-65 D based on A). classroom performance B). Quizzes/Tests and C). Homework.

French Classroom set up on observation day, October 28th, 2008,



APPENDIX M

FIELD NOTES

Transcripts of field notes were withheld by the researcher to maintain subject confidentiality.

Tuesday October 28th 2008

2008-2009 Daily Schedule Murray Language Academy Foreign Language Schedule		
8:15-8:35	Preparation Period	
8:45-9:25	Grade 6	French, Spanish, Japanese
9:25-10:05	Grade 5	French, Spanish, Japanese
10:05-10:45	Grade 4	French, Spanish, Japanese
10:45-11:00	Preparation Period	
11:00-11:30	Grade 3	French, Spanish, Japanese
11:30-11:50	Grade 1	French, Spanish, Japanese
11:50-12:40	Preparation Period/Lunch	
12:40-1:00	Grade 1	French, Spanish, Japanese
1:00-1:20	Grade 2	French, Spanish, Japanese
1:20-1:40	Grade 2	French, Spanish, Japanese
1:40-2:00	Kindergarten	French, Spanish, Japanese
2:00-2:20	Kindergarten	French, Spanish, Japanese

Murray Language Academy has a dedicated language lab for Spanish, French, and Japanese. The schedule for the week of October 28th, 2008 is show in the table below.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	French	French	↓	↓	↓
9:25		Spanish			
10:10	French	French			
11:00					
11:30					
12:00					
12:40					
1:00	Japanese	Japanese			
1:20					
1:40					
2:00					

APPENDIX N

CODING AND ANALYSIS PROCESS

These are the steps that the researcher followed during the coding and analysis process.

Open Coding Version 1

Data Analysis: Open Coding #1. The units were color-coded and put into categories based.

Interaction with School Staff (other teachers, administration, maintenance, support staff):

- _____ thanks the custodian for bringing me to the classroom. He said he didn't know anyone was coming so early, and she apologized for not letting him know the night before because it had slipped her mind. She thanked him again, and he left.
- Maybe [NCLB doesn't impact my interaction]... with the other FLES teachers, as much, but I feel like at the beginning of the year I put a note in people's mailboxes to have them let me know when they, what unit they were doing when, just so that I could focus on that in my class, and I never really got a response back, but I think its that people are really busy with certain requirements that they have to get through, and having me there is, like kind of having something extra to do, you know, instead of enhancing what they're already doing.
- ... we have officially once a week, we get together with other FLES teachers. And then with the other teachers we get together sometimes to collaborate....With the regular ed teachers. We wish we would have more time with the other teachers, but they some teachers we are teaching this right now, so you can help us out with the vocab. Then we label all the places. I wish you go around to see all the labels. Then, ah, science teacher asked for the universe. Like earth in all the three languages, actually 4, because English, too. Then the label is downstairs in the new building.

Teacher Education and Professional Development

- [My teaching certificate is]...K-12. In Illinois, when you get certified to teach a world language, you get certified to teach K-12.

Special Education

- ... the IEP, keeping up with that is good.
- It's wrong to expect everyone to think in the same way. I mean, here we have the IEPs that are differentiated learning plans to meet each child's specific learning style and goals, while on the other hand, here take this standardized test.
- ...But at the same time, its not the same thing as when you're dealing with a child in the regular classroom. Its sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language

classroom. Some of the modifications that they've made in the general education program, don't always work in the world language program. It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where its heavier on reading and writing.

- And the fact that its all oral and visual doesn't place a lot of burden on them. Especially when their disability gets is in the reading or writing. Its when they get to the 4th grade that it really becomes very difficult and what my greatest concern is that on their IEP, when it comes to how do we grade these children...to grade someone on an academic subject that is considered a discipline like second language learning...to make their grade based on.. how should I put this... on behavior, attendance...there is no academic component placed there. And, it always concerns me that anyone looking at their report card, that this child is getting a B! Wow! But, there is no academic substance to it. I don't think a child should be denied, especially if they're at a language academy, but at the same time, the great burden it places on children. They either become very introverted. I've had children that cried out of frustration, and then of course, the biggest one is that they become behavior problems in the classroom. We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy. They could just...They don't feel like failures. In the classroom they look around and everyone seems to be getting it and they are trying so hard. And they just, it just isn't, it isn't staying with them and they know they have problems in reading and writing, and, but with their special ed classes they move, they are in much smaller groups and they are with children who have similar..I don't want to say deficiencies...similar concerns, similar needs and so they're working so all these little baby steps for them are accomplishments. In the language classroom it is very difficult for me to differentiate their work. I can say, you can do any 5 of the 10 assigned problems. And that will work for some children with moderate disabilities, so I don't have a problem there. It is the children that have the greatest deficit. For whom, saying "Do two" is difficult, so I just feel for them. My concern is (sigh), I have not been able to find a way to make them really successful both in how they function in the classroom and how much they are able to achieve, so, um... I still go on with, okay, if Johnny comes to class and Johnny doesn't disrupt the class, he's getting a B.

- Like I said, I've been here a long time. When I first came to Murray, we had a different...we were able to interview the children. At the time, because we couldn't test. Some schools do test, they have an entrance exam. We couldn't. It wasn't part of the charter, you know, the school. So, we were able to interview and that helped us eliminate some concerns. When I first started, we had a half-time special ed teacher. Now we have four full time special ed teachers. So, we used to have students who were at and or above level, a higher majority of those students. So, yes, there's been a change in the school population in the number of students with special needs. ...We used to have more control over the lottery system. Now its all CPS. They take all the applications. The school does have a

discretionary number in terms of being able to take in siblings, but other than that it is pure lottery....there hasn't been an interview process for 6 years.

- ... It is not so much [the impact of NCLB on FLES curriculum] at the early level, but certainly at the higher level depending on the child's deficiency. It certainly does. I have an autistic child in my ___ grade class. ___ has been with this class since Kindergarten, so the class knows ___ and know to ignore ___ when ___ gets up and walks around or ___ talking, because ___ tests well in an aural/oral fashion. So, this is ___ first year with reading and writing and ___ does have some difficulty in completing the work, but the mother is very supportive and so I do get work from that child. So...that kind of child isn't such a big problem. ___ can read and write, so it isn't such a big thing, but to me the most difficult thing for me is when a child has difficulty reading and writing in their own language...[Adapting tests for those students or leaving it as a participation grade] depends on their IEP. If their IEP is non academic based, then they take the test just like everyone else and I grade it like everyone else, but it doesn't impact their grade. Children who have accommodations, such as taking longer time, they can either take it in class, most of them prefer to do it when they sit with their special ed teacher, so I speak with their special ed teacher to arrange for the student to take extra time to sit and complete the test. Then I use a modified grading scale based on their IEP.

- Yes, [I think that NCLB impacts your interaction with others at my school] because it forces me to make that greater effort. Rather than in the hallway "Oh, by the way...". To sit down and arrange a conference so that the special ed teacher and I can sit down and talk one on one. Or a group of children that they're working with in terms of , such as, Johnny isn't completing his homework. They will be, often times, the primary contact with the parent, because they have greater contact to begin with so, like with Miss ____, if I say, there is a child that has not been doing her homework for the past three weeks, then Miss ___ will call the parent to make sure the homework gets done and will also make arrangements for the child to sit in her classroom and complete the assignments. I don't not mark those assignments as late. I don't penalize for that.

- ST: ... If they spend most of the day with the special ed, that isn't a problem, they can stay with the special ed teacher. If the child is in the regular ed mostly, and only goes to special ed for so many minutes a day, that is a little more difficult, because there is no place right now. Because our librarian already has a full program, even if I instituted a research project, 1) the use of the library would be limited, and 2) these children that I'm talking about can't function well in English, so giving them a research project is not going to be successful, so right now they are part of the language classroom and they do the best to their ability, and as I said, if their grade is based on attendance, then their grade is based on attendance. I may not like it, but I have to respect.

-

Teacher Background:

- This is my first full year. Well, I was actually here in the Spring of '07 for about 2 months for the teacher who was on maternity leave. And, um, I mean

I've taught in summer school settings, which, again, were like 2 months. Um, here the same so K-6 in French, um and then in like the in summer school programs it was more like recreation, so French, theater, scrapbooking, and about K-5.

- [I graduated from my teacher ed program with my Masters in] June of '08. [OC: I asked this follow up question to confirm that she had completed her teacher ed program post-NCLB. I skipped follow up questions "How have you met (will you meet) those requirements?" and "Do you feel you have resources or support to help you meet those requirements?" because she does not feel that there are any requirements asked of her personally under NCLB. Honestly, it was surprising to me that she did not feel or know that she had to meet any requirements under NCLB, but it is very valuable to know that she doesn't feel that there is anything extra or special that she has to do, likely because she was certified post-NCLB and came into the school as a "highly-qualified" teacher under NCLB. Also, as a new teacher, she hasn't had to go through any re-certification steps that might talk about NCLB requirements. Finally, as a new teacher only 2 months into the school year, she may not have been exposed to CPS workshops on meeting NCLB requirements yet.] I am certified to teach ESL and French K-12.

- ... I was just a French Studies major as an undergraduate. Then I went to _____ for my masters, and it's in the _____ neighborhood of Chicago, and very urban, multicultural educator, and its very St. _____ in its outlook, which is helping the underdog, so you know, the education is based on that. So...I guess I would be a little bit biased, but it's to serve the more underprivileged.

- ...here will be, in CPS, this is the 13th year. But, I did high school before, so its been a long, long process. (laughs) I came to the States with a teaching certificate to teach high school and junior high in Japan. I came here to learn English and go home, but I never did that. (laughs). Anyway, so, I got married here and then I had already my two kids. My second kid was in third grade, so I said "Okay, I'd like to pursue my own plans", so I went back to school and got all the requirements for elementary education. At that point they didn't really, my teaching certification from Japan didn't count. Now, it would count! (laughs)...And right now, college too. I teach at _____ University in _____. So, today I have to go teach there.

- I started teaching in 1969. I started out as a high school teacher, and did that for about four years, and then with the integration and with teachers being moved around, I ended up teacher ESL at the elementary school level. Then I taught at the _____ magnet school. It was a new concept at the time. Non graded, multi age groupings of students, and team teaching, and it was the first time I encountered that concept, and then I ended up here. Now I've been here at Murray for 24-25 years....With the exception of the 4 years I taught ESL at the elementary school level....I earned my teaching certificate, shortly after I graduated. It was a 6-12 certificate at the time, and then through legislation I hold 2 certificates. I hold a K-12 and a 6-12....[This was] even before NCLB. It had to do basically with teachers who were teaching what was concerned with what was considered teaching high school subjects, like foreign language, in the elementary

school. So, as not to be teaching out of certificate, they decided to make things like language, give it a broader span, so that's why I have the K-12.... I was grandfathered in [, so I didn't have to go back to school for that].

Describing School:

- Um, as far it being a language academy that languages are a core class that the children go to every day. Um, and as far as its community, it is a very community oriented school, um, I would say that parental involvement is very strong here. There's a lot of things to do here, a lot of things that happen after school that show that it's, you know, more than just work or school.
- How to describe our school. Let's see. We are a language, foreign language magnet school. Can I say that when I came here it was different? When I came here, 13 years ago I had 70 student. Within 13 years we have 140 students, so it doubled...I am not sure [why the population has doubled in 13 years] exactly, it is kind of tough on us, but I should say that it is a "happy cry."
- Wow. I've been here so long. I've seen so many changes. This is a school where children are cared about and cared for, where parents are very involved, sometimes too much in certain areas (laughs), but the staff works well, especially the primary grades works well with us in the language department. We've done some cross-cultural activities, we've also done some integration. We also do, to some extent with the art department. There is a collegiality as well as being able to work collaboratively.

Resources

- [OC: ___ mentioned in casual conversation that she has a visiting artist who works with the students on dance and visual arts related to French.]
- ... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet. I'm doing that with the 6th graders, but the other 5th grade, it depends on the student.
- One [Japanese teacher assistant] is right now, she's leaving at the end of this month, and then, but another new one came at the end of September, so right now I have two. This new one is leaving in June....It is a special program for IIP, International Internship Partnership, or something like that.
- ...Tutoring them [students who are new to the school, either due to NCLB transfers or because they are new to the district] in morning and after school. Yes, I think for all new students [in all languages].
- ...Oh, it was drilled into us that if we didn't meet those requirements then we would be lacking when it came time for recertification. In terms of workshops, seminars, CPS does provide information about those types of workshops, but there are also outside institutions such as BER, Bureau of Education and Research based in California, which is the one that I most attend because not only do they do special education but also world languages...You can do some online, but I prefer to attend the workshops. They also do it for CPDU, continuing professional.. something.. They also have a follow up if you wish to get university level credit.

- Many I pay for on my own. We do get a grant. We've had this grant now for the last 4 years. Its through the [CPS] office for academic enhancement. In that grant we do have money set aside for conferences and workshops....We fill out the grant proposal at the end of every year.
- Yes and no [I feel like I have other resources within the school and within CPS available to me to help meet my obligations under NCLB]. By yes, I mean that we have the special education teachers with whom we confer and discuss any concerns we have.

Teacher Day:

- Its pretty jammed packed. I basically start with the 6th grade and work all the way down to end the day with Kindergarten. So, I start the day with a textbook and end the day with songs and picture cards and, um, as far as breaks.. we get a 15 minute break and we get a 50 minute break for prep, and its not enough time. [Says that there is no lunch hour outside of the prep periods.]
- [Our school day is] ...8:15 to 2:30. That's the time we have to clock in. I personally teach from 8:45 to 2:20.

FLES Materials/Curriculum

- For 4-6 we have textbooks. And we work at a pretty slow pace, because there are no, because there I think only half a dozen language academies in CPS we don't have a requirement that we have to finish in a certain time, so we go slowly through each unit. So that's our upper grades. And it nice, it's a double edged sword that there are no requirements, but by the same token, sometimes you don't know where to start. For the little ones, I have a list of what teachers have done in the past. Um, you know, and starting in the early primary, starting with things like colors and numbers and then second grade last year we still did circles on the carpet and we're learning about professions.
- [We offer Japanese] Kindergarten through 6.
- Ah, okay, [during ISAT testing we] try not to do tests ourselves, because they are already pressured, so I have something relaxing. Normally, every week we have a test or quiz, but that week we don't.
- It's a sequential program. Basically my K, 1st, 2nd grade, most of our work is oral. Accumulating vocabulary. The 3rd grade I begin to introduce reading, writing. I prefer to wait to until that time because I want the children to learn all of their decoding skills, so that I don't have to be a reading teacher in the sense of teaching them "how" to read, but trying to help them transition those skills that they've learned into the Spanish language, being a phonetic language really help with the transition. My 4th through 6th grade, um, is pretty much run as you would a high school class, but at a much slower pace. There are more activities, in terms of art projects, just in terms of projects. Right now my 5th graders are working on making a calendar, and they're doing a little research on the different Spanish countries, so they choose 12 and they have to give the name of the capital, the population, industries, simple things like that. But, it also helps them, they're integrating technology. When we reach in the 6th grade, a food unit, then they research different recipes and try them out. We have them comment,

and put a booklet together with their comments. With 4th grade, 4th grade is a little difficult. It is the transition from a non-graded system to the ABC system. K-3rd grade receive a “Skills checklist”, where its a positive thing. Your child can do this... Your child can identify foods...Your child can...We try to keep with the primary children as positive as possible. Then, from 4th grade on, we become more serious. [Interrupted by PA]. Because, we get heavier into reading and we’re a little more textbook based....For 4th grade we use Viva Español from McGraw/Hill. With the 6th grade I use half of the high school textbook because some of the children move on to academic centers in the 6th and 7th grade, excuse me 7th and 8th grade. And, having used a high school textbook makes it easier for them to take the language placement test. Many of them place into a high school first year program, and some even into an honors program.

- In terms of NCLB, no [I don’t feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn’t changed in a good solid 20 years.
- Before that [20 years ago], where our make-up was different. We had one grade level, and every so many years we had to take in another one, just to keep our numbers, we would take in a whole new first grade off the street, as I call it (laughs). Um, and we used to have what we called split classroom, so a couple of teachers had a 4th and a 5th, and that didn’t seem to work out. So, that’s when we started to take in a whole new first grade every 3 or 4 years. At that time we also went to the 8th grade. But, ah. Now we only go up to 6th grade, but we have two classrooms at each grade level....What happens is the 3rd grade class will come. Whatever number of students go to Japanese, whatever have selected Spanish, out of 64 students those are split among the three of us. When children register, we ask parents to list their first, second, and third choices, and we try to make it clear that they may not always get their first choice. Our objective within the last 4 or 5 years has been to be sure that the classes are pretty much even. Ahh, it just...It ensures all our positions. At one time we did have German. That’s one of the other requests from students wanting to take German had fallen and fallen, so that’s why we decided to do something about that, and that’s why we make an effort to even things out. Now German was a while back [more than 10 years ago]. That’s a story when we needed a room for technology, and German had the lowest student enrollment, so it was phased out.

Perceptions of NCLB

- I don’t believe [I have to meet any requirements under NCLB]...
- You know, I don’t really have good experience with testing, you know the standardized testing in the world language. We do have students from NCLB that are placed into our school, um, and we are not supposed to know who those students are.
- I think just to protect the students, I know think we’re allowed to know. If their school is failing and NCLB comes in as says you need to go to a newer school. We cannot deny a student to come to our school. So, we don’t know who the student is. I don’t think any of the teachers do.

- No [I don't think that NCLB impacts the FLES curriculum that I teach or the FLES curriculum in general at my school], because I don't think the state makes requirements for us. I don't feel the impact.
- ... in general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students, but I mean, from the information I got from my Master's program, I kind of felt like it was leaving the more underprivileged student behind.
- I think just the pressure off teachers that they don't have to test anymore and the pressure off students, of course, but I can't remember if when I was a kid that I got the vibe from my teachers that this is boring, that this test is...ah, we're testing again. But, I just think that pressure off everybody, and by that I don't mean that accountability is off either. I think we can let teachers be more artful with their teaching. Teachers go to school, get an undergraduate and sometimes a Masters, and then we've got some schools that are reading scripts for students. You know, and its just "why don't we just play a recording or read it or teach like that"? Um, so, I think that the pressure would be alleviated.
- No [I have not had to meet any special requirement, change my certification or fill out any forms for NCLB].
- Yes (hesitantly) [I think NCLB impacts the FLES curriculum]. How to say this, too? My thing is that students who comes in later, at the beginning of the school year, I have to see who comes. Maybe some are NCLB students, but I am not sure. So, I have to treat them like the new student instead of NCLB student.
- I think that it is nice to that everybody has an opportunity...to have a chance to study. (laughs).
- Yes, we are [asked to meet requirements under NCLB]. We need to, I forget the exact number, we must have by state law within our certificate cycle for renewal, need to have I believe its 24 hours of.. that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions....By state law you're required to have 120 hours, I think it is. Of those 120, I think its 20% that has to qualify for the NCLB certificate. And I should say certificate, but NCLB. So, everything else can fall into my language program, it could fall into what is considered, um, our school emphasis which is literacy. So, it is fairly flexible....The 120 hours is for certification renewal, which comes up every 7 years. And, it can be documented depending on what it is. If I'm working on the school improvement plan, then my agendas and all of that becomes part of my documentation. I take workshops or seminars, then those institutions provide me with documentation... The ones for NCLB are anything that has to do with special education.
- ... I want my child to have every possible advantage. So, in that sense, its important. Then sitting from my teacher desk (long pause) I want that child to have every possible advantage without driving me up the wall. It's...I just.. I just feel that there should be a possibility of an opt-out or an alternative. One of the things that we did, and this was many, many, many years ago, at _____ Magnet school, some children opted out and they preferred to do an in-depth research

project to fulfill their language requirement. And, that was, with parental support, so we had, the parents knew that while this particular group had Spanish, that their child would be in the library, and it would also entail working outside the class. I met with the child on a weekly basis to monitor progress, to be sure that they weren't waiting til the last minute. Like I said, it was an in-depth project, and these weren't children who had any particular special needs, but these were children who, this was an option that was offered to them. Their projects were done in English, and they made their report to the entire class over an 8 week's period, or 5 sessions really. One week they would present a portion of their research project, the next week they would do another portion, and that way they were able to complete the program.

- I am speaking from my perspective here at Murray, when parents chose Murray as their option, especially for the NCLB, they're looking for a safe place for their child. They're not looking, "Oh, yes! This is a language academy. My child will learn." That is not their primary goal. What I would like to see for the parents who make that choice to understand the commitment that I would like to see them make in terms of helping their child with the language, finding tutors, I always recommend there are high school students in their neighborhood, find one there, a student who is at least in the second year. And also parents who say to me, "Well I took it in high school and college and I can't speak it". I always say to them "Please don't say that around your child. It is important that you sound supportive." Because if it important to you, it will be important to them. [Interrupted by PA about playground duty]. And not to be afraid to ask when they have their meetings with the IEP team to say I would like dot-dot-dot. And that is something that I feel a lot of parents don't understand that they have that right, but I as a teacher can always tell them that you have to circumlocute, and kind of, you know, help them to understand that it is okay that it is okay that your primary concern is for your child to be able to function in his language. To learn to read to learn to write to learn to do proper math. There is always, you know, middle school and high school.

-I give it kudos for effort. I don't know how well thought out it was in terms of, and again I am speaking from being in a language academy, because in terms of being in a regular school, I don't know if that impacts as much as it does in a language academy. It says that a child can function using numbers and you put that child in a math academy, you bring that child along slowly but the unfortunate thing is at Murray the child moves with his class. We don't have the option to "okay you function at the first grade level, so we'll put you with the first grade class when it comes to language". We don't have that flexibility to be able to group the children so that they can be part of a group where they can experience success. So some of these students in 4th, 5th and 6th grade, if I had them in a smaller group of children with similar needs, my approach would be different. In the regular classroom, I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher. Um, but, I do what I

can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile, and its..you want every child to have every advantage possible. Um, to me, the solution has always been to keep a smaller class size. When you have a class of 34 children it is difficult. I admire the classrooms teachers who have those 34. I have 22, and sometimes I ...(laughs) [PA buzzer again]. I don't know. I don't know how to answer that question. That's just how I feel. It's an emotional, gut thing that you're caught between a rock and a hard place. I look at it from my teacher point of view and from my parent point of view.

Class size

- My 5th grade has 2 new students, my 4th grade has 2 new students, about the same number. And you know the younger grades, there would be 1-2 per class, so and again, I don't know why they're new.
- [In 6th grade I have] 16. In 3rd grade, 22. I have 2 sections of kindergarten, first and second grade, and those numbers range from 7 students to 13. Which, you can feel that difference.
- In primary, we have two classes, we have separate, not that many kids. But, 3rd-6th the students are together. That is where we have a lot of kids....Let's go from 6th grade, and I think its 21 students...19 students. 5th grade is 21, 4th grade is 22, 3rd grade is 21 students. Yes, and in 2nd grade I have one class is 15 and the other class is 5. It is offset, but in 3rd grade they are together, so it is okay...In the classroom, K is more even, like 11 to 10, and the one after that I think the homeroom teacher decides which classroom they have. If I have 15 kids somewhere else is less. I think French has almost even. So, we are trying to be even. If I have 5, then over there [in the French classroom] is less. Some reason. And then, so, 1st grade to be, okay, 11 and 9, and Kindergarten is more evenly, 12 and 10.
- 6th grade I have 19 students. 5th grade I have 22. 4th grade is 22. 3rd grade 21. 2nd grade 21, but what happens is we have 2 second grade classes, so each of those classes comes at a different time. A group of 10 and a group of 11. We just felt it was, and when I say we, this was the administration many years ago with Mrs. _____, we felt it was important that the younger students two things: their classes be smaller and because their attention span is shorter that the classes are more age appropriate in terms of time. So, we're 20 minutes. You're going to find other languages where their elementary school, primary, Kindergarten, 40 minutes, and that's a lot of time. So, we're quite happy with our 20-30-40 breakdown. K-2nd get 20 minutes every day. 3rd grade gets 30 minutes daily. And, ahh, 4th on up gets 40 minutes daily.

Articulation Issues

- ...for us, the difficult thing for us is that if they come in the upper grades and they haven't had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up. A lot of times the students from these schools that get shut down, they're not very good schools, so behavior is an

issue. And obviously if the student doesn't understand the subject or is bored, and everything goes over their head, you can see where they would act out.

- [We used to offer Japanese]...K-8th, but we lost 7th-8th a few years ago. ...this is like a cluster magnet, cluster school, um. How many years ago was that, that we lost 7th and 8th? My concern was that as long as they have Japanese program in junior high level, it was okay. In high school nearby, they used to have it, how many years ago was it, then 5-6 years ago but then they canceled it. ...Older students go all over the place. Some other schools offer Japanese. A former 6th grade student went to Andrew Jackson, that's another language academy that teaches up to 8th grade. ___ is the only one, and then we had a new one the other day. But, I'd like to see this neighborhood to have a Japanese program, but they only have Spanish. And the high school, too. They used to have a Japanese program, too, but they don't right now.
- ...And then, younger, primary level is okay. It's easier to catch up, compared to older kids. So especially with the older kids, my thing is that it takes much more work and special study time to get the NCLB students to catch up.
- ___ is catching up so fast. And then, with all the students I am trying to do the speaking portion, so I want them to be there.
- ... If they come from Kindergarten it would be different. If they come during a different grade level, upper grades especially, for them I think they will struggle, too. They don't have the background. Yeah...
- I think in the beginning it was kind of tough for everyone, but the ones who get used to it should be okay. Like it is frustrating for the new student. They are not all on NCLB, I know that, but it is just more work that way.
- [Academic Centers] ...such as Whitney Young High School and Kenwood High School have a 7th and 8th grade program and that's what they consider their academic center. Both high schools are excellent high schools....Being a magnet school, the children [at Murray] have options. We have a middle school here in the neighborhood, just across the way from Kenwood high school. And of course, we have children who go to Whitney Young. This year I had two children place into Whitney Young, an excellent, excellent school. But the majority of the children will either go to Cantor Middle School or to private high schools, but being a magnet school their options are wide open. Many parents go to schools that offer a language program so that they can continue it.

Testing

- Maybe they think that what's being tested isn't covered in here, which we probably aren't. It isn't age appro...I mean, we aren't reading at the same level in here as they are in their core classes, and they [the students] aren't tested on what we do in here.
- I don't know [who is in charge of standardized testing at my school]. I don't believe [we've had any testing yet this school year].
- ... for me I try not to do standardized tests. I kind of see my class as, I mean, I just don't think they always measure what they should, and I see my classes are not required to do that, so I should let the kids test in different ways. I don't know, you know, this is my first year so I am still experimenting, but I try to

do projects leading up to tests, and test in different ways, so I don't know, it's tough because a lot of my tests, I see with the upper kids I see that its not that easy, so it is multiple choice, but its nothing like standardized testing.

-with the standardized testing, in my education class [for my master's degree], we studied who they're written by: white middle class. It's assessing things that are considered in important in that culture. So, you know, I feel like its assessing that kind of cultural knowledge and a lot of students just don't learn like that. And to test in that way is, um.. I just don't think that a standardized test is fair to say if someone can pass, I mean some of these kids, just don't do well on testing and it seems like everything else is just thrown out the door for these tests. I mean they can do fine in all other areas, but when the test comes along they fail because they don't test well. They could do fine if they are tested in other ways. I had a student that was in second grade when I was here before, and I expected _____ to be in 4th grade, but _____ was in 3rd grade, so I don't know what happened, if it was something with testing or what, but _____ was just moved back into 4th grade now, and I don't know if it was a testing thing. _____ is fine socially and I can see maybe testing would be a problem for _____. I just don't think it should be the end all.

- ...as far as the testing goes, I just feel like from what I hear, and again, I am not in the midst of it, from what I hear from other elementary school teachers like, come after New Years all the way to March, when they have tests in the Spring, it is just insane. There is a teacher's script, and I just feel like teaching in another way is being sacrificed for that. I guess, if you have to have a standardized test, maybe you do have one, but maybe its not the only thing, you know pass/fail, it isn't going to be the only thing that is going to move a child on or not, and as far a schools getting funding because they pass, I just, that is really saying to the student and the school "This is the only thing that matters" and anything else you do that's maybe not a standard, doesn't really matter, which excludes those students who don't test well and who think outside the box.

- ... English language learners taking standardized tests in English is a bit ridiculous, so...(laughs.) ...I don't have experience with that in the classroom, but what I've heard from my peers is that they don't take, they take, what do they take? They take a different sort of test that's written for an English language learner, but it's still a standardized test, and I mean, just the non flexibility of it should take you 3-5 years to learn a language and then you should be able to take standardized tests. It's ridiculous. You know we talk about BICS and CALP in second language learning. You're using it every day versus the academic language, which is a lot harder to acquire and yet, again, they're being passed or not passed based on their academic language that they don't fully have in their second language yet. That's even more ridiculous to test them, when you have native English speakers who take the standardized tests and they have to take a similar test.

- We used to go for proctor, that way yes, but then last year we didn't do that. But we used to be a proctor....My students, no [are not required to take a standardized test in Japanese]....when they have the tests, we know the schedule, so we do not schedule any exams in our FLES classes during those weeks. They

used to take the Iowa test, but now it is just the ISAT... It is in March....During this time, everything is canceled. After test, then we go back [to our normal routine in Japanese class].

Students

- We don't [have English Language Learners here at our school]. I know that we have some native Japanese speakers, but I think that those kids are also at the same level in English, but we do have learners of mainstream U.S. English. Um, a lot of students speak African American Vernacular English, since many of our students are African American, but it hasn't... I don't want to say it hasn't been a problem, but the kids know what language is appropriate for class, and I've even heard kids correct each other in AAVE, which is kind of funny. I see that as a language, and not as slang or anything, so I actually, you know, welcome it. It's what comes from their homes, so they should bring it to the classroom. Again, when we talk in French, then I want to hear French, and not mainstream U.S. English or AAVE.
- Well, when they [students from failing schools] come, we don't know exactly who. It is not identified, these kids of NCLB. But, then, they are actually, but then in March or April time they know who exactly is coming. They have a lottery system. But, then sometimes when they, school start then we get new students in, but I am not sure, because they do not say who they are.
- Since I don't know exactly who they [the students transferred into the school from a failing school as a result of NCLB] are, I have to treat them like, ah, not treat them differently. We have a program K-6, but sometimes someone moves out and there is space available and someone new moves in. Like this year, we have 2 new sixth graders. And in 5th grade, I have one. 4th grade, I have 2.

Teaching Methods

- At the beginning of the year, with policies and procedures it was more in English, and now it is more in French for all grade levels. For the little kids, because it is so auditory and physical it is sometimes easier to be in French. I had one of my peers from grad school observe me last week, and um, I just felt like I was speaking a lot in English, and I was self conscious about it it's okay to try and construct meaning when they're talking, but they don't know where to draw the line between school conversations and social conversations. Sometimes I find myself explaining in English, so there won't be any confusion, which I don't really know if I like that, but I also don't want to explain in French, then English, because then they'll get in the habit of "Oh, she just going to say in English after", so that's, it kind of depends on what we're doing. If its more complicated, like a project, I usually put the bell ringer up for 4-6. I'll say get out your notebooks in French, and the rest in English.

Behavior Management

- That's the time [at the beginning of the period] they come in and start talking if they don't have something to do, and I don't want them to give me the excuse that they don't understand.
- Many of these children with language, a 20 minute is just enough time so they don't get too squirley.

Open Coding, Version 2

Interaction with School Staff (other teachers, administration, maintenance, support staff):

- [OC: ___ thanks the custodian for bringing me to the classroom. ... she apologized for not letting him know the night before because it had slipped her mind. She thanked him again....]
- Maybe [NCLB doesn't impact my interaction]... with the other FLES teachers, as much, but I feel like... at the beginning of the year I put a note in people's mailboxes to have them let me know when they, what unit they were doing when, just so that I could focus on that in my class, and I never really got a response back...
- ... we have officially once a week, we get together with other FLES teachers. And then with the other teachers we get together sometimes to collaborate....With the regular ed teachers. We wish we would have more time with the other teachers, but they some teachers we are teaching this right now, so you can help us out with the vocab. Then we label all the places. I wish you go around to see all the labels. Then, ah, science teacher asked for the universe. Like earth in all the three languages, actually 4, because English, too. Then the label is downstairs in the new building.
- Yes, [I think that NCLB impacts my interaction with others at my school] because it forces me to make that greater effort. Rather than in the hallway "Oh, by the way...". To sit down and arrange a conference so that the special ed teacher and I can sit down and talk one on one. Or a group of children that they're working with in terms of , such as, Johnny isn't completing his homework. They [the special ed teacher] will be, often times, the primary contact with the parent, because they have greater contact to begin with so, like with Miss ____, if I say, there is a child that has not been doing her homework for the past three weeks, then Miss ___ will call the parent to make sure the homework gets done and will also make arrangements for the child to sit in her classroom and complete the assignments. I don't not mark those assignments as late. I don't penalize for that.
- ... It's sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language classroom.
- When I first started, we had a half-time special ed teacher. Now we have four full time special ed teachers.
- Wow. I've been here so long. I've seen so many changes. This is a school where children are cared about and cared for, where parents are very involved, sometimes too much in certain areas (laughs), but the staff works well, especially the primary grades works well with us in the language department.

We've done some cross-cultural activities, we've also done some integration. We also do, to some extent with the art department. There is a collegiality as well as being able to work collaboratively.

- ... I mean that we have the special education teachers with whom we confer and discuss any concerns we have.
- ...but I think it's that people are really busy with certain requirements that they have to get through...[OC: She is talking about the lack of participation from regular ed teachers when she reached out to them at the beginning of the school year. She is saying that those teachers have so many requirements to meet that they don't have time to respond to her.]
-

Core Classes vs. Non Core

- ...and having me there is, like kind of having something extra to do, you know, instead of enhancing what they're already doing.
- Um, as far it being a language academy that languages are a core class. that the children go to every day.
- How to describe our school. Let's see. We are a language, foreign language magnet school. [OC: JT emphasized "language" school]

Individual Education Plan (IEP) (General Information)

- ... the IEP, keeping up with that is good.
- It's wrong to expect everyone to think in the same way. I mean, here we have the IEPs that are differentiated learning plans to meet each child's specific learning style and goals, while on the other hand, "Here, take this standardized test!".
- In general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students...

FLES for Children with Special Needs

- But at the same time, it's not the same thing as when you're dealing with a child in the regular classroom....

Modifications (for Children with Special Needs in the FLES Classroom)

- Some of the modifications that they've made in the general education program, don't always work in the world language program. It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where its heavier on reading and writing.
- And the fact that it's all oral and visual doesn't place a lot of burden on them [primary grade special needs students]. Especially when their disability gets... is in the reading or writing. It's when they get to the 4th grade that it really becomes very difficult and what my greatest concern is that on their IEP, when it comes to how do we grade these children...to grade someone on an academic

subject that is considered a discipline like second language learning...to make their grade based on behavior, attendance...there is no academic component placed there. And, it always concerns me that anyone looking at their report card, that this child is getting a B! Wow! But, there is no academic substance to it.They could just...They don't feel like failures. In the classroom they look around and everyone seems to be getting it and they are trying so hard. And they just, it just isn't, it isn't staying with them and they know they have problems in reading and writing, and, but with their special ed classes they move, they are in much smaller groups and they are with children who have similar..I don't want to say deficiencies...similar concerns, similar needs and so they're working so all these little baby steps for them are accomplishments. In the language classroom it is very difficult for me to differentiate their work. I can say, you can do any 5 of the 10 assigned problems. And that will work for some children with moderate disabilities, so I don't have a problem there. It is the children that have the greatest deficit. For whom, saying "Do two" is difficult, so I just feel for them. My concern is (sigh), I have not been able to find a way to make them really successful both in how they function in the classroom and how much they are able to achieve, so, um...

- ... It is not so much [referring to the impact of NCLB on FLES] [OC: She is referring to special needs every time I ask specifically about NCLB curriculum, clearly associating NCLB with special needs students] at the early level, but certainly at the higher level depending on the child's deficiency. It certainly does. I have an autistic child in my ___ grade class. ___ has been with this class since Kindergarten, so the class knows ___ and know to ignore ___ when ___ gets up and walks around or ___ talking, because ___ tests well in an aural/oral fashion. So...that kind of child isn't such a big problem. ___ can read and write, so it isn't such a big thing, but to me the most difficult thing for me is when a child has difficulty reading and writing in their own language...[Adapting tests for those students or leaving it as a participation grade] depends on their IEP. If their IEP is non academic based, then they take the test just like everyone else and I grade it like everyone else, but it doesn't impact their grade.

- ... If they spend most of the day with the special ed, that isn't a problem, they can stay with the special ed teacher. If the child is in the regular ed mostly, and only goes to special ed for so many minutes a day, that is a little more difficult, because there is no place right now [if students with special needs want to opt out of a foreign language class]. Because our librarian already has a full program, even if I instituted a research project, 1) the use of the library would be limited, and 2) these children that I'm talking about can't function well in English, so giving them a research project is not going to be successful, so right now they are part of the language classroom and they do the best to their ability, and as I said, if their grade is based on attendance, then their grade is based on attendance. I may not like it, but I have to respect.

- I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were

at least all on level, if not higher. Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...

Parent/Community Involvement

- We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.
- So, this is ___ first year with reading and writing and ___ does have some difficulty in completing the work, but the mother is very supportive and so I do get work from that child.
- Um, and as far as its community, it is a very community oriented school, um, I would say that parental involvement is very strong here.
- There's a lot of things to do here, a lot of things that happen after school that show that it's, you know, more than just work or school.
- I am speaking from my perspective here at Murray, when parents chose Murray as their option, especially for the NCLB, they're looking for a safe place for their child. They're not looking, "Oh, yes! This is a language academy. My child will learn." That is not their primary goal. What I would like to see for the parents who make that choice to understand the commitment that I would like to see them make in terms of helping their child with the language, finding tutors, I always recommend there are high school students in their neighborhood, find one there, a student who is at least in the second year. And also parents who say to me, "Well I took it in high school and college and I can't speak it". I always say to them "Please don't say that around your child. It is important that you sound supportive." Because if it important to you, it will be important to them. [Interrupted by PA about playground duty]. And not to be afraid to ask when they have their meetings with the IEP team to say I would like dot-dot-dot. And that is something that I feel a lot of parents don't understand that they have that right, but I as a teacher can always tell them that you have to circumlocute, and kind of, you know, help them to understand that it is okay that it is okay that your primary concern is for your child to be able to function in his language. To learn to read to learn to write to learn to do proper math. There is always, you know, middle school and high school.

School Application Process/Intake

- ...We used to have more control over the lottery system. Now it's all CPS. They take all the applications. The school does have a discretionary number in terms of being able to take in siblings, but other than that it is pure lottery....there hasn't been an interview process for 6 years.
- Like I said, I've been here a long time. When I first came to Murray, we had a different....we were able to interview the children.
- But, then, they are actually, but then in March or April time they know who exactly is coming. They have a lottery system.

Teacher Education

- [My teaching certificate is]...K-12. In Illinois, when you get certified to teach a world language, you get certified to teach K-12.

Teacher-Teaching Experience

- This is my first full year. Well, I was actually here in the Spring of '07 for about 2 months for the teacher who was on maternity leave. And, um, I mean I've taught in summer school settings, which, again, were like 2 months. Um, here the same so K-6 in French, um and then in like the in summer school programs it was more like recreation, so French, theater, scrapbooking, and about K-5.
- ...here will be, in CPS, this is the 13th year. But, I did high school before, so its been a long, long process. (laughs) I came to the States with a teaching certificate to teach high school and junior high in Japan. I came here to learn English and go home, but I never did that. (laughs).
- I started teaching in 1969. I started out as a high school teacher, and did that for about four years, and then with the integration and with teachers being moved around, I ended up teacher ESL at the elementary school level. Then I taught at the _____ magnet school. It was a new concept at the time. Non graded, multi age groupings of students, and team teaching, and it was the first time I encountered that concept, and then I ended up here. Now I've been here at Murray for 24-25 years....With the exception of the 4 years I taught ESL at the elementary school level....

Teacher-Licensure /Teacher Training

- [I graduated from my teacher ed program with my Masters in] June of '08. I am certified to teach ESL and French K-12.
- ... I was just a French Studies major as an undergraduate. Then I went to _____ for my masters, and it's in the _____ neighborhood of Chicago, and very urban, multicultural educator, and its very St. _____ in its outlook, which is helping the underdog, so you know, the education is based on that.
- Anyway, so, I got married here and then I had already my two kids. My second kid was in third grade, so I said "Okay, I'd like to pursue my own plans", so I went back to school and got all the requirements for elementary education. At that point they didn't really, my teaching certification from Japan didn't count. Now, it would count! (laughs)....And right now, college too. I teach at _____ University in _____. So, today I have to go teach there.
- I earned my teaching certificate, shortly after I graduated. It was a 6-12 certificate at the time, and then through legislation I hold 2 certificates. I hold a K-12 and a 6-12....[This was] even before NCLB. It had to do basically with teachers who were teaching what was concerned with what was considered teaching high school subjects, like foreign language, in the elementary school. So, as not to be teaching out of certificate, they decided to make things like language, give it a broader span, so that's why I have the K-12.... I was grandfathered in [, so I didn't have to go back to school for that].
- ...Oh, it was drilled into us that if we didn't meet those requirements then we would be lacking [under NCLB] when it came time for recertification.

- In terms of workshops, seminars, CPS does provide information about those types of workshops, but there are also outside institutions such as BER, Bureau of Education and Research based in California, which is the one that I most attend because not only do they do special education but also world languages... You can do some online, but I prefer to attend the workshops. They also do it for CPDU, continuing professional.. something.. They also have a follow up if you wish to get university level credit.
- ...So, everything else [requirements for recertification] can fall into my language program, it could fall into what is considered, um, our school emphasis which is literacy. So, it is fairly flexible....The 120 hours is for certification renewal, which comes up every 7 years. And, it can be documented depending on what it is. If I'm working on the school improvement plan, then my agendas and all of that becomes part of my documentation. I take workshops or seminars, then those institutions provide me with documentation...

Teachers' assistants

- [OC: ___ mentioned in casual conversation that she has a visiting artist who works with the students on dance and visual arts related to French. The visiting artist would be working with the older students, in the morning, so if I wanted to see her teach, I would have to observe an afternoon class.]
- ... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet. I'm doing that with the 6th graders, but the other 5th grade, it depends on the student.
- One [Japanese teacher assistant] is right now, she's leaving at the end of this month, and then, but another new one came at the end of September, so right now I have two. This new one is leaving in June....It is a special program for IIP, International Internship Partnership, or something like that.

Grants

- Many [workshops] I pay for on my own. We do get a grant. We've had this grant now for the last 4 years. It's through the [CPS] office for academic enhancement. In that grant we do have money set aside for conferences and workshops....We fill out the grant proposal at the end of every year.

Teacher Day:

- Its pretty jammed packed. ...and, um, as far as breaks.. .we get a 15 minute break and we get a 50 minute break for prep, and its not enough time. [OC: Later FT tells me that there is no lunch hour outside of the prep periods.]
- [Our school day is] ...8:15 to 2:30. That's the time we have to clock in. I personally teach from 8:45 to 2:20.
- I basically start with the 6th grade and work all the way down to end the day with Kindergarten.
-

FLES Materials

- For 4-6 we have textbooks

- So, I start the day with a textbook and end the day with songs and picture cards
- Because, we get heavier into reading and we're a little more textbook based....For 4th grade we use Viva Español from McGraw/Hill. With the 6th grade I use half of the high school textbook because some of the children move on to academic centers in the 6th and 7th grade, excuse me 7th and 8th grade. And, having used a high school textbook makes it easier for them to take the language placement test. Many of them place into a high school first year program, and some even into an honors program.
-

FLES Curriculum

-And we work at a pretty slow pace, because there are no, because there I think only half a dozen language academies in CPS [OC: Currently there are five, with the opening of LaSalle Language Academy's new replication school called LaSalle Language Academy II in '08-09.] we don't have a requirement that we have to finish in a certain time, so we go slowly through each unit. So that's our upper grades. And it's nice, it's a double edged sword that there are no requirements, but by the same token, sometimes you don't know where to start. For the little ones, I have a list of what teachers have done in the past. Um, you know, and starting in the early primary, starting with things like colors and numbers and then second grade last year we still did circles on the carpet and we're learning about professions.
- [We offer Japanese] Kindergarten through 6.
- Normally, every week we have a test or quiz, but that week [during ISAT testing] we don't.
- It's a sequential program. Basically my K, 1st, 2nd grade, most of our work is oral. Accumulating vocabulary. The 3rd grade I begin to introduce reading, writing. I prefer to wait until that time because I want the children to learn all of their decoding skills, so that I don't have to be a reading teacher in the sense of teaching them "how" to read, but trying to help them transition those skills that they've learned into the Spanish language, being a phonetic language really help with the transition. My 4th through 6th grade, um, is pretty much run as you would a high school class, but at a much slower pace. There are more activities, in terms of art projects, just in terms of projects. Right now my 5th graders are working on making a calendar, and they're doing a little research on the different Spanish countries, so they choose 12 and they have to give the name of the capital, the population, industries, simple things like that. But, it also helps them, they're integrating technology. When we reach in the 6th grade, a food unit, then they research different recipes and try them out. We have them comment, and put a booklet together with their comments. With 4th grade, 4th grade is a little difficult. It is the transition from a non-graded system to the ABC system. K-3rd grade receive a "Skills checklist", where its a positive thing. Your child can do this... Your child can identify foods...Your child can...We try to keep with the primary children as positive as possible. Then, from 4th grade on, we become more serious. [Interrupted by PA].

- In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years.
- Before that [20 years ago], where our make-up was different. We had one grade level, and every so many years we had to take in another one, just to keep our numbers, we would take in a whole new first grade off the street, as I call it (laughs). Um, and we used to have what we called split classroom, so a couple of teachers had a 4th and a 5th, and that didn't seem to work out. So, that's when we started to take in a whole new first grade every 3 or 4 years. At that time we also went to the 8th grade. But, ah. Now we only go up to 6th grade, but we have two classrooms at each grade level....What happens is the 3rd grade class will come. Whatever number of students go to Japanese, whatever have selected Spanish, out of 64 students those are split among the three of us. When children register, we ask parents to list their first, second, and third choices, and we try to make it clear that they may not always get their first choice.
- We don't have the option to "okay you function at the first grade level, so we'll put you with the first grade class when it comes to language". We don't have that flexibility to be able to group the children so that they can be part of a group where they can experience success. So some of these students in 4th, 5th and 6th grade, if I had them in a smaller group of children with similar needs, my approach would be different.
- It [NCLB] says that a child can function using numbers and you put that child in a math academy, you bring that child along slowly but the unfortunate thing is at Murray the child moves with his class.
- It's...I just.. I just feel that there should be a possibility of an opt-out or an alternative. One of the things that we did, and this was many, many, many years ago, at _____ Magnet school, some children opted out and they preferred to do an in-depth research project to fulfill their language requirement. And, that was, with parental support, so we had, the parents knew that while this particular group had Spanish, that their child would be in the library, and it would also entail working outside the class. I met with the child on a weekly basis to monitor progress, to be sure that they weren't waiting til the last minute. Like I said, it was an in-depth project, and these weren't children who had any particular special needs, but these were children who, this was an option that was offered to them. Their projects were done in English, and they made their report to the entire class over an 8 week's period, or 5 sessions really. One week they would present a portion of their research project, the next week they would do another portion, and that way they were able to complete the program.
- We just felt it was, and when I say we, this was the administration many years ago with Mrs. _____, we felt it was important that the younger students two things: their classes be smaller and because their attention span is shorter that the classes are more age appropriate in terms of time. So, we're 20 minutes. You're going to find other languages where their elementary school, primary, Kindergarten, 40 minutes, and that's a lot of time. So, we're quite

happy with our 20-30-40 breakdown. K-2nd get 20 minutes every day. 3rd grade gets 30 minutes daily. And, ahh, 4th on up gets 40 minutes daily.

Job Security

- Our objective within the last 4 or 5 years has been to be sure that the classes [Japanese, Spanish and French] are pretty much even. Ahh, it just...It ensures all our positions. At one time we did have German. That's one of the other requests from students wanting to take German had fallen and fallen, so that's why we decided to do something about that, and that's why we make an effort to even things out.

Reduction of Programs

- Now German was a while back [more than 10 years ago]. That's a story when we needed a room for technology, and German had the lowest student enrollment, so it was phased out.
- [We used to offer Japanese]...K-8th, but we lost 7th-8th a few years ago. ...this is like a cluster magnet, cluster school, um. How many years ago was that, that we lost 7th and 8th? My concern was that as long as they have Japanese program in junior high level, it was okay. In high school nearby, they used to have it, how many years ago was it, then 5-6 years ago but then they canceled it. ...
- But, I'd like to see this neighborhood [school] to have a Japanese program, but they only have Spanish. And the high school, too. They used to have a Japanese program, too, but they don't right now.
- [OC: The elimination of German and elimination of 7-8th grade at Murray are not due to NCLB. They were a result of needing more space, a growing elementary school. It is unclear if the elimination of Japanese at the neighborhood high school was a result of NCLB, although the program was cut post-NCLB.]

Accountability

- But, I just think that pressure off everybody [if NCLB were repealed], and by that I don't mean that accountability is off either.

"NCLB Students"

- We do have students from NCLB that are placed into our school, um, and we are not supposed to know who those students are.
- I think just to protect the students, I know think we're allowed to know. If their school is failing and NCLB comes in as says you need to go to a newer school. We cannot deny a student to come to our school. So, we don't know who the student is. I don't think any of the teachers do.
- Yes (hesitantly) [I think NCLB impacts the FLES curriculum]. How to say this, too? My thing is that students who comes in later, at the beginning of the school year, I have to see who comes. Maybe some are NCLB students, but I am not sure. So, I have to treat them like the new student instead of NCLB student.

- Well, when they [students from failing schools] come, we don't know exactly who. It is not identified, these kids of NCLB.
- But, then sometimes when they, school start then we get new students in, but I am not sure, because they do not say who they are.
- Since I don't know exactly who they [the students transferred into the school from a failing school as a result of NCLB] are, I have to treat them like, ah, not treat them differently. We have a program K-6, but sometimes someone moves out and there is space available and someone new moves in. Like this year, we have 2 new sixth graders. And in 5th grade, I have one. 4th grade, I have 2.

Teacher Reactions to NCLB

- So...I guess I would be a little bit biased, but it's to serve the more underprivileged. [OC: She is referring to the methodology of her university teacher education program and also referring to the children at her school when I asked her about NCLB.]
- I think that it is nice to that everybody has an opportunity...to have a chance to study. (laughs).
- ...but I mean, from the information I got from my Master's program, I kind of felt like it [the old way of doing things] was leaving the more underprivileged student behind.
- ... I want my child to have every possible advantage. So, in that sense, it's [NCLB] important. Then sitting from my teacher desk (long pause) I want that child to have every possible advantage without driving me up the wall.
-I give it kudos for effort. I don't know how well thought out it was in terms of, and again I am speaking from being in a language academy, because in terms of being in a regular school, I don't know if that impacts as much as it does in a language academy.
- I don't know. I don't know how to answer that question. That's just how I feel. It's an emotional, gut thing that you're caught between a rock and a hard place. I look at it from my teacher point of view and from my parent point of view.

NCLB Impact on FLES Teachers

- I don't believe [I have to meet any requirements under NCLB]... [OC: I asked a follow up question to confirm that she had completed her teacher ed program post-NCLB. I skipped follow up questions "How have you met (will you meet) those requirements?" and "Do you feel you have resources or support to help you meet those requirements?" because she does not feel that there any requirements asked of her personally under NCLB. Honestly, it was surprising to me that she did not feel or know that she had to meet any requirements under NCLB, but it is very valuable to know that she doesn't feel that there is anything extra or special that she has to do, likely because she was certified post-NCLB and came into the school as a "highly-qualified" teacher under NCLB. Also, as a new teacher, she hasn't had to go through any re-certification steps that might talk about NCLB requirements. Finally, as a new teacher only 2 months into the

school year, she may not have been exposed to CPS workshops on meeting NCLB requirements yet.]

- No [I don't think that NCLB impacts the FLES curriculum that I teach or the FLES curriculum in general at my school], because I don't think the state makes requirements for us. I don't feel the impact.
- No [I have not had to meet any special requirement, change my certification or fill out any forms for NCLB] [OC: After getting the same response from FT, I was not surprised by this answer and I was beginning to understand that to these FLES teachers, NCLB is the equivalent of articulating poorly prepared students who need to catch up and accommodating special needs students].
- Yes, we are [asked to meet requirements under NCLB]. We need to, I forget the exact number, we must have by state law within our certificate cycle for renewal, need to have I believe its 24 hours of.. that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions....By state law you're required to have 120 hours, I think it is. Of those 120, I think its 20% that has to qualify for the NCLB certificate. And I should say certificate, but NCLB...The ones for NCLB are anything that has to do with special education.
- ...I think we can let teachers be more artful with their teaching. Teachers go to school, get an undergraduate and sometimes a Masters, and then we've got some schools that are reading scripts for students. You know, and its just "why don't we just play a recording or read it or teach like that"? Um, so, I think that the pressure would be alleviated [if NCLB were repealed]..
- I think in the beginning [when "NCLB students" arrive at Murray] it was kind of tough for everyone, but the ones who get used to it should be okay. Like it is frustrating for the new student. They are not all on NCLB, I know that, but it is just more work that way.

Class size

- ...and its..you want every child to have every advantage possible. Um, to me, the solution has always been to keep a smaller class size. When you have a class of 34 children it is difficult. I admire the classrooms teachers who have those 34. I have 22, and sometimes I ...(laughs) [PA buzzer again].
- Can I say that when I came here it was different? When I came here, 13 years ago I had 70 student. Within 13 years we have 140 students, so it doubled...I am not sure [why the population has doubled in 13 years] exactly, it is kind of tough on us, but I should say that it is a "happy cry."
- My 5th grade has 2 new students, my 4th grade has 2 new students, about the same number. And you know the younger grades, there would be 1-2 per class, so and again, I don't know why they're new.
- [In 6th grade I have] 16. In 3rd grade, 22. I have 2 sections of kindergarten, first and second grade, and those numbers range from 7 students to 13. Which, you can feel that difference.
- In primary, we have two classes, we have separate, not that many kids. But, 3rd-6th the students are together. That is where we have a lot of kids....Let's

go from 6th grade, and I think its 21 students...19 students. 5th grade is 21, 4th grade is 22, 3rd grade is 21 students. Yes, and in 2nd grade I have one class is 15 and the other class is 5. It is offset, but in 3rd grade they are together, so it is okay...In the classroom, K is more even, like 11 to 10, and the one after that I think the homeroom teacher decides which classroom they have. If I have 15 kids somewhere else is less. I think French has almost even. So, we are trying to be even. If I have 5, then over there [in the French classroom] is less. Some reason. And then, so, 1st grade to be, okay, 11 and 9, and Kindergarten is more evenly, 12 and 10.

- 6th grade I have 19 students. 5th grade I have 22. 4th grade is 22. 3rd grade 21. 2nd grade 21, but what happens is we have 2 second grade classes, so each of those classes comes at a different time. A group of 10 and a group of 11.

Articulation Issues

- ...for us, the difficult thing for us is that if they [new/transfer/"NCLB" students] come in the upper grades and they haven't had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up.
- ...Tutoring them [students who are new to the school, either due to NCLB transfers or because they are new to the district to help get them caught up to the level of their classmates] in morning and after school. Yes, I think for all new students [in all languages].
- ...Older students go all over the place. Some other schools offer Japanese. A former 6th grade student went to Andrew Jackson, that's another language academy that teaches up to 8th grade. ___ is the only one, and then we had a new one the other day.
- ...And then, younger, primary level is okay. It's easier to catch up, compared to older kids. So especially with the older kids, my thing is that it takes much more work and special study time to get the NCLB students to catch up.
- ___ is catching up so fast. And then, with all the students I am trying to do the speaking portion, so I want them to be there.
- ... If they come from Kindergarten it would be different. If they come during a different grade level, upper grades especially, for them I think they will struggle, too. They don't have the background. Yeah...
- [Academic Centers] ...such as Whitney Young High School and Kenwood High School have a 7th and 8th grade program and that's what they consider their academic center. Both high schools are excellent high schools....Being a magnet school, the children [at Murray] have options. We have a middle school here in the neighborhood, just across the way from Kenwood high school. And of course, we have children who go to Whitney Young. This year I had two children place into Whitney Young, an excellent, excellent school. But the majority of the children will either go to Cantor Middle School or to private high schools, but being a magnet school their options are wide open. Many parents go to schools that offer a language program so that they can continue it.

Testing

- I think just the pressure off teachers that they don't have to test anymore and the pressure off students, of course, but I can't remember if when I was a kid that I got the vibe from my teachers that this is boring, that this test is...ah, we're testing again.
- You know, I don't really have good experience with testing, you know the standardized testing in the world language.
- Ah, okay, [during ISAT testing we] try not to do tests ourselves, because they are already pressured, so I have something relaxing.
- At the time [when I first came to Murray], because we couldn't test. Some schools do test, they have an entrance exam. We couldn't. It wasn't part of the charter, you know, the school. So, we were able to interview and that helped us eliminate some concerns.
- I don't know [who is in charge of standardized testing at my school]. I don't believe [we've had any testing yet this school year].
- ... for me I try not to do standardized tests. I kind of see my class as, I mean, I just don't think they always measure what they should, and I see my classes are not required to do that, so I should let the kids test in different ways. I don't know, you know, this is my first year so I am still experimenting, but I try to do projects leading up to tests, and test in different ways, so I don't know, it's tough because a lot of my tests, I see with the upper kids I see that its not that easy, so it is multiple choice, but its nothing like standardized testing.
-with the standardized testing, in my education class [for my master's degree], we studied who they're written by: white middle class. It's assessing things that are considered in important in that culture. So, you know, I feel like its assessing that kind of cultural knowledge and a lot of students just don't learn like that. And to test in that way is, um.. I just don't think that a standardized test is fair to say if someone can pass, I mean some of these kids, just don't do well on testing and it seems like everything else is just thrown out the door for these tests. I mean they can do fine in all other areas, but when the test comes along they fail because they don't test well. They could do fine if they are tested in other ways. I had a student that was in second grade when I was here before, and I expected _____ to be in 4th grade, but _____ was in 3rd grade, so I don't know what happened, if it was something with testing or what, but _____ was just moved back into 4th grade now, and I don't know if it was a testing thing. _____ is fine socially and I can see maybe testing would be a problem for _____. I just don't think it should be the end all.
- ...as far as the testing goes, I just feel like from what I hear, and again, I am not in the midst of it, from what I hear from other elementary school teachers like, come after New Years all the way to March, when they have tests in the Spring, it is just insane. There is a teacher's script, and I just feel like teaching in another way is being sacrificed for that. I guess, if you have to have a standardized test, maybe you do have one, but maybe its not the only thing, you know pass/fail, it isn't going to be the only thing that is going to move a child on or not, and as far a schools getting funding because they pass, I just, that is really saying to the student and the school "This is the only thing that matters" and

anything else you do that's maybe not a standard, doesn't really matter, which excludes those students who don't test well and who think outside the box.

- ... English language learners taking standardized tests in English is a bit ridiculous, so...(laughs.) ...I don't have experience with that in the classroom, but what I've heard from my peers is that they don't take, they take, what do they take? They take a different sort of test that's written for an English language learner, but it's still a standardized test, and I mean, just the non flexibility of it should take you 3-5 years to learn a language and then you should be able to take standardized tests. It's ridiculous. You know we talk about BICS and CALP in second language learning. You're using it every day versus the academic language, which is a lot harder to acquire and yet, again, they're being passed or not passed based on their academic language that they don't fully have in their second language yet. That's even more ridiculous to test them, when you have native English speakers who take the standardized tests and they have to take a similar test.
- We used to go for proctor, that way yes, but then last year we didn't do that. But we used to be a proctor....My students, no [are not required to take a standardized test in Japanese]....when they have the tests, we know the schedule, so we do not schedule any exams in our FLES classes during those weeks. They used to take the Iowa test, but now it is just the ISAT... It is in March....During this time, everything is canceled. After test, then we go back.

Student Population

- So, we used to have students who were at and or above level, a higher majority of those students. So, yes, there's been a change in the school population in the number of students with special needs.
- We don't [have English Language Learners here at our school]. I know that we have some native Japanese speakers, but I think that those kids are also at the same level in English, but we do have learners of mainstream U.S. English. Um, a lot of students speak African American Vernacular English, since many of our students are African American, but it hasn't... I don't want to say it hasn't been a problem, but the kids know what language is appropriate for class, and I've even heard kids correct each other in AAVE, which is kind of funny. I see that as a language, and not as slang or anything, so I actually, you know, welcome it. It's what comes from their homes, so they should bring it to the classroom. Again, when we talking in French, then I want to hear French, and not mainstream U.S. English or AAVE.

Teaching Methods

- At the beginning of the year, with policies and procedures it was more in English, and now it is more in French for all grade levels. For the little kids, because it is so auditory and physical it is sometimes easier to be in French. I had one of my peers from grad school observe me last week, and um, I just felt like I was speaking a lot in English, and I was self conscious about it, and I think what it is the kids are so chatty, I feel like if I lose them, if I explain something in

French and they don't get it, it's okay to try and construct meaning when they're talking, but they don't know where to draw the line between school conversations and social conversations. Sometimes I find myself explaining in English, so there won't be any confusion, which I don't really know if I like that, but I also don't want to explain in French, then English, because then they'll get in the habit of "Oh, she just going to say in English after", so that's, it kind of depends on what we're doing. If its more complicated, like a project, I usually put the bell ringer up for 4-6. I'll say get out your notebooks in French, and the rest in English.

Behavior Management

- A lot of times the students ["NCLB transfer students] from these schools that get shut down, they're not very good schools, so behavior is an issue. And obviously if the student doesn't understand the subject or is bored, and everything goes over there head, you can see where they would act out.
- That's the time [at the beginning of the period] they come in and start talking if they don't have something to do, and I don't want them to give me the excuse that they don't understand.
- Many of these children with language, a 20 minute is just enough time so they don't get too squirley.
- I still go on with, okay, if Johnny comes to class and Johnny doesn't disrupt the class, he's getting a B.
- I don't think a child should be denied, especially if they're at a language academy, but at the same time, the great burden it places on children. They either become very introverted. I've had children that cried out of frustration, and then of course, the biggest one is that they become behavior problems in the classroom.

Open Coding, Version 3

[OC: This is my third pass at the interview data during open coding. The categories and subcategories are starting to form more clearly.]

Interaction with School Staff (other teachers, administration, support staff.):

[OC: The aim of this study was not to analyze the role of administration, so I did not ask directly about administration. That is a likely reason why so little is said about administration. I did not classify teachers' assistants or tutors here because they were considered a resource by the study participants.]

Interaction with co-FLES teachers

- ... we have officially once a week, we get together with other FLES teachers.
- Maybe [NCLB doesn't impact my interaction]... with the other FLES teachers...

Interaction with Regular Ed teachers

- ... at the beginning of the year I put a note in people's mailboxes ... I never really got a response back...
- And then with the other teachers we get together sometimes to collaborate....With the regular ed teachers. We wish we would have more time with the other teachers, but they some teachers we are teaching this right now, so you can help us out with the vocab [labels]. ...Then, ah, science teacher asked for the universe. Like earth in all the three languages, actually 4, because English, too.
- Yes, [I think that NCLB impacts my interaction with others at my school] because it forces me to make that greater effort. Rather than in the hallway "Oh, by the way...".
- ...but I think it's that people are really busy with certain requirements that they have to get through...[OC: She is talking about the lack of participation from regular ed teachers when she reached out to them at the beginning of the school year. She is saying that those teachers have so many requirements to meet that they don't have time to respond to her.]
- ...but the staff works well, especially the primary grades works well with us in the language department. We've done some cross-cultural activities, we've also done some integration. We also do, to some extent with the art department. There is a collegiality as well as being able to work collaboratively.

Interaction with Special Ed teachers

- ...To sit down and arrange a conference so that the special ed teacher and I can sit down and talk one on one. Or a group of children that they're working with in terms of , such as, Johnny isn't completing his homework. They [the special ed teacher] will be, often times, the primary contact with the parent, because they have greater contact to begin with so, like with Miss ____, if I say, there is a child that has not been doing her homework for the past three weeks, then Miss ___ will call the parent to make sure the homework gets done and will also make arrangements for the child to sit in her classroom and complete the assignments.
- ... It's sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language classroom.
- When I first started, we had a half-time special ed teacher. Now we have four full time special ed teachers.
- ... I mean that we have the special education teachers with whom we confer and discuss any concerns we have.

Special Education

Individual Education Plan (IEP)

- ... the IEP, keeping up with that is good.
- It's wrong to expect everyone to think in the same way. I mean, here we have the IEPs that are differentiated learning plans to meet each child's specific learning style and goals, while on the other hand, "Here, take this standardized test!".

- In general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students...

FLES for Children with Special Needs

- But at the same time, it's not the same thing as when you're dealing with a child in the regular classroom....

Modifications (for Children with Special Needs in the FLES Classroom)

- Some of the modifications that they've made in the general education program, don't always work in the world language program. It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where its heavier on reading and writing.
- And the fact that it's all oral and visual doesn't place a lot of burden on them [primary grade special needs students]. Especially when their disability gets... is in the reading or writing. It's when they get to the 4th grade that it really becomes very difficult and what my greatest concern is that on their IEP, when it comes to how do we grade these children...to grade someone on an academic subject that is considered a discipline like second language learning...to make their grade based on behavior, attendance...there is no academic component placed there. And, it always concerns me that anyone looking at their report card, that this child is getting a B! Wow! But, there is no academic substance to it.They could just...They don't feel like failures. In the classroom they look around and everyone seems to be getting it and they are trying so hard. And they just, it just isn't, it isn't staying with them and they know they have problems in reading and writing, and, but with their special ed classes they move, they are in much smaller groups and they are with children who have similar..I don't want to say deficiencies...similar concerns, similar needs and so they're working so all these little baby steps for them are accomplishments. In the language classroom it is very difficult for me to differentiate their work. I can say, you can do any 5 of the 10 assigned problems. And that will work for some children with moderate disabilities, so I don't have a problem there. It is the children that have the greatest deficit. For whom, saying "Do two" is difficult, so I just feel for them. My concern is (sigh), I have not been able to find a way to make them really successful both in how they function in the classroom and how much they are able to achieve, so, um...
- ... It is not so much [referring to the impact of NCLB on FLES] [OC: She is referring to special needs every time I ask specifically about NCLB curriculum, clearly associating NCLB with special needs students] at the early level, but certainly at the higher level depending on the child's deficiency. It certainly does. I have an autistic child in my ___ grade class. ___ has been with this class since Kindergarten, so the class knows ___ and know to ignore ___ when ___ gets up and walks around or ___ talking, because ___ tests well in an aural/oral fashion. So...that kind of child isn't such a big problem. ___ can read

and write, so it isn't such a big thing, but to me the most difficult thing for me is when a child has difficulty reading and writing in their own language...[Adapting tests for those students or leaving it as a participation grade] depends on their IEP. If their IEP is non academic based, then they take the test just like everyone else and I grade it like everyone else, but it doesn't impact their grade.

- ... If they spend most of the day with the special ed, that isn't a problem, they can stay with the special ed teacher. If the child is in the regular ed mostly, and only goes to special ed for so many minutes a day, that is a little more difficult, because there is no place right now [if students with special needs want to opt out of a foreign language class]. Because our librarian already has a full program, even if I instituted a research project, 1) the use of the library would be limited, and 2) these children that I'm talking about can't function well in English, so giving them a research project is not going to be successful, so right now they are part of the language classroom and they do the best to their ability, and as I said, if their grade is based on attendance, then their grade is based on attendance. I may not like it, but I have to respect.

- I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher. Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...

Parent/Community Involvement

Parent Involvement

- This is a school where children are cared about and cared for, where parents are very involved, sometimes too much in certain areas (laughs)...

- We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.

- So, this is __ first year with reading and writing and ___ does have some difficulty in completing the work, but the mother is very supportive and so I do get work from that child.

- ...um, I would say that parental involvement is very strong here...

- I am speaking from my perspective here at Murray, when parents chose Murray as their option, especially for the NCLB, they're looking for a safe place for their child. They're not looking, "Oh, yes! This is a language academy. My child will learn." That is not their primary goal. What I would like to see for the parents who make that choice to understand the commitment that I would like to see them make in terms of helping their child with the language, finding tutors, I always recommend there are high school students in their neighborhood, find one there, a student who is at least in the second year. And also parents who say to me, "Well I took it in high school and college and I can't speak it". I always say to them "Please don't say that around your child. It is important that you sound

supportive.” Because if it important to you, it will be important to them. [Interrupted by PA about playground duty]. And not to be afraid to ask when they have their meetings with the IEP team to say I would like dot-dot-dot. And that is something that I feel a lot of parents don’t understand that they have that right, but I as a teacher can always tell them that you have to circumlocute, and kind of, you know, help them to understand that it is okay that it is okay that your primary concern is for your child to be able to function in his language. To learn to read to learn to write to learn to do proper math. There is always, you know, middle school and high school.

Community Involvement

- ...Um, and as far as its community, it is a very community oriented school.
- There’s a lot of things to do here, a lot of things that happen after school that show that it’s, you know, more than just work or school.

Teacher Background

Teaching Experience

- This is my first full year. Well, I was actually here in the Spring of ’07 for about 2 months for the teacher who was on maternity leave. And, um, I mean I’ve taught in summer school settings, which, again, were like 2 months. Um, here the same so K-6 in French, um and then in like the in summer school programs it was more like recreation, so French, theater, scrapbooking, and about K-5.
- ...here will be, in CPS, this is the 13th year. But, I did high school before, so its been a long, long process. (laughs) I came to the States with a teaching certificate to teach high school and junior high in Japan. I came here to learn English and go home, but I never did that. (laughs).
- Wow. I’ve been here so long. I’ve seen so many changes.
- I started teaching in 1969. I started out as a high school teacher, and did that for about four years, and then with the integration and with teachers being moved around, I ended up teacher ESL at the elementary school level. Then I taught at the _____ magnet school. It was a new concept at the time. Non graded, multi age groupings of students, and team teaching, and it was the first time I encountered that concept, and then I ended up here. Now I’ve been here at Murray for 24-25 years....With the exception of the 4 years I taught ESL at the elementary school level....

Licensure /Teacher Training

- [My teaching certificate is]...K-12. In Illinois, when you get certified to teach a world language, you get certified to teach K-12.
- [I graduated from my teacher ed program with my Masters in] June of ’08. I am certified to teach ESL and French K-12.
- ... I was just a French Studies major as an undergraduate. Then I went to _____ for my masters, and it’s in the _____ neighborhood of Chicago,

and very urban, multicultural educator, and its very St. _____ in its outlook, which is helping the underdog, so you know, the education is based on that.

- Anyway, so, I got married here and then I had already my two kids. My second kid was in third grade, so I said “Okay, I’d like to pursue my own plans”, so I went back to school and got all the requirements for elementary education. At that point they didn’t really, my teaching certification from Japan didn’t count. Now, it would count! (laughs)...And right now, college too. I teach at _____ University in _____. So, today I have to go teach there.

- I earned my teaching certificate, shortly after I graduated. It was a 6-12 certificate at the time, and then through legislation I hold 2 certificates. I hold a K-12 and a 6-12....[This was] even before NCLB. It had to do basically with teachers who were teaching what was concerned with what was considered teaching high school subjects, like foreign language, in the elementary school. So, as not to be teaching out of certificate, they decided to make things like language, give it a broader span, so that’s why I have the K-12.... I was grandfathered in [, so I didn’t have to go back to school for that].

- ...Oh, it was drilled into us that if we didn’t meet those requirements then we would be lacking [under NCLB] when it came time for recertification.

- In terms of workshops, seminars, CPS does provide information about those types of workshops, but there are also outside institutions such as BER, Bureau of Education and Reserach based in California, which is the one that I most attend because not only do they do special education but also world languages...You can do some online, but I prefer to attend the workshops. They also do it for CPDU, continuing professional.. something.. They also have a follow up if you wish to get university level credit.

- ...So, everything else [requirements for recertification] can fall into my language program, it could fall into what is considered, um, our school emphasis which is literacy. So, it is fairly flexible....The 120 hours is for certification renewal, which comes up every 7 years. And, it can be documented depending on what it is. If I’m working on the school improvement plan, then my agendas and all of that becomes part of my documentation. I take workshops or seminars, then those institutions provide me with documentation...

Resources

Teachers’ assistants

- [OC: __ mentioned in casual conversation that she has a visiting artist who works with the students on dance and visual arts related to French. The visiting artist would be working with the older students, in the morning, so if I wanted to see her teach, I would have to observe an afternoon class.]

- ... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet. I’m doing that with the 6th graders, but the other 5th grade, it depends on the student.

- One [Japanese teacher assistant] is right now, she’s leaving at the end of this month, and then, but another new one came at the end of September, so right

now I have two. This new one is leaving in June....It is a special program for IIP, International Internship Partnership, or something like that.

Grants

- Many [workshops] I pay for on my own. We do get a grant. We've had this grant now for the last 4 years. It's through the [CPS] office for academic enhancement. In that grant we do have money set aside for conferences and workshops....We fill out the grant proposal at the end of every year.

NCLB

Reactions to NCLB

- So...I guess I would be a little bit biased [toward helping disadvantaged children], but it's to serve the more underprivileged. [OC: She is referring to the methodology of her university teacher education program and also referring to the children at her school when I asked her about NCLB.]
- I think that it is nice to that everybody has an opportunity...to have a chance to study. (laughs).
- ...but I mean, from the information I got from my Master's program, I kind of felt like it [the old way of doing things] was leaving the more underprivileged student behind.
- ... I want my child to have every possible advantage. So, in that sense, it's [NCLB] important. Then sitting from my teacher desk (long pause) I want that child to have every possible advantage without driving me up the wall.
-I give it kudos for effort. I don't know how well thought out it was in terms of, and again I am speaking from being in a language academy, because in terms of being in a regular school, I don't know if that impacts as much as it does in a language academy.
- I don't know. I don't know how to answer that question. That's just how I feel. It's an emotional, gut thing that you're caught between a rock and a hard place. I look at it from my teacher point of view and from my parent point of view.

Accountability

- But, I just think that pressure off everybody [if NCLB were repealed], and by that I don't mean that accountability is off either.

Perceptions of NCLB

- I don't believe [I have to meet any requirements under NCLB]... [OC: I asked a follow up question to confirm that she had completed her teacher ed program post-NCLB. I skipped follow up questions "How have you met (will you meet) those requirements?" and "Do you feel you have resources or support to help you meet those requirements?" because she does not feel that there any requirements asked of her personally under NCLB. Honestly, it was surprising to me that she did not feel or know that she had to meet any requirements under NCLB, but it is very valuable to know that she doesn't feel that there is anything

extra or special that she has to do, likely because she was certified post-NCLB and came into the school as a “highly-qualified” teacher under NCLB. Also, as a new teacher, she hasn’t had to go through any re-certification steps that might talk about NCLB requirements. Finally, as a new teacher only 2 months into the school year, she may not have been exposed to CPS workshops on meeting NCLB requirements yet.]

- No [I don’t think that NCLB impacts the FLES curriculum that I teach or the FLES curriculum in general at my school], because I don’t think the state makes requirements for us. I don’t feel the impact.
- No [I have not had to meet any special requirement, change my certification or fill out any forms for NCLB] [OC: After getting the same response from ___, I was not surprised by this answer and I was beginning to understand that to these FLES teachers, NCLB is the equivalent of articulating poorly prepared students who need to catch up and accommodating special needs students].
- Yes, we are [asked to meet requirements under NCLB]. We need to, I forget the exact number, we must have by state law within our certificate cycle for renewal, need to have I believe its 24 hours of.. that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions....By state law you’re required to have 120 hours, I think it is. Of those 120, I think its 20% that has to qualify for the NCLB certificate. And I should say certificate, but NCLB...The ones for NCLB are anything that has to do with special education.
- ...I think we can let teachers be more artful with their teaching. Teachers go to school, get an undergraduate and sometimes a Masters, and then we’ve got some schools that are reading scripts for students. You know, and its just “why don’t we just play a recording or read it or teach like that”? Um, so, I think that the pressure would be alleviated [if NCLB were repealed]..
- I think in the beginning [when “NCLB students” arrive at Murray] it was kind of tough for everyone, but the ones who get used to it should be okay. Like it is frustrating for the new student. They are not all on NCLB, I know that, but it is just more work that way.

“NCLB Students”

- We do have students from NCLB that are placed into our school, um, and we are not supposed to know who those students are.
- I think just to protect the students, I know think we’re allowed to know. If their school is failing and NCLB comes in as says you need to go to a newer school. We cannot deny a student to come to our school. So, we don’t know who the student is. I don’t think any of the teachers do.
- Yes (hesitantly) [I think NCLB impacts the FLES curriculum]. How to say this, too? My thing is that students who comes in later, at the beginning of the school year, I have to see who comes. Maybe some are NCLB students, but I am not sure. So, I have to treat them like the new student instead of NCLB student.
- Well, when they [students from failing schools] come, we don’t know exactly who. It is not identified, these kids of NCLB.

- But, then sometimes when they, school start then we get new students in, but I am not sure, because they do not say who they are.
- Since I don't know exactly who they [the students transferred into the school from a failing school as a result of NCLB] are, I have to treat them like, ah, not treat them differently. We have a program K-6, but sometimes someone moves out and there is space available and someone new moves in. Like this year, we have 2 new sixth graders. And in 5th grade, I have one. 4th grade, I have 2.

School Background

School Application Process/Intake

- ...We used to have more control over the lottery system. Now it's all CPS. They take all the applications. The school does have a discretionary number in terms of being able to take in siblings, but other than that it is pure lottery....there hasn't been an interview process for 6 years.
- Like I said, I've been here a long time. When I first came to Murray, we had a different...we were able to interview the children.
- But, then, they are actually, but then in March or April time they know who exactly is coming. They have a lottery system.

Teacher Day

- Its pretty jammed packed. ...and, um, as far as breaks.. .we get a 15 minute break and we get a 50 minute break for prep, and its not enough time. [OC: Later __ tells me that there is no lunch hour outside of the prep periods.]
- [Our school day is] ...8:15 to 2:30. That's the time we have to clock in. I personally teach from 8:45 to 2:20.
- I basically start with the 6th grade and work all the way down to end the day with Kindergarten.

Student Population

- So, we used to have students who were at and or above level, a higher majority of those students. So, yes, there's been a change in the school population in the number of students with special needs.
- We don't [have English Language Learners here at our school]. I know that we have some native Japanese speakers, but I think that those kids are also at the same level in English, but we do have learners of mainstream U.S. English. Um, a lot of students speak African American Vernacular English, since many of our students are African American, but it hasn't... I don't want to say it hasn't been a problem, but the kids know what language is appropriate for class, and I've even heard kids correct each other in AAVE, which is kind of funny. I see that as a language, and not as slang or anything, so I actually, you know, welcome it. It's what comes from their homes, so they should bring it to the classroom. Again, when we talking in French, then I want to hear French, and not mainstream U.S. English or AAVE.

Class size

- ...and its..you want every child to have every advantage possible. Um, to me, the solution has always been to keep a smaller class size. When you have a class of 34 children it is difficult. I admire the classrooms teachers who have those 34. I have 22, and sometimes I ...(laughs) [PA buzzer again].
- Can I say that when I came here it was different? When I came here, 13 years ago I had 70 student. Within 13 years we have 140 students, so it doubled...I am not sure [why the population has doubled in 13 years] exactly, it is kind of tough on us, but I should say that it is a “happy cry.”
- My 5th grade has 2 new students, my 4th grade has 2 new students, about the same number. And you know the younger grades, there would be 1-2 per class, so and again, I don’t know why they’re new.
- [In 6th grade I have] 16. In 3rd grade, 22. I have 2 sections of kindergarten, first and second grade, and those numbers range from 7 students to 13. Which, you can feel that difference.
- In primary, we have two classes, we have separate, not that many kids. But, 3rd-6th the students are together. That is where we have a lot of kids....Let’s go from 6th grade, and I think its 21 students...19 students. 5th grade is 21, 4th grade is 22, 3rd grade is 21 students. Yes, and in 2nd grade I have one class is 15 and the other class is 5. It is offset, but in 3rd grade they are together, so it is okay...In the classroom, K is more even, like 11 to 10, and the one after that I think the homeroom teacher decides which classroom they have. If I have 15 kids somewhere else is less. I think French has almost even. So, we are trying to be even. If I have 5, then over there [in the French classroom] is less. Some reason. And then, so, 1st grade to be, okay, 11 and 9, and Kindergarten is more evenly, 12 and 10.
- 6th grade I have 19 students. 5th grade I have 22. 4th grade is 22. 3rd grade 21. 2nd grade 21, but what happens is we have 2 second grade classes, so each of those classes comes at a different time. A group of 10 and a group of 11.

Reduction of Programs

[OC: The elimination of German and elimination of 7-8th grade at Murray are not due to NCLB. They were a result of needing more space, a growing elementary school. It is unclear if the elimination of Japanese at the neighborhood high school was a result of NCLB, although the program was cut post-NCLB.]

- Now German was a while back [more than 10 years ago]. That’s a story when we needed a room for technology, and German had the lowest student enrollment, so it was phased out.
- [We used to offer Japanese]...K-8th, but we lost 7th-8th a few years ago. ...this is like a cluster magnet, cluster school, um. How many years ago was that, that we lost 7th and 8th? My concern was that as long as they have Japanese program in junior high level, it was okay. In high school nearby, they used to have it, how many years ago was it, then 5-6 years ago but then they canceled it. ...

- But, I'd like to see this neighborhood [school] to have a Japanese program, but they only have Spanish. And the high school, too. They used to have a Japanese program, too, but they don't right now.

Job Security

- Our objective within the last 4 or 5 years has been to be sure that the classes [Japanese, Spanish and French] are pretty much even. Ahh, it just...It ensures all our positions. At one time we did have German. That's one of the other requests from students wanting to take German had fallen and fallen, so that's why we decided to do something about that, and that's why we make an effort to even things out.

In the Classroom

Teaching Methods

- At the beginning of the year, with policies and procedures it was more in English, and now it is more in French for all grade levels. For the little kids, because it is so auditory and physical it is sometimes easier to be in French. I had one of my peers from grad school observe me last week, and um, I just felt like I was speaking a lot in English, and I was self conscious about it, and I think what it is the kids are so chatty, I feel like if I lose them, if I explain something in French and they don't get it, it's okay to try and construct meaning when they're talking, but they don't know where to draw the line between school conversations and social conversations. Sometimes I find myself explaining in English, so there won't be any confusion, which I don't really know if I like that, but I also don't want to explain in French, then English, because then they'll get in the habit of "Oh, she just going to say in English after", so that's, it kind of depends on what we're doing. If its more complicated, like a project, I usually put the bell ringer up for 4-6. I'll say get out your notebooks in French, and the rest in English.

Behavior Management

- A lot of times the students ["NCLB transfer students] from these schools that get shut down, they're not very good schools, so behavior is an issue. And obviously if the student doesn't understand the subject or is bored, and everything goes over there head, you can see where they would act out.
- That's the time [at the beginning of the period] they come in and start talking if they don't have something to do, and I don't want them to give me the excuse that they don't understand.
- Many of these children with language, a 20 minute is just enough time so they don't get too squirley.
- I still go on with, okay, if Johnny comes to class and Johnny doesn't disrupt the class, he's getting a B.
- I don't think a child should be denied, especially if they're at a language academy, but at the same time, the great burden it places on children. They either become very introverted. I've had children that cried out of frustration, and then

of course, the biggest one is that they become behavior problems in the classroom.

Curriculum

Language as a “Core” Class

- ...and having me there is, like kind of having something extra to do, you know, instead of enhancing what they’re already doing.
- Um, as far it being a language academy that languages are a core class. ...that the children go to every day.
- How to describe our school. Let’s see. We are a language, foreign language magnet school. [OC: ___ emphasized “language” school.]

FLES Materials

- For 4-6 we have textbooks
- So, I start the day with a textbook and end the day with songs and picture cards
- Because, we get heavier into reading and we’re a little more textbook based....For 4th grade we use Viva Español from McGraw/Hill. With the 6th grade I use half of the high school textbook because some of the children move on to academic centers in the 6th and 7th grade, excuse me 7th and 8th grade. And, having used a high school textbook makes it easier for them to take the language placement test. Many of them place into a high school first year program, and some even into an honors program.

FLES Curriculum

-And we work at a pretty slow pace, because there are no, because there I think only half a dozen language academies in CPS [OC: Currently there are five, with the opening of LaSalle Language Academy’s new replication school called LaSalle Language Academy II in ‘08-09.] we don’t have a requirement that we have to finish in a certain time, so we go slowly through each unit. So that’s our upper grades. And it’s nice, it’s a double edged sword that there are no requirements, but by the same token, sometimes you don’t know where to start. For the little ones, I have a list of what teachers have done in the past. Um, you know, and starting in the early primary, starting with things like colors and numbers and then second grade last year we still did circles on the carpet and we’re learning about professions.
- [We offer Japanese] Kindergarten through 6.
- Normally, every week we have a test or quiz, but that week [during ISAT testing] we don’t.
- It’s a sequential program. Basically my K, 1st, 2nd grade, most of our work is oral. Accumulating vocabulary. The 3rd grade I begin to introduce reading, writing. I prefer to wait to until that time because I want the children to learn all of their decoding skills, so that I don’t have to be a reading teacher in the sense of teaching them “how” to read, but trying to help them transition those skills that they’ve learned into the Spanish language, being a phonetic language

really help with the transition. My 4th through 6th grade, um, is pretty much run as you would a high school class, but at a much slower pace. There are more activities, in terms of art projects, just in terms of projects. Right now my 5th graders are working on making a calendar, and they're doing a little research on the different Spanish countries, so they choose 12 and they have to give the name of the capital, the population, industries, simple things like that. But, it also helps them, they're integrating technology. When we reach in the 6th grade, a food unit, then they research different recipes and try them out. We have them comment, and put a booklet together with their comments. With 4th grade, 4th grade is a little difficult. It is the transition from a non-graded system to the ABC system. K-3rd grade receive a "Skills checklist", where its a positive thing. Your child can do this... Your child can identify foods...Your child can...We try to keep with the primary children as positive as possible. Then, from 4th grade on, we become more serious. [Interrupted by PA].

- In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years.
- Before that [20 years ago], where our make-up was different. We had one grade level, and every so many years we had to take in another one, just to keep our numbers, we would take in a whole new first grade off the street, as I call it (laughs). Um, and we used to have what we called split classroom, so a couple of teachers had a 4th and a 5th, and that didn't seem to work out. So, that's when we started to take in a whole new first grade every 3 or 4 years. At that time we also went to the 8th grade. But, ah. Now we only go up to 6th grade, but we have two classrooms at each grade level....What happens is the 3rd grade class will come. Whatever number of students go to Japanese, whatever have selected Spanish, out of 64 students those are split among the three of us. When children register, we ask parents to list their first, second, and third choices, and we try to make it clear that they may not always get their first choice.
- We don't have the option to "okay you function at the first grade level, so we'll put you with the first grade class when it comes to language". We don't have that flexibility to be able to group the children so that they can be part of a group where they can experience success. So some of these students in 4th, 5th and 6th grade, if I had them in a smaller group of children with similar needs, my approach would be different.
- It [NCLB] says that a child can function using numbers and you put that child in a math academy, you bring that child along slowly but the unfortunate thing is at Murray the child moves with his class.
- It's...I just.. I just feel that there should be a possibility of an opt-out or an alternative. One of the things that we did, and this was many, many, many years ago, at _____ Magnet school, some children opted out and they preferred to do an in-depth research project to fulfill their language requirement. And, that was, with parental support, so we had, the parents knew that while this particular group had Spanish, that their child would be in the library, and it would also entail working outside the class. I met with the child on a weekly basis to monitor

progress, to be sure that they weren't waiting til the last minute. Like I said, it was an in-depth project, and these weren't children who had any particular special needs, but these were children who, this was an option that was offered to them. Their projects were done in English, and they made their report to the entire class over an 8 week's period, or 5 sessions really. One week they would present a portion of their research project, the next week they would do another portion, and that way they were able to complete the program.

- We just felt it was, and when I say we, this was the administration many years ago with Mrs. _____, we felt it was important that the younger students two things: their classes be smaller and because their attention span is shorter that the classes are more age appropriate in terms of time. So, we're 20 minutes. You're going to find other languages where their elementary school, primary, Kindergarten, 40 minutes, and that's a lot of time. So, we're quite happy with our 20-30-40 breakdown. K-2nd get 20 minutes every day. 3rd grade gets 30 minutes daily. And, ahh, 4th on up gets 40 minutes daily.

Articulation

- ...for us, the difficult thing for us is that if they [new/transfer/"NCLB" students] come in the upper grades and they haven't had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up.
- ...Tutoring them [students who are new to the school, either due to NCLB transfers or because they are new to the district to help get them caught up to the level of their classmates] in morning and after school. Yes, I think for all new students [in all languages].
- ...Older students go all over the place. Some other schools offer Japanese. A former 6th grade student went to Andrew Jackson, that's another language academy that teaches up to 8th grade. ___ is the only one, and then we had a new one the other day.
- ...And then, younger, primary level is okay. It's easier to catch up, compared to older kids. So especially with the older kids, my thing is that it takes much more work and special study time to get the NCLB students to catch up.
- ___ is catching up so fast. And then, with all the students I am trying to do the speaking portion, so I want them to be there.
- ... If they come from Kindergarten it would be different. If they come during a different grade level, upper grades especially, for them I think they will struggle, too. They don't have the background. Yeah...
- [Academic Centers] ...such as Whitney Young High School and Kenwood High School have a 7th and 8th grade program and that's what they consider their academic center. Both high schools are excellent high schools....Being a magnet school, the children [at Murray] have options. We have a middle school here in the neighborhood, just across the way from Kenwood high school. And of course, we have children who go to Whitney Young. This year I had two children place into Whitney Young, an excellent, excellent school. But the majority of the children will either go to Cantor Middle School or to private high schools, but being a magnet school their options are wide open. Many parents go to schools that offer a language program so that they can continue it.

Testing

[OC: Testing needs to be a separate category because it was mentioned in several contexts.]

Standardized Testing

- I think just the pressure off teachers that they don't have to test anymore and the pressure off students, of course, but I can't remember if when I was a kid that I got the vibe from my teachers that this is boring, that this test is...ah, we're testing again.
- You know, I don't really have good experience with testing, you know the standardized testing in the world language.
- Ah, okay, [during ISAT testing we] try not to do tests ourselves, because they are already pressured, so I have something relaxing.
- I don't know [who is in charge of standardized testing at my school]. I don't believe [we've had any testing yet this school year].
- ... for me I try not to do standardized tests. I kind of see my class as, I mean, I just don't think they always measure what they should, and I see my classes are not required to do that, so I should let the kids test in different ways. I don't know, you know, this is my first year so I am still experimenting, but I try to do projects leading up to tests, and test in different ways, so I don't know, it's tough because a lot of my tests, I see with the upper kids I see that its not that easy, so it is multiple choice, but its nothing like standardized testing.
-with the standardized testing, in my education class [for my master's degree], we studied who they're written by: white middle class. It's assessing things that are considered in important in that culture. So, you know, I feel like its assessing that kind of cultural knowledge and a lot of students just don't learn like that. And to test in that way is, um.. I just don't think that a standardized test is fair to say if someone can pass, I mean some of these kids, just don't do well on testing and it seems like everything else is just thrown out the door for these tests. I mean they can do fine in all other areas, but when the test comes along they fail because they don't test well. They could do fine if they are tested in other ways. I had a student that was in second grade when I was here before, and I expected _____ to be in 4th grade, but _____ was in 3rd grade, so I don't know what happened, if it was something with testing or what, but _____ was just moved back into 4th grade now, and I don't know if it was a testing thing. _____ is fine socially and I can see maybe testing would be a problem for _____. I just don't think it should be the end all.
- ...as far as the testing goes, I just feel like from what I hear, and again, I am not in the midst of it, from what I hear from other elementary school teachers like, come after New Years all the way to March, when they have tests in the Spring, it is just insane. There is a teacher's script, and I just feel like teaching in another way is being sacrificed for that. I guess, if you have to have a standardized test, maybe you do have one, but maybe its not the only thing, you know pass/fail, it isn't going to be the only thing that is going to move a child on or not, and as far a schools getting funding because they pass, I just, that is really

saying to the student and the school “This is the only thing that matters” and anything else you do that’s maybe not a standard, doesn’t really matter, which excludes those students who don’t test well and who think outside the box.

- ... English language learners taking standardized tests in English is a bit ridiculous, so...(laughs.) ...I don’t have experience with that in the classroom, but what I’ve heard from my peers is that they don’t take, they take, what do they take? They take a different sort of test that’s written for an English language learner, but it’s still a standardized test, and I mean, just the non flexibility of it should take you 3-5 years to learn a language and then you should be able to take standardized tests. It’s ridiculous. You know we talk about BICS and CALP in second language learning. You’re using it every day versus the academic language, which is a lot harder to acquire and yet, again, they’re being passed or not passed based on their academic language that they don’t fully have in their second language yet. That’s even more ridiculous to test them, when you have native English speakers who take the standardized tests and they have to take a similar test.
- We used to go for proctor, that way yes, but then last year we didn’t do that. But we used to be a proctor....My students, no [are not required to take a standardized test in Japanese].... They used to take the Iowa test, but now it is just the ISAT... It is in March....

FLES Testing

- During this time, everything is canceled. After test, then we go back [to our regular Japanese testing schedule].
- ...when they have the [standardized] tests, we know the schedule, so we do not schedule any exams in our FLES classes during those weeks.

Entrance Testing

- At the time [when I first came to Murray], because we couldn’t test. Some schools do test, they have an entrance exam. We couldn’t. It wasn’t part of the charter, you know, the school. So, we were able to interview and that helped us eliminate some concerns.

Axial Coding

Phenomenon	Cause
FLES teachers try to keep class size manageable.	Murray is a growing school, as evidenced by the two new additions to the building in recent years. New students are incoming kindergarten classes, transfer students from other districts, and “NCLB kids” leaving a failed school.

- ...and its..you want every child to have every advantage possible. Um, to me, the solution has always been to keep a smaller class size. When you have a class of 34 children it is difficult. I admire the classrooms teachers who have those 34. I have 22, and sometimes I ...(laughs) [PA buzzer again].

- Can I say that when I came here it was different? When I came here, 13 years ago I had 70 student. Within 13 years we have 140 students, so it doubled...I am not sure [why the population has doubled in 13 years] exactly, it is kind of tough on us, but I should say that it is a “happy cry.”

- My 5th grade has 2 new students, my 4th grade has 2 new students, about the same number. And you know the younger grades, there would be 1-2 per class, so and again, I don't know why they're new.

- [In 6th grade I have] 16. In 3rd grade, 22. I have 2 sections of kindergarten, first and second grade, and those numbers range from 7 students to 13. Which, you can feel that difference.

- In primary, we have two classes, we have separate, not that many kids. But, 3rd-6th the students are together. That is where we have a lot of kids....Let's go from 6th grade, and I think its 21 students...19 students. 5th grade is 21, 4th grade is 22, 3rd grade is 21 students. Yes, and in 2nd grade I have one class is 15 and the other class is 5. It is offset, but in 3rd grade they are together, so it is okay...In the classroom, K is more even, like 11 to 10, and the one after that I think the homeroom teacher decides

	<p>which classroom they have. If I have 15 kids somewhere else is less. I think French has almost even. So, we are trying to be even. If I have 5, then over there [in the French classroom] is less. Some reason. And then, so, 1st grade to be, okay, 11 and 9, and Kindergarten is more evenly, 12 and 10.</p> <ul style="list-style-type: none"> • 6th grade I have 19 students. 5th grade I have 22. 4th grade is 22. 3rd grade 21. 2nd grade 21, but what happens is we have 2 second grade classes, so each of those classes comes at a different time. A group of 10 and a group of 11.
<p>FLES teachers have concerns about student behavior</p>	<p>Class size has increased due to organic growth, as well as NCLB kids joining the school. All students take FLES, including special needs students.</p> <ul style="list-style-type: none"> • A lot of times the students [“NCLB transfer students] from these schools that get shut down, they’re not very good schools, so behavior is an issue. And obviously if the student doesn’t understand the subject or is bored, and everything goes over their head, you can see where they would act out. • That’s the time [at the beginning of the period] they come in and start talking if they don’t have something to do, and I don’t want them to give me the excuse that they don’t understand. • Many of these children with language, a 20 minute is just enough time so they don’t get too squirley. • I still go on with, okay, if Johnny comes to class and Johnny doesn’t disrupt the class, he’s getting a B. • I don’t think a child should be denied, especially if they’re at a

	<p>language academy, but at the same time, the great burden it places on children. They either become very introverted. I've had children that cried out of frustration, and then of course, the biggest one is that they become behavior problems in the classroom.</p>
<p>FLES teachers have to reach out to Regular Ed teachers</p>	<p>Regular Ed teachers are too busy meeting their own requirements to initiate collaboration or co-teaching with FLES teachers.</p> <ul style="list-style-type: none"> • ... at the beginning of the year I put a note in people's mailboxes ... I never really got a response back... • And then with the other teachers we get together sometimes to collaborate....With the regular ed teachers. We wish we would have more time with the other teachers, but they some teachers we are teaching this right now, so you can help us out with the vocab [labels]. ...Then, ah, science teacher asked for the universe. Like earth in all the three languages, actually 4, because English, too. • Yes, [I think that NCLB impacts my interaction with others at my school] because it forces me to make that greater effort. Rather than in the hallway "Oh, by the way..." • ...but I think it's that people are really busy with certain requirements that they have to get through...[OC: She is talking about the lack of participation from regular ed teachers when she reached out to them at the beginning of the school year. She is saying that those teachers have so many requirements to meet that they don't have time to respond to her.]

	<ul style="list-style-type: none"> • ...but the staff works well, especially the primary grades works well with us in the language department. We've done some cross-cultural activities, we've also done some integration. We also do, to some extent with the art department. There is a collegiality as well as being able to work collaboratively.
<p>Increased interaction with Special Ed teachers</p>	<p>There is an overall increase in students with special needs. All of Murray's student take a foreign language, regardless of ability.</p> <ul style="list-style-type: none"> • ...To sit down and arrange a conference so that the special ed teacher and I can sit down and talk one on one. Or a group of children that they're working with in terms of , such as, Johnny isn't completing his homework. They [the special ed teacher] will be, often times, the primary contact with the parent, because they have greater contact to begin with so, like with Miss ____, if I say, there is a child that has not been doing her homework for the past three weeks, then Miss ___ will call the parent to make sure the homework gets done and will also make arrangements for the child to sit in her classroom and complete the assignments. • ... It's sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language classroom. • When I first started, we had a half-time special ed teacher. Now we have four full time special ed teachers. • ... I mean that we have the special education teachers with whom we confer and discuss any concerns we have.

<p>Positive interaction with co-FLES teachers</p>	<p>Co-FLES teachers meet regularly and interact with each other throughout the day.</p> <ul style="list-style-type: none"> • ... we have officially once a week, we get together with other FLES teachers. • Maybe [NCLB doesn't impact my interaction]... with the other FLES teachers... • Observation note: FLES teachers talked with each other about permission slips for the children's international film festival.
<p>IEPs have a greater role in FLES curriculum</p>	<p>More students have special needs.</p> <ul style="list-style-type: none"> • Some of the modifications that they've made in the general education program, don't always work in the world language program. It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where its heavier on reading and writing. • And the fact that it's all oral and visual doesn't place a lot of burden on them [primary grade special needs students]. Especially when their disability gets... is in the reading or writing. It's when they get to the 4th grade that it really becomes very difficult and what my greatest concern is that on their IEP, when it comes to how do we grade these children...to grade someone on an academic subject that is considered a discipline like second language learning...to make their grade based on behavior, attendance...there is no academic component placed there. And, it always concerns me that anyone looking at their report card, that this

	<p>child is getting a B! Wow! But, there is no academic substance to it. ....They could just...They don't feel like failures. In the classroom they look around and everyone seems to be getting it and they are trying so hard. And they just, it just isn't, it isn't staying with them and they know they have problems in reading and writing, and, but with their special ed classes they move, they are in much smaller groups and they are with children who have similar..I don't want to say deficiencies...similar concerns, similar needs and so they're working so all these little baby steps for them are accomplishments. In the language classroom it is very difficult for me to differentiate their work. I can say, you can do any 5 of the 10 assigned problems. And that will work for some children with moderate disabilities, so I don't have a problem there. It is the children that have the greatest deficit. For whom, saying "Do two" is difficult, so I just feel for them. My concern is (sigh), I have not been able to find a way to make them really successful both in how they function in the classroom and how much they are able to achieve, so, um...</p>
<p>FLES teachers have concerns about students with special needs.</p>	<p>FLES teachers are worried about meeting the needs of the student, time and behavior management.</p> <ul style="list-style-type: none"> • But at the same time, it's not the same thing as when you're dealing with a child in the regular classroom.... • ... It is not so much [referring to the impact of NCLB on FLES] [OC: She is referring to special needs every time I ask specifically about NCLB curriculum, clearly associating

NCLB with special needs students] at the early level, but certainly at the higher level depending on the child's deficiency. It certainly does. I have an autistic child in my ____ grade class. ____ has been with this class since Kindergarten, so the class knows ____ and know to ignore ____ when ____ gets up and walks around or ____ talking, because ____ tests well in an aural/oral fashion. So...that kind of child isn't such a big problem. ____ can read and write, so it isn't such a big thing, but to me the most difficult thing for me is when a child has difficulty reading and writing in their own language...[Adapting tests for those students or leaving it as a participation grade] depends on their IEP. If their IEP is non academic based, then they take the test just like everyone else and I grade it like everyone else, but it doesn't impact their grade.

- ... If they spend most of the day with the special ed, that isn't a problem, they can stay with the special ed teacher. If the child is in the regular ed mostly, and only goes to special ed for so many minutes a day, that is a little more difficult, because there is no place right now [if students with special needs want to opt out of a foreign language class]. Because our librarian already has a full program, even if I instituted a research project, 1) the use of the library would be limited, and 2) these children that I'm talking about can't function well in English, so giving them a research project is not going to be successful, so right now they are part of the language classroom and they do the best to their ability, and as I said, if

	<p>their grade is based on attendance, then their grade is based on attendance. I may not like it, but I have to respect.</p> <ul style="list-style-type: none"> • I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher. Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...
<p>FLES teachers react to NCLB</p>	<p>FLES teachers are united in their belief that the idea behind NCLB (to give every child a chance) is worthwhile and accountability is necessary. However, these teachers are concerned about articulation, time management, and behavior management issues resulting from having special needs children in their classes.</p> <ul style="list-style-type: none"> • So...I guess I would be a little bit biased [toward helping disadvantaged children], but it's to serve the more underprivileged. [OC: She is referring to the methodology of her university teacher education program and also referring to the children at her school when I asked her about NCLB.] • I think that it is nice to that everybody has an opportunity...to have a chance to study. (laughs). • ...but I mean, from the information I got from my Master's program, I kind of felt like it [the old way of doing things] was leaving the more underprivileged student

	<p>behind.</p> <ul style="list-style-type: none"> • ... I want my child to have every possible advantage. So, in that sense, it's [NCLB] important. Then sitting from my teacher desk (long pause) I want that child to have every possible advantage without driving me up the wall. •I give it kudos for effort. I don't know how well thought out it was in terms of, and again I am speaking from being in a language academy, because in terms of being in a regular school, I don't know if that impacts as much as it does in a language academy. • I don't know. I don't know how to answer that question. That's just how I feel. It's an emotional, gut thing that you're caught between a rock and a hard place. I look at it from my teacher point of view and from my parent point of view. • But, I just think that pressure off everybody [if NCLB were repealed], and by that I don't mean that accountability is off either.
<p>FLES teacher vary in their understanding of the requirements of NCLB.</p>	<p>Some FLES teachers do not believe they have any special requirements under NCLB. One FLES teacher knows specifically that a certain number of "NCLB hours" are required for re-certification.</p> <ul style="list-style-type: none"> • I don't believe [I have to meet any requirements under NCLB]... [OC: I asked a follow up question to confirm that she had completed her teacher ed program post-NCLB. I skipped follow up questions "How have you met (will you meet) those requirements?" and "Do you feel you have resources or support to help you meet those requirements?" because she does not feel that there any requirements

asked of her personally under NCLB. Honestly, it was surprising to me that she did not feel or know that she had to meet any requirements under NCLB, but it is very valuable to know that she doesn't feel that there is anything extra or special that she has to do, likely because she was certified post-NCLB and came into the school as a "highly-qualified" teacher under NCLB. Also, as a new teacher, she hasn't had to go through any re-certification steps that might talk about NCLB requirements. Finally, as a new teacher only 2 months into the school year, she may not have been exposed to CPS workshops on meeting NCLB requirements yet.]

- No [I don't think that NCLB impacts the FLES curriculum that I teach or the FLES curriculum in general at my school], because I don't think the state makes requirements for us. I don't feel the impact.

- No [I have not had to meet any special requirement, change my certification or fill out any forms for NCLB] [OC: After getting the same response from FT, I was not surprised by this answer and I was beginning to understand that to these FLES teachers, NCLB is the equivalent of articulating poorly prepared students who need to catch up and accommodating special needs students].

- Yes, we are [asked to meet requirements under NCLB]. We need to, I forget the exact number, we must have by state law within our certificate cycle for renewal, need to have I believe its 24 hours of.. that would qualify for NCLB

	<p>such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions....By state law you're required to have 120 hours, I think it is. Of those 120, I think its 20% that has to qualify for the NCLB certificate. And I should say certificate, but NCLB...The ones for NCLB are anything that has to do with special education.</p> <ul style="list-style-type: none"> • ...I think we can let teachers be more artful with their teaching. Teachers go to school, get an undergraduate and sometimes a Masters, and then we've got some schools that are reading scripts for students. You know, and its just "why don't we just play a recording or read it or teach like that"? Um, so, I think that the pressure would be alleviated [if NCLB were repealed].. • I think in the beginning [when "NCLB students" arrive at Murray] it was kind of tough for everyone, but the ones who get used to it should be okay. Like it is frustrating for the new student. They are not all on NCLB, I know that, but it is just more work that way.
<p>FLES teachers identify "NCLB" with transfer students</p>	<p>When asked about NCLB, all teachers spoke about receiving new students who transferred to Murray after NCLB was enacted. These "NCLB Students" raise articulation, behavior management and time management concerns for the FLES teachers. The identity of the new students who come from failing schools is kept confidential, so the receiving teacher does not know which students come from failing schools. This information is kept confidential to avoid the stigma of coming from a poor school.</p> <ul style="list-style-type: none"> • We do have students from

	<p>NCLB that are placed into our school, um, and we are not supposed to know who those students are.</p> <ul style="list-style-type: none"> • I think just to protect the students, I know think we're allowed to know. If their school is failing and NCLB comes in as says you need to go to a newer school. We cannot deny a student to come to our school. So, we don't know who the student is. I don't think any of the teachers do. • Yes (hesitantly) [I think NCLB impacts the FLES curriculum]. How to say this, too? My thing is that students who comes in later, at the beginning of the school year, I have to see who comes. Maybe some are NCLB students, but I am not sure. So, I have to treat them like the new student instead of NCLB student. • Well, when they [students from failing schools] come, we don't know exactly who. It is not identified, these kids of NCLB. • But, then sometimes when they, school start then we get new students in, but I am not sure, because they do not say who they are. • Since I don't know exactly who they [the students transferred into the school from a failing school as a result of NCLB] are, I have to treat them like, ah, not treat them differently. We have a program K-6, but sometimes someone moves out and there is space available and someone new moves in. Like this year, we have 2 new sixth graders. And in 5th grade, I have one. 4th grade, I have 2.
FLES teachers vary in their definition of the curriculum	The FLES teachers varied in their explanation of their curriculum. While the

new teacher said there was no set curriculum and no guidelines and she just used lists of what teachers had done in the past, the 25 year Murray veteran teacher outlined an articulated sequential program. The State of Illinois has published foreign language learning goals, as shown in Appendix O. The benchmarks noted in the learning goals are meant to be mastered in order “regardless of whether the study begins in elementary school, middle school or high school” (Illinois Department of Education, 2006).

-And we work at a pretty slow pace, because there are no, because there I think only half a dozen language academies in CPS [OC: Currently there are five, with the opening of LaSalle Language Academy’s new replication school called LaSalle Language Academy II in ‘08-09.] we don’t have a requirement that we have to finish in a certain time, so we go slowly through each unit. So that’s our upper grades. And it’s nice, it’s a double edged sword that there are no requirements, but by the same token, sometimes you don’t know where to start. For the little ones, I have a list of what teachers have done in the past. Um, you know, and starting in the early primary, starting with things like colors and numbers and then second grade last year we still did circles on the carpet and we’re learning about professions.

- [We offer Japanese] Kindergarten through 6.

- Normally, every week we have a test or quiz, but that week [during ISAT testing] we don’t.

- It’s a sequential program. Basically my K, 1st, 2nd grade, most of our work is oral. Accumulating vocabulary. The 3rd grade I begin to

introduce reading, writing. I prefer to wait to until that time because I want the children to learn all of their decoding skills, so that I don't have to be a reading teacher in the sense of teaching them "how" to read, but trying to help them transition those skills that they've learned into the Spanish language, being a phonetic language really help with the transition. My 4th through 6th grade, um, is pretty much run as you would a high school class, but at a much slower pace. There are more activities, in terms of art projects, just in terms of projects. Right now my 5th graders are working on making a calendar, and they're doing a little research on the different Spanish countries, so they choose 12 and they have to give the name of the capital, the population, industries, simple things like that. But, it also helps them, they're integrating technology. When we reach in the 6th grade, a food unit, then they research different recipes and try them out. We have them comment, and put a booklet together with their comments. With 4th grade, 4th grade is a little difficult. It is the transition from a non-graded system to the ABC system. K-3rd grade receive a "Skills checklist", where its a positive thing. Your child can do this... Your child can identify foods... Your child can... We try to keep with the primary children as positive as possible. Then, from 4th grade on, we become more serious. [Interrupted by PA].

- In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language

since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years.

- Before that [20 years ago], where our make-up was different. We had one grade level, and every so many years we had to take in another one, just to keep our numbers, we would take in a whole new first grade off the street, as I call it (laughs). Um, and we used to have what we called split classroom, so a couple of teachers had a 4th and a 5th, and that didn't seem to work out. So, that's when we started to take in a whole new first grade every 3 or 4 years. At that time we also went to the 8th grade. But, ah. Now we only go up to 6th grade, but we have two classrooms at each grade level....What happens is the 3rd grade class will come. Whatever number of students go to Japanese, whatever have selected Spanish, out of 64 students those are split among the three of us. When children register, we ask parents to list their first, second, and third choices, and we try to make it clear that they may not always get their first choice.

- We don't have the option to "okay you function at the first grade level, so we'll put you with the first grade class when it comes to language". We don't have that flexibility to be able to group the children so that they can be part of a group where they can experience success. So some of these students in 4th, 5th and 6th grade, if I had them in a smaller group of children with similar needs, my approach would be different.

- It [NCLB] says that a child can function using numbers and you put that child in a math academy,

you bring that child along slowly but the unfortunate thing is at Murray the child moves with his class.

- It's...I just.. I just feel that there should be a possibility of an opt-out or an alternative. One of the things that we did, and this was many, many, many years ago, at _____ Magnet school, some children opted out and they preferred to do an in-depth research project to fulfill their language requirement. And, that was, with parental support, so we had, the parents knew that while this particular group had Spanish, that their child would be in the library, and it would also entail working outside the class. I met with the child on a weekly basis to monitor progress, to be sure that they weren't waiting til the last minute. Like I said, it was an in-depth project, and these weren't children who had any particular special needs, but these were children who, this was an option that was offered to them. Their projects were done in English, and they made their report to the entire class over an 8 week's period, or 5 sessions really. One week they would present a portion of their research project, the next week they would do another portion, and that way they were able to complete the program.

- We just felt it was, and when I say we, this was the administration many years ago with Mrs. _____, we felt it was important that the younger students two things: their classes be smaller and because their attention span is shorter that the classes are more age appropriate in terms of time. So, we're 20 minutes. You're going to find other

	<p>languages where their elementary school, primary, Kindergarten, 40 minutes, and that's a lot of time. So, we're quite happy with our 20-30-40 breakdown. K-2nd get 20 minutes every day. 3rd grade gets 30 minutes daily. And, ah, 4th on up gets 40 minutes daily.</p>
<p>FLES teachers express concern over program articulation</p>	<p>When asked about NCLB, the FLES teachers talked about two chief concerns: special needs students and program articulation. Some new students received by Murray from other districts and NCLB failing schools were deficient in many subject areas, and some had never taken a foreign language. Getting those new students up to speed is a challenge for the FLES teachers.</p> <ul style="list-style-type: none"> • ...for us, the difficult thing for us is that if they [new/transfer/"NCLB" students] come in the upper grades and they haven't had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up. • ...Tutoring them [students who are new to the school, either due to NCLB transfers or because they are new to the district to help get them caught up to the level of their classmates] in morning and after school. Yes, I think for all new students [in all languages]. • ...Older students go all over the place. Some other schools offer Japanese. A former 6th grade student went to Andrew Jackson, that's another language academy that teaches up to 8th grade. ___ is the only one, and then we had a new one the other day. • ...And then, younger, primary level is okay. It's easier to

	<p>catch up, compared to older kids. So especially with the older kids, my thing is that it takes much more work and special study time to get the NCLB students to catch up.</p> <ul style="list-style-type: none"> • _____ is catching up so fast. And then, with all the students I am trying to do the speaking portion, so I want them to be there. • ... If they come from Kindergarten it would be different. If they come during a different grade level, upper grades especially, for them I think they will struggle, too. They don't have the background. Yeah.... • [Academic Centers] ...such as Whitney Young High School and Kenwood High School have a 7th and 8th grade program and that's what they consider their academic center. Both high schools are excellent high schools....Being a magnet school, the children [at Murray] have options. We have a middle school here in the neighborhood, just across the way from Kenwood high school. And of course, we have children who go to Whitney Young. This year I had two children place into Whitney Young, an excellent, excellent school. But the majority of the children will either go to Cantor Middle School or to private high schools, but being a magnet school their options are wide open. Many parents go to schools that offer a language program so that they can continue it.
Context	Conditions
Murray is a school with positive parent and community involvement.	Parents are actively involved in their child's school. The school hosts activities open to the community after school.

- This is a school where children are cared about and cared for, where parents are very involved, sometimes too much in certain areas (laughs)...
- We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.
- So, this is __ first year with reading and writing and ___ does have some difficulty in completing the work, but the mother is very supportive and so I do get work from that child.
- ...um, I would say that parental involvement is very strong here...
- I am speaking from my perspective here at Murray, when parents chose Murray as their option, especially for the NCLB, they're looking for a safe place for their child. They're not looking, "Oh, yes! This is a language academy. My child will learn." That is not their primary goal. What I would like to see for the parents who make that choice to understand the commitment that I would like to see them make in terms of helping their child with the language, finding tutors, I always recommend there are high school students in their neighborhood, find one there, a student who is at least in the second year. And also parents who say to me, "Well I took it in high school and college and I can't speak it". I always say to them "Please don't say that around your child. It is important that you sound supportive." Because if it important to you, it will be important to them.

	<p>[Interrupted by PA about playground duty]. And not to be afraid to ask when they have their meetings with the IEP team to say I would like dot-dot-dot. And that is something that I feel a lot of parents don't understand that they have that right, but I as a teacher can always tell them that you have to circumlocute, and kind of, you know, help them to understand that it is okay that it is okay that your primary concern is for your child to be able to function in his language. To learn to read to learn to write to learn to do proper math. There is always, you know, middle school and high school.</p> <ul style="list-style-type: none"> • ...Um, and as far as its community, it is a very community oriented school. • There's a lot of things to do here, a lot of things that happen after school that show that it's, you know, more than just work or school.
<p>FLES teachers are highly qualified under NCLB and have varied experience levels</p>	<p>One teacher is a first year teacher, one teacher is a 13-year veteran teacher and one teacher is a 40-year veteran with 25 years at Murray.</p> <ul style="list-style-type: none"> • This is my first full year. Well, I was actually here in the Spring of '07 for about 2 months for the teacher who was on maternity leave. And, um, I mean I've taught in summer school settings, which, again, were like 2 months. Um, here the same so K-6 in French, um and then in like the in summer school programs it was more like recreation, so French, theater, scrapbooking, and about K-5. • ...here will be, in CPS, this is the 13th year. But, I did high school

before, so its been a long, long process. (laughs) I came to the States with a teaching certificate to teach high school and junior high in Japan. I came here to learn English and go home, but I never did that. (laughs).

- Wow. I've been here so long. I've seen so many changes.
- I started teaching in 1969. I started out as a high school teacher, and did that for about four years, and then with the integration and with teachers being moved around, I ended up teacher ESL at the elementary school level. Then I taught at the _____ magnet school. It was a new concept at the time. Non graded, multi age groupings of students, and team teaching, and it was the first time I encountered that concept, and then I ended up here. Now I've been here at Murray for 24-25 years....With the exception of the 4 years I taught ESL at the elementary school level....
- [My teaching certificate is]...K-12. In Illinois, when you get certified to teach a world language, you get certified to teach K-12.
- [I graduated from my teacher ed program with my Masters in] June of '08. I am certified to teach ESL and French K-12.
- ... I was just a French Studies major as an undergraduate. Then I went to _____ for my masters, and it's in the _____ neighborhood of Chicago, and very urban, multicultural educator, and its very St. _____ in its outlook, which is helping the underdog, so you know, the education is based on that.
- Anyway, so, I got married here and then I had already my two kids. My second kid was in third

grade, so I said “Okay, I’d like to pursue my own plans”, so I went back to school and got all the requirements for elementary education. At that point they didn’t really, my teaching certification from Japan didn’t count. Now, it would count! (laughs)....And right now, college too. I teach at _____ University in _____. So, today I have to go teach there.

- I earned my teaching certificate, shortly after I graduated. It was a 6-12 certificate at the time, and then through legislation I hold 2 certificates. I hold a K-12 and a 6-12....[This was] even before NCLB. It had to do basically with teachers who were teaching what was concerned with what was considered teaching high school subjects, like foreign language, in the elementary school. So, as not to be teaching out of certificate, they decided to make things like language, give it a broader span, so that’s why I have the K-12.... I was grandfathered in [, so I didn’t have to go back to school for that].

- ...Oh, it was drilled into us that if we didn’t meet those requirements then we would be lacking [under NCLB] when it came time for recertification.

- In terms of workshops, seminars, CPS does provide information about those types of workshops, but there are also outside institutions such as BER, Bureau of Education and Reserach based in California, which is the one that I most attend because not only do they do special education but also world languages...You can do some online, but I prefer to attend the workshops. They also do it for

	<p>CPDU, continuing professional.. something.. They also have a follow up if you wish to get university level credit.</p> <ul style="list-style-type: none"> • ...So, everything else [requirements for recertification] can fall into my language program, it could fall into what is considered, um, our school emphasis which is literacy. So, it is fairly flexible....The 120 hours is for certification renewal, which comes up every 7 years. And, it can be documented depending on what it is. If I'm working on the school improvement plan, then my agendas and all of that becomes part of my documentation. I take workshops or seminars, then those institutions provide me with documentation...
<p>Murray has changed its intake procedures since NCLB.</p>	<p>The school used to have more control over the students who attend Murray. Since NCLB, that control has been take over by CPS, and prospective students are no longer interviewed.</p> <ul style="list-style-type: none"> • ...We used to have more control over the lottery system. Now it's all CPS. They take all the applications. The school does have a discretionary number in terms of being able to take in siblings, but other than that it is pure lottery....there hasn't been an interview process for 6 years. • Like I said, I've been here a long time. When I first came to Murray, we had a different....we were able to interview the children. • But, then, they are actually, but then in March or April time they know who exactly is coming. They have a lottery system. • At the time [when I first came to Murray], because we

	<p>couldn't test. Some schools do test, they have an entrance exam. We couldn't. It wasn't part of the charter, you know, the school. So, we were able to interview and that helped us eliminate some concerns.</p>
<p>FLES teachers have full days</p>	<p>FLES teachers have a very full day, often starting at 6:30 in the morning and ending around 3PM. There are no lunch breaks, so the teachers each lunch during their mid-day preparation period.</p> <ul style="list-style-type: none"> • Its pretty jammed packed. ...and, um, as far as breaks.. .we get a 15 minute break and we get a 50 minute break for prep, and its not enough time. [OC: Later FT tells me that there is no lunch hour outside of the prep periods.] • [Our school day is] ...8:15 to 2:30. That's the time we have to clock in. I personally teach from 8:45 to 2:20. • I basically start with the 6th grade and work all the way down to end the day with Kindergarten.
<p>The student population is mostly minority students.</p>	<p>Murray students are primarily African American, native speakers of English and AAVE, although there are a few white and Asian American students.</p> <ul style="list-style-type: none"> • So, we used to have students who were at and or above level, a higher majority of those students. So, yes, there's been a change in the school population in the number of students with special needs. • We don't [have English Language Learners here at our school]. I know that we have some native Japanese speakers, but I think that those kids are also at the same level in English, but we do have learners of mainstream U.S. English. Um, a lot of students speak African

	<p>American Vernacular English, since many of our students are African American, but it hasn't... I don't want to say it hasn't been a problem, but the kids know what language is appropriate for class, and I've even heard kids correct each other in AAVE, which is kind of funny. I see that as a language, and not as slang or anything, so I actually, you know, welcome it. It's what comes from their homes, so they should bring it to the classroom. Again, when we talking in French, then I want to hear French, and not mainstream U.S. English or AAVE.</p>
<p>Prior to NCLB, the grade levels and language offerings were reduced.</p>	<p>The elimination of German and elimination of 7-8th grade at Murray are not due to NCLB. They were a result of needing more space, a growing elementary school. It is unclear if the elimination of Japanese at the neighborhood high school was a result of NCLB, although the program was cut post-NCLB.</p> <ul style="list-style-type: none"> • Now German was a while back [more than 10 years ago]. That's a story when we needed a room for technology, and German had the lowest student enrollment, so it was phased out. • [We used to offer Japanese]...K-8th, but we lost 7th-8th a few years ago. ...this is like a cluster magnet, cluster school, um. How many years ago was that, that we lost 7th and 8th? My concern was that as long as they have Japanese program in junior high level, it was okay. In high school nearby, they used to have it, how many years ago was it, then 5-6 years ago but then they canceled it. ... • But, I'd like to see this neighborhood [school] to have a

	<p>Japanese program, but they only have Spanish. And the high school, too. They used to have a Japanese program, too, but they don't right now.</p>
<p>World Language is a core academic subject at Murray.</p>	<p>Although FLES teachers agreed that students learning to read, write and do math in English was crucial, and should trump learning a foreign language if the student had special needs and struggled with other subjects, foreign language is considered a “core” subject within the curriculum at Murray. Again, as a language academy, the curricular focus in this school is on World Languages and literacy.</p> <ul style="list-style-type: none"> • ...and having me there is, like kind of having something extra to do, you know, instead of enhancing what they're already doing. • Um, as far it being a language academy that languages are a core class. ...that the children go to every day. • How to describe our school. Let's see. We are a language, foreign language magnet school. [OC: __ emphasized “language” school.]
<p>FLES teachers use textbook and teacher-made materials.</p>	<p>Appropriate to age-level, FLES materials vary.</p> <ul style="list-style-type: none"> • For 4-6 we have textbooks • So, I start the day with a textbook and end the day with songs and picture cards • Because, we get heavier into reading and we're a little more textbook based....For 4th grade we use Viva Español from McGraw/Hill. With the 6th grade I use half of the high school textbook because some of the children move on to academic centers in the 6th and 7th grade, excuse me 7th and 8th

	<p>grade. And, having used a high school textbook makes it easier for them to take the language placement test. Many of them place into a high school first year program, and some even into an honors program.</p>
<p>FLES teachers comment on standardized tests.</p>	<p>While standardized test is not something that impacts the FLES teachers directly, their routine is altered by standardized tests. Additionally, FLES teachers see the pressure that regular ed teachers and students feel as a result of standardized tests.</p> <ul style="list-style-type: none"> • I think just the pressure off teachers that they don't have to test anymore and the pressure off students, of course, but I can't remember if when I was a kid that I got the vibe from my teachers that this is boring, that this test is...ah, we're testing again. • You know, I don't really have good experience with testing, you know the standardized testing in the world language. • Ah, okay, [during ISAT testing we] try not to do tests ourselves, because they are already pressured, so I have something relaxing. • I don't know [who is in charge of standardized testing at my school]. I don't believe [we've had any testing yet this school year]. • ... for me I try not to do standardized tests. I kind of see my class as, I mean, I just don't think they always measure what they should, and I see my classes are not required to do that, so I should let the kids test in different ways. I don't know, you know, this is my first year so I am still experimenting, but I try to do projects leading up to tests, and test in different ways, so I

don't know, it's tough because a lot of my tests, I see with the upper kids I see that its not that easy, so it is multiple choice, but its nothing like standardized testing.

-with the standardized testing, in my education class [for my master's degree], we studied who they're written by: white middle class. It's assessing things that are considered in important in that culture. So, you know, I feel like its assessing that kind of cultural knowledge and a lot of students just don't learn like that. And to test in that way is, um.. I just don't think that a standardized test is fair to say if someone can pass, I mean some of these kids, just don't do well on testing and it seems like everything else is just thrown out the door for these tests. I mean they can do fine in all other areas, but when the test comes along they fail because they don't test well. They could do fine if they are tested in other ways. I had a student that was in second grade when I was here before, and I expected _____ to be in 4th grade, but _____ was in 3rd grade, so I don't know what happened, if it was something with testing or what, but _____ was just moved back into 4th grade now, and I don't know if it was a testing thing. _____ is fine socially and I can see maybe testing would be a problem for _____. I just don't think it should be the end all.

- ...as far as the testing goes, I just feel like from what I hear, and again, I am not in the midst of it, from what I hear from other elementary school teachers like, come after New Years all the way to March, when they have tests in the

Spring, it is just insane. There is a teacher's script, and I just feel like teaching in another way is being sacrificed for that. I guess, if you have to have a standardized test, maybe you do have one, but maybe its not the only thing, you know pass/fail, it isn't going to be the only thing that is going to move a child on or not, and as far a schools getting funding because they pass, I just, that is really saying to the student and the school "This is the only thing that matters" and anything else you do that's maybe not a standard, doesn't really matter, which excludes those students who don't test well and who think outside the box.

- ... English language learners taking standardized tests in English is a bit ridiculous, so...(laughs.) ...I don't have experience with that in the classroom, but what I've heard from my peers is that they don't take, they take, what do they take? They take a different sort of test that's written for an English language learner, but it's still a standardized test, and I mean, just the non flexibility of it should take you 3-5 years to learn a language and then you should be able to take standardized tests. It's ridiculous. You know we talk about BICS and CALP in second language learning. You're using it every day versus the academic language, which is a lot harder to acquire and yet, again, they're being passed or not passed based on their academic language that they don't fully have in their second language yet. That's even more ridiculous to test them, when you have native English speakers who take the standardized tests and

	<p>they have to take a similar test.</p> <ul style="list-style-type: none"> • We used to go for proctor, that way yes, but then last year we didn't do that. But we used to be a proctor....My students, no [are not required to take a standardized test in Japanese].... They used to take the Iowa test, but now it is just the ISAT... It is in March....
Strategies	Consequences
FLES teachers embrace IEPs	<p>IEPs are seen as helpful tools in student learning.</p> <ul style="list-style-type: none"> • ... the IEP, keeping up with that is good. • It's wrong to expect everyone to think in the same way. I mean, here we have the IEPs that are differentiated learning plans to meet each child's specific learning style and goals, while on the other hand, "Here, take this standardized test!". • In general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students...
FLES teachers use resources to help them meet the needs of their students	<p>Resources, in the form of teacher's assistants, a visiting artist, a fully equipped computer lab and grants assist these FLES teachers meet the needs of their students under NCLB.</p> <ul style="list-style-type: none"> • [Field Notes: ___ mentioned in casual conversation that she has a visiting artist who works with the students on dance and visual arts related to French. The visiting artist would be working with the older students, in the morning, so if I wanted to see her teach, I would have to observe an afternoon class.] • [Field Notes: The computer lab on the second floor is dedicated

	<p>to the foreign language classes. The other teachers use a different computer lab.]</p> <ul style="list-style-type: none"> • ... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet. I'm doing that with the 6th graders, but the other 5th grade, it depends on the student. • One [Japanese teacher assistant] is right now, she's leaving at the end of this month, and then, but another new one came at the end of September, so right now I have two. This new one is leaving in June....It is a special program for IIP, International Internship Partnership, or something like that. • Many [workshops] I pay for on my own. We do get a grant. We've had this grant now for the last 4 years. It's through the [CPS] office for academic enhancement. In that grant we do have money set aside for conferences and workshops....We fill out the grant proposal at the end of every year.
<p>FLES teachers work to maintain the viability of all three languages at Murray.</p>	<p>Children at Murray are required to take a foreign language. Children and their parents are able to rank their preference of language, but the school's priority is to maintain an even distribution across the languages in order to continue to offer all three languages.</p> <ul style="list-style-type: none"> • Our objective within the last 4 or 5 years has been to be sure that the classes [Japanese, Spanish and French] are pretty much even. Ahh, it just...It ensures all our positions. At one time we did have German. That's one of the other requests from students wanting to take German had fallen and fallen, so

	<p>that's why we decided to do something about that, and that's why we make an effort to even things out.</p>
<p>FLES teachers are aware of their teaching methodology.</p>	<p>FLES teachers use both English and the foreign language at the beginning of the year to establish class rules and procedures.</p> <ul style="list-style-type: none"> • At the beginning of the year, with policies and procedures it was more in English, and now it is more in French for all grade levels. For the little kids, because it is so auditory and physical it is sometimes easier to be in French. I had one of my peers from grad school observe me last week, and um, I just felt like I was speaking a lot in English, and I was self conscious about it, and I think what it is the kids are so chatty, I feel like if I lose them, if I explain something in French and they don't get it, it's okay to try and construct meaning when they're talking, but they don't know where to draw the line between school conversations and social conversations. Sometimes I find myself explaining in English, so there won't be any confusion, which I don't really know if I like that, but I also don't want to explain in French, then English, because then they'll get in the habit of "Oh, she just going to say in English after", so that's, it kind of depends on what we're doing. If its more complicated, like a project, I usually put the bell ringer up for 4-6. I'll say get out your notebooks in French, and the rest in English. • ___ Observation: Class was conducted almost exclusively in Japanese.

<p>FLES teachers ease pressure on students during standardized testing.</p>	<p>During the week in April when Murray students take their ISATs, the foreign language teachers lighten the work load and do not schedule their own exams, in order to reduce pressure on students.</p> <ul style="list-style-type: none"> • During this time, everything is canceled. After test, then we go back [to our regular Japanese testing schedule]. • ...when they have the [standardized] tests, we know the schedule, so we do not schedule any exams in our FLES classes during those weeks.
---	---

Selective Coding

Core Category: NCLB and FLES

NCLB and transfer students

FLES teachers at Murray partially define NCLB in terms of “NCLB students.” “NCLB students” are students who have left a CPS school that has failed to meet Adequate Yearly Progress (AYP) under NCLB. The participants explain that most of these students are underprepared in all academic areas. Because these students are placed according to age group rather than ability level, the result is boredom, behavior problems, and language articulation problems. Behavior problems and articulation problems pose the greatest challenge to Murray FLES teachers. Due to the stigma of being an “NCLB kid,” the district does not disclose student backgrounds to their new teachers at Murray and the participants are not allowed to ask why a child has transferred to Murray.

Key Quotes:

“...A lot of times the students [“NCLB transfer students] from these schools that get shut down, they’re not very good schools, so behavior is an issue. And obviously if the student doesn’t understand the subject or is bored, and everything goes over their head, you can see where they would act out...”

“...for us, the difficult thing for us is that if they [new/transfer/”NCLB” students] come in the upper grades and they haven’t had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up.”

- We do have students from NCLB that are placed into our school, um, and we are not supposed to know who those students are...I think just to protect the students, I don’t think we’re allowed to know. If their school is failing and NCLB comes in as says you need to go to a newer school. We cannot deny a student to come to our school...

- ...Maybe some are NCLB students, but I am not sure. So, I have to treat them like the new student instead of NCLB student...It is not identified, these kids of NCLB.
- ...for us, the difficult thing for us is that if they [new/transfer/"NCLB" students] come in the upper grades and they haven't had language since they were in Kindergarten, they fall very far behind. It is very hard for them to catch up.
- ...And then, younger, primary level is okay. It's easier to catch up, compared to older kids. So especially with the older kids, my thing is that it takes much more work and special study time to get the NCLB students to catch up.
- ... And then, with all the students I am trying to do the speaking portion, so I want them to be there... If they come from Kindergarten it would be different. If they come during a different grade level, upper grades especially, for them I think they will struggle, too. They don't have the background...
- A lot of times the students ["NCLB transfer students] from these schools that get shut down, they're not very good schools, so behavior is an issue. And obviously if the student doesn't understand the subject or is bored, and everything goes over their head, you can see where they would act out....
- I think in the beginning [when "NCLB students" arrive at Murray] it was kind of tough for everyone, but the ones who get used to it should be okay. Like it is frustrating for the new student. They are not all on NCLB, I know that, but it is just more work that way.

NCLB and special education

World Language teachers at Murray partially define NCLB as the inclusion of special needs students in their FLES classrooms, because since the enactment of NCLB all Murray students, including all special needs students, are required to take a foreign language. Before the enactment of NCLB, Murray FLES teachers were able to interview incoming students to determine the appropriateness of taking a foreign language. Since NCLB was enacted, the school intake policy has changed, and CPS now controls the lottery system and assigns placement of incoming students. As such, Murray FLES teachers report an increase in special needs students in their classrooms. Although the teachers at Murray applaud the efforts of NCLB to increase learning opportunities for every child, they question the appropriateness of world language study for severely disabled students. Adapting the mainstream curriculum to accommodate Individual Education Plans (IEP) means extra work for the FLES teachers, and the teachers talk about the challenge of reaching every child in a very diverse classroom. Murray's language teachers express their frustration having to grant a letter grade for attendance and classroom behavior, rather than academic achievement, as specified on a student's IEP.

Key Quotes:

"...In general, I think one of the good things is that IEPs are strictly enforced and, um, I think it's good to really make teachers work to put IEPs to work for their students..."

"...It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't

have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where it's heavier on reading and writing.”

“We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.”

“I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher. Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...”

“...we were able to interview and that helped us eliminate some concerns.”

- ...We used to have more control over the lottery system. Now it's all CPS. They take all the applications. The school does have a discretionary number in terms of being able to take in siblings, but other than that it is pure lottery....there hasn't been an interview process for 6 years.
- Like I said, I've been here a long time. When I first came to Murray, we had a different...we were able to interview the children.
- But, then, they are actually, but then in March or April time they know who exactly is coming. They have a lottery system.
- At the time [when I first came to Murray], because we couldn't test. Some schools do test, they have an entrance exam. We couldn't. It wasn't part of the charter, you know, the school. So, we were able to interview and that helped us eliminate some concerns.
- So, we used to have students who were at and or above level, a higher majority of those students. So, yes, there's been a change in the school population in the number of students with special needs.
- I still go on with, okay, if Johnny comes to class and Johnny doesn't disrupt the class, he's getting a B.
- I don't think a child should be denied, especially if they're at a language academy, but at the same time, the great burden it places on children. They either become very introverted. I've had children that cried out of frustration, and then of course, the biggest one is that they become behavior problems in the classroom.
- ... the IEP, keeping up with that is good.
- In general, I think one of the good things is that IEPs are strictly enforced and, um, I think its good to really make teachers work to put IEPs to work for their students...
- ...it's not the same thing as when you're dealing with a child in the regular classroom....
- ...It concerns me very much to have students who have difficulty functioning in English take a foreign language. It's not so bad in the primary grades when we don't have to have reading and writing. It doesn't impact as much as when they get into 4th grade on up where it's heavier on reading and writing.

- And the fact that it's all oral and visual doesn't place a lot of burden on them [primary grade special needs students]. Especially when their disability gets... is in the reading or writing. It's when they get to the 4th grade that it really becomes very difficult and what my greatest concern is that on their IEP, when it comes to how do we grade these children...to grade someone on an academic subject that is considered a discipline like second language learning...to make their grade based on behavior, attendance...there is no academic component placed there. And, it always concerns me that anyone looking at their report card, that this child is getting a B! Wow! But, there is no academic substance to it.They could just...They don't feel like failures. In the classroom they look around and everyone seems to be getting it and they are trying so hard. And they just, it just isn't, it isn't staying with them and they know they have problems in reading and writing, and, but with their special ed classes they move, they are in much smaller groups and they are with children who have similar..I don't want to say deficiencies...similar concerns, similar needs and so they're working so all these little baby steps for them are accomplishments. In the language classroom it is very difficult for me to differentiate their work. I can say, you can do any 5 of the 10 assigned problems. And that will work for some children with moderate disabilities, so I don't have a problem there. It is the children that have the greatest deficit. For whom, saying "Do two" is difficult, so I just feel for them. My concern is (sigh), I have not been able to find a way to make them really successful both in how they function in the classroom and how much they are able to achieve, so, um...
- We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.
- It's wrong to expect everyone to think in the same way. I mean, here we have the IEPs that are differentiated learning plans to meet each child's specific learning style and goals, while on the other hand, "Here, take this standardized test!".
- I think that it is nice to that everybody has an opportunity...to have a chance to study.
- ...but I mean, from the information I got from my Master's program, I kind of felt like it [the old way of doing things] was leaving the more underprivileged student behind.
- ... I want my child to have every possible advantage. So, in that sense, it's [NCLB] important. Then sitting from my teacher desk (long pause) I want that child to have every possible advantage without driving me up the wall.
-I give it kudos for effort. I don't know how well thought out it was in terms of, and again I am speaking from being in a language academy, because in terms of being in a regular school, I don't know if that impacts as much as it does in a language academy.
- ...It's an emotional, gut thing that you're caught between a rock and a hard place. I look at it from my teacher point of view and from my parent point of view.

- I have to meet the needs of the special needs child, the middle of the road child, and the gifted child. If I stick to the middle, my gifted child is bored. If I stick to my lower needs child, two thirds of my class is bored. So, its much more difficult for me to juggle all of that than it used to be when I had child who were at least all on level, if not higher. Um, but, I do what I can, and sometimes they slip through the cracks and we have to start all over again. Other times they kind of sod along for awhile...

Interaction with special education teachers

FLES teachers at Murray note an increase in their communication and interaction with Murray's special education teachers, due to the increase in special education students in their classes. Often, the special education teacher will handle all parent communication, a role that typically falls under the umbrella of the FLES teacher. Although, FLES teachers sometimes find it difficult to communicate the needs of their foreign language student to a special ed teacher, who may not understand what goes on in a FLES classroom.

Key Quotes:

“They [the special ed teacher] will be, often times, the primary contact with the parent...”

“It's sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language classroom.”

“I mean that we have the special education teachers with whom we confer and discuss any concerns we have.”

- ...To sit down and arrange a conference so that the special ed teacher and I can sit down and talk one on one....They [the special ed teacher] will be, often times, the primary contact with the parent, because they have greater contact to begin with so, like with Miss ____, if I say, there is a child that has not been doing her homework for the past three weeks, then Miss ___ will call the parent to make sure the homework gets done and will also make arrangements for the child to sit in her classroom and complete the assignments.
- ... It's sometimes difficult from my point of view for the special ed teacher to understand what goes on in the world language classroom.
- When I first started, we had a half-time special ed teacher. Now we have four full time special ed teachers.
- ... I mean that we have the special education teachers with whom we confer and discuss any concerns we have.

Interaction with regular education teachers

While collaboration and communication between Murray's FLES teachers and regular education teachers, the FLES teachers indicate a desire to interact more with the school's regular education teachers. They understand that the regular education teachers are very busy fulfilling their own requirements, but would like more time to work collaboratively.

Key Quotes:

“...at the beginning of the year I put a note in people’s mailboxes ... I never really got a response back.....but I think it’s that people are really busy with certain requirements that they have to get through...”

“We wish we would have more time with the other teachers...”

“...the staff works well, especially the primary grades works well with us in the language department...”

- ...but I think it’s that people are really busy with certain requirements that they have to get through...[OC: She is talking about the lack of participation from regular ed teachers when she reached out to them at the beginning of the school year. She is saying that those teachers have so many requirements to meet that they don’t have time to respond to her.]
- ...at the beginning of the year I put a note in people’s mailboxes ... I never really got a response back...
- And then with the other teachers we get together sometimes to collaborate....With the regular ed teachers. We wish we would have more time with the other teachers, but they some teachers we are teaching this right now, so you can help us out with the vocab [labels]. ...Then, ah, science teacher asked for the universe. Like earth in all the three languages, actually 4, because English, too.
- Yes, [I think that NCLB impacts my interaction with others at my school] because it forces me to make that greater effort. Rather than in the hallway “Oh, by the way...”.
- ...but the staff works well, especially the primary grades works well with us in the language department. We’ve done some cross-cultural activities; we’ve also done some integration. We also do, to some extent with the art department. There is a collegiality as well as being able to work collaboratively.

Co-FLES teachers

FLES teacher work together daily and meet formally once per week on issues concerning their students and their program. They do not believe that NCLB impacts the interaction among FLES teachers.

Key Quotes:

“...we have officially once a week...”

“Maybe [NCLB doesn’t impact my interaction]... with the other FLES teachers...”

- ... we have officially once a week, we get together with other FLES teachers.
- Maybe [NCLB doesn’t impact my interaction]... with the other FLES teachers...
- [Field Note: FLES teachers interacted between classes, talking about permission slips for the International Children’s Film Festival field trip.]

FLES and Resources

FLES teachers at Murray Language Academy have many resources to help them foster student learning. Tutors, teacher assistants, visiting artists, a dedicated language lab, parental involvement support and enhance their FLES curriculum. CPS sponsored grants and workshops promote professional development.

Key Quotes:

“In that grant we do have money set aside for conferences and workshops...”

“... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet...”

- ...Tutoring them [students who are new to the school, either due to NCLB transfers or because they are new to the district to help get them caught up to the level of their classmates] in morning and after school. Yes, I think for all new students [in all languages].
- [Field Note: ___ mentioned in casual conversation that she has a visiting artist who works with the students on dance and visual arts related to French. The visiting artist would be working with the older students, in the morning, so if I wanted to see her teach, I would have to observe an afternoon class.]
- [Field Note: World Language has its own dedicated computer lab.]
- ... I have an assistant come in, and sometimes she will take over with them for a few weeks for them to learn their Japanese alphabet. I'm doing that with the 6th graders, but the other 5th grade, it depends on the student.
- One [Japanese teacher assistant] is right now, she's leaving at the end of this month, and then, but another new one came at the end of September, so right now I have two. This new one is leaving in June....It is a special program for IIP, International Internship Partnership, or something like that.
- ...We do get a grant. We've had this grant now for the last 4 years. It's through the [CPS] office for academic enhancement. In that grant we do have money set aside for conferences and workshops....We fill out the grant proposal at the end of every year.
- This is a school where children are cared about and cared for, where parents are very involved, sometimes too much in certain areas (laughs)...
- We've had some parents after much encouragement have asked for their child not be in a language program. And you see those children in the hallway and they are so happy.
- So, this is __ first year with reading and writing and ___ does have some difficulty in completing the work, but the mother is very supportive and so I do get work from that child.
- ...um, I would say that parental involvement is very strong here...
- ...Um, and as far as its community, it is a very community oriented school... There's a lot of things to do here, a lot of things that happen after school that show that it's, you know, more than just work or school.
- [Field Note: Each class had at least two computers, a TV and DVD/VHS player. The oldest equipment was located in the newest teacher's room.]

NCLB requirements and teacher experience level

Based on their university degrees, licensure and/or tenure, all three World Language teachers at Murray are considered “Highly Qualified” under NCLB. The FLES teachers at Murray vary in their understanding of NCLB’s requirements. The most veteran teacher spoke about the number of “NCLB credits” needed for re-certification. The two less veteran teachers said they did not know of any requirements under NCLB.

Key Quotes:

“...I don’t believe [I have to meet any requirements under NCLB]...”

“[For re-certification, we]...need to have...24 hours...that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions...”

- This is my first full year....I don’t believe [I have to meet any requirements under NCLB]... [OC: I asked a follow up question to confirm that she had completed her teacher ed program post-NCLB. I skipped follow up questions “How have you met (will you meet) those requirements?” and “Do you feel you have resources or support to help you meet those requirements?” because she does not feel that there any requirements asked of her personally under NCLB. However, she did mention the dedicated computer lab and visiting artist, which are resources. Honestly, it was surprising to me that she did not feel or know that she had to meet any requirements under NCLB, but it is very valuable to know that she doesn’t feel that there is anything extra or special that she has to do, likely because she was certified post-NCLB and came into the school as a “highly-qualified” teacher under NCLB. Also, as a new teacher, she hasn’t had to go through any re-certification steps that might talk about NCLB requirements. Finally, as a new teacher only 2 months into the school year, she may not have been exposed to CPS workshops on meeting NCLB requirements yet.] No [I don’t think that NCLB impacts the FLES curriculum that I teach or the FLES curriculum in general at my school], because I don’t think the state makes requirements for us. I don’t feel the impact.
- ...here will be, in CPS, this is the 13th year...No [I have not had to meet any special requirement, change my certification or fill out any forms for NCLB] [OC: After getting the same response from FT, I was not surprised by this answer and I was beginning to understand that to these FLES teachers, the term “NCLB” is the equivalent of articulating poorly prepared students who need to catch up and accommodating special needs students].
- Wow. I’ve been here so long. I’ve seen so many changes...I started teaching in 1969....Now I’ve been here at Murray for 24-25 years...Yes, we are [asked to meet requirements under NCLB]. We need to, I forget the exact number, we must have by state law within our certificate cycle for renewal, need to have I believe its 24 hours of.. that would qualify for NCLB such as working with students with behavioral problems, working with students with autism, those kinds of things, differentiated instructions....By state law you’re required to have 120 hours, I think it is. Of those 120, I think its 20% that has to qualify for the NCLB certificate. And I should say certificate, but NCLB...The ones for NCLB are anything that has to do with special education....Oh, it was drilled into us that if we didn’t meet those requirements then we would be lacking [under NCLB]

when it came time for recertification. In terms of workshops, seminars, CPS does provide information about those types of workshops, but there are also outside institutions such as BER, Bureau of Education and Research based in California, which is the one that I most attend because not only do they do special education but also world languages...You can do some online, but I prefer to attend the workshops. They also do it for CPDU, continuing professional.. something.. They also have a follow up if you wish to get university level credit...So, everything else [requirements for recertification] can fall into my language program, it could fall into what is considered, um, our school emphasis which is literacy. So, it is fairly flexible....The 120 hours is for certification renewal, which comes up every 7 years. And, it can be documented depending on what it is. If I'm working on the school improvement plan, then my agendas and all of that becomes part of my documentation. I take workshops or seminars, then those institutions provide me with documentation...

- ...I think we can let teachers be more artful with their teaching. Teachers go to school, get an undergraduate and sometimes a Masters, and then we've got some schools that are reading scripts for students. You know, and its just "why don't we just play a recording or read it or teach like that"? Um, so, I think that the pressure would be alleviated [if NCLB were repealed]..
- But, I just think that pressure off everybody [if NCLB were repealed], and by that I don't mean that accountability is off either.
-with the standardized testing, in my education class [for my master's degree], we studied who they're written by: white middle class. It's assessing things that are considered in important in that culture. So, you know, I feel like its assessing that kind of cultural knowledge and a lot of students just don't learn like that. And to test in that way is, um.. I just don't think that a standardized test is fair to say if someone can pass, I mean some of these kids, just don't do well on testing and it seems like everything else is just thrown out the door for these tests. I mean they can do fine in all other areas, but when the test comes along they fail because they don't test well. They could do fine if they are tested in other ways.

NCLB and FLES curriculum

The World Language Program at Murray has remained strong for more than 30 years. No changes have been made to instruction time in the past 25 years. However, the low interest in German resulted in the elimination of that program in the late 1990's. A classroom was needed for a technology room, and due to lack of interest in the program, the German program was eliminated to free up a classroom. Keeping enrollment levels up in all languages is a priority for two reasons. First, it is job security for the language teachers. Second, it continues to allow more options for all students. Since German was eliminated, several parents have expressed interest in German for their children. Unfortunately, the general consensus is that once a program is eliminated, it will not likely be reinstated. That is why maintaining even enrollment levels across the languages is so vital. Murray students and parents may rank their language preference, but to preserve the three remaining language programs at Murray, administration and teachers emphasize that students must attend the language that is assigned.

While NCLB has not directly impacted Murray's FLES curriculum in terms of scope or sequence, several factors have impacted the FLES curriculum indirectly. First, an increase in special needs students post-NCLB has led to increased differentiation within classes through IEPs. Second, larger class size poses a challenge to FLES teachers in delivering that differentiated instruction. Third, FLES teachers enlist the help of tutors or teacher's assistants to teach an accelerated "catch-up" version of the curriculum to transfer students. And, fourth, during NCLB required standardized testing, testing in the FLES classroom is suspended.

Key Quotes:

"Within 13 years we have 140 students, so it doubled...it is kind of tough on us..."

"In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years."

- During this time [ISATs], everything is canceled. After test, then we go back [to our regular Japanese testing schedule].
- ...when they have the [standardized] tests, we know the schedule, so we do not schedule any exams in our FLES classes during those weeks.
- Ah, okay, [during ISAT testing we] try not to do tests ourselves, because they are already pressured, so I have something relaxing.
- In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years.
- Many of these children with language, a 20 minute is just enough time so they don't get too squirley.
- Some of the modifications that they've made in the general education program, don't always work in the world language program.
- ... It is not so much [referring to the impact of NCLB on FLES] [OC: She is referring to special needs every time I ask specifically about NCLB curriculum, clearly associating NCLB with special needs students] at the early level, but certainly at the higher level depending on the child's deficiency. It certainly does. ... to me the most difficult thing for me is when a child has difficulty reading and writing in their own language...[Adapting tests for those students or leaving it as a participation grade] depends on their IEP. If their IEP is non academic based, then they take the test just like everyone else and I grade it like everyone else, but it doesn't impact their grade.
- ...if their grade is based on attendance, then their grade is based on attendance. I may not like it, but I have to respect.
- Its pretty jammed packed. ...and, um, as far as breaks.. we get a 15 minute break and we get a 50 minute break for prep, and its not enough time.
- [Field Note: Later ___ tells me that there is no lunch hour outside of the prep periods.]
- ...and its..you want every child to have every advantage possible. Um, to me, the solution has always been to keep a smaller class size. When you have a

class of 34 children it is difficult. I admire the classrooms teachers who have those 34. I have 22, and sometimes I ...(laughs) [PA buzzer again].

- Can I say that when I came here it was different? When I came here, 13 years ago I had 70 student. Within 13 years we have 140 students, so it doubled...I am not sure [why the population has doubled in 13 years] exactly, it is kind of tough on us, but I should say that it is a “happy cry.”
- My 5th grade has 2 new students, my 4th grade has 2 new students, about the same number. And you know the younger grades, there would be 1-2 per class, so and again, I don't know why they're new.
- [In 6th grade I have] 16. In 3rd grade, 22. I have 2 sections of kindergarten, first and second grade, and those numbers range from 7 students to 13. Which, you can feel that difference.
- In primary, we have two classes, we have separate, not that many kids. But, 3rd-6th the students are together. That is where we have a lot of kids....Let's go from 6th grade, and I think its 21 students...19 students. 5th grade is 21, 4th grade is 22, 3rd grade is 21 students. Yes, and in 2nd grade I have one class is 15 and the other class is 5. It is offset, but in 3rd grade they are together, so it is okay...In the classroom, K is more even, like 11 to 10, and the one after that I think the homeroom teacher decides which classroom they have. If I have 15 kids somewhere else is less. I think French has almost even. So, we are trying to be even. If I have 5, then over there [in the French classroom] is less. Some reason. And then, so, 1st grade to be, okay, 11 and 9, and Kindergarten is more evenly, 12 and 10.
- 6th grade I have 19 students. 5th grade I have 22. 4th grade is 22. 3rd grade 21. 2nd grade 21, but what happens is we have 2 second grade classes, so each of those classes comes at a different time. A group of 10 and a group of 11.
-And we work at a pretty slow pace, because there are no, because there I think only half a dozen language academies in CPS [OC: Currently there are five, with the opening of LaSalle Language Academy's new replication school called LaSalle Language Academy II in '08-09.] we don't have a requirement that we have to finish in a certain time, so we go slowly through each unit. So that's our upper grades. And it's nice, it's a double edged sword that there are no requirements, but by the same token, sometimes you don't know where to start. For the little ones, I have a list of what teachers have done in the past. Um, you know, and starting in the early primary, starting with things like colors and numbers and then second grade last year we still did circles on the carpet and we're learning about professions.
- [We offer Japanese] Kindergarten through 6.
- Normally, every week we have a test or quiz, but that week [during ISAT testing] we don't.
- It's a sequential program. Basically my K, 1st, 2nd grade, most of our work is oral. Accumulating vocabulary. The 3rd grade I begin to introduce reading, writing. I prefer to wait to until that time because I want the children to learn all of their decoding skills, so that I don't have to be a reading teacher in the sense of teaching them “how” to read, but trying to help them transition those skills that they've learned into the Spanish language, being a phonetic language

really help with the transition. My 4th through 6th grade, um, is pretty much run as you would a high school class, but at a much slower pace. There are more activities, in terms of art projects, just in terms of projects. Right now my 5th graders are working on making a calendar, and they're doing a little research on the different Spanish countries, so they choose 12 and they have to give the name of the capital, the population, industries, simple things like that. But, it also helps them, they're integrating technology. When we reach in the 6th grade, a food unit, then they research different recipes and try them out. We have them comment, and put a booklet together with their comments. With 4th grade, 4th grade is a little difficult. It is the transition from a non-graded system to the ABC system. K-3rd grade receive a "Skills checklist", where its a positive thing. Your child can do this... Your child can identify foods...Your child can...We try to keep with the primary children as positive as possible. Then, from 4th grade on, we become more serious. [Interrupted by PA].

- In terms of NCLB, no [I don't feel pressure from core curriculum classes and I have not seen any changes to the amount of time dedicated to foreign language since NCLB]. Our schedule in terms of timing hasn't changed in a good solid 20 years.
- Before that [20 years ago], where our make-up was different. We had one grade level, and every so many years we had to take in another one, just to keep our numbers, we would take in a whole new first grade off the street, as I call it (laughs). Um, and we used to have what we called split classroom, so a couple of teachers had a 4th and a 5th, and that didn't seem to work out. So, that's when we started to take in a whole new first grade every 3 or 4 years. At that time we also went to the 8th grade. But, ah. Now we only go up to 6th grade, but we have two classrooms at each grade level....What happens is the 3rd grade class will come. Whatever number of students go to Japanese, whatever have selected Spanish, out of 64 students those are split among the three of us. When children register, we ask parents to list their first, second, and third choices, and we try to make it clear that they may not always get their first choice.
- We don't have the option to "okay you function at the first grade level, so we'll put you with the first grade class when it comes to language". We don't have that flexibility to be able to group the children so that they can be part of a group where they can experience success. So some of these students in 4th, 5th and 6th grade, if I had them in a smaller group of children with similar needs, my approach would be different.
- It [NCLB] says that a child can function using numbers and you put that child in a math academy, you bring that child along slowly but the unfortunate thing is at Murray the child moves with his class.
- It's...I just.. I just feel that there should be a possibility of an opt-out or an alternative. One of the things that we did, and this was many, many, many years ago, at _____ Magnet school, some children opted out and they preferred to do an in-depth research project to fulfill their language requirement. And, that was, with parental support, so we had, the parents knew that while this particular group had Spanish, that their child would be in the library, and it would also entail working outside the class. I met with the child on a weekly basis to monitor

progress, to be sure that they weren't waiting til the last minute. Like I said, it was an in-depth project, and these weren't children who had any particular special needs, but these were children who, this was an option that was offered to them. Their projects were done in English, and they made their report to the entire class over an 8 week's period, or 5 sessions really. One week they would present a portion of their research project, the next week they would do another portion, and that way they were able to complete the program.

- We just felt it was, and when I say we, this was the administration many years ago with Mrs. _____, we felt it was important that the younger students two things: their classes be smaller and because their attention span is shorter that the classes are more age appropriate in terms of time. So, we're 20 minutes. You're going to find other languages where their elementary school, primary, Kindergarten, 40 minutes, and that's a lot of time. So, we're quite happy with our 20-30-40 breakdown. K-2nd get 20 minutes every day. 3rd grade gets 30 minutes daily. And, ahh, 4th on up gets 40 minutes daily.

FLES vs. Core Curriculum

Despite being a World Language Academy with foreign language officially defined as a core component of the curriculum, foreign language is still considered an "extra" by FLES teachers, regular education teachers, and even some parents. FLES teachers rationalize that students who are not able to function in math or reading using their first language should not be obliged to take a second language. According to FLES teacher perception, regular education teachers don't initiate more collaboration because they already have too many requirements to fulfill, and collaborating with World Language isn't perceived as vital (or even helpful) to their own curriculum. Recent collaboration between regular education and FLES teachers includes labeling solar system vocabulary words for the science teacher and working on art projects together with the art teacher. The FLES teachers all expressed an interest in deeper collaboration with the regular education teachers, stating that the FLES teachers can help enhance what is being taught in the regular ed classroom. Finally, FLES teachers perceive that many parents send their children to Murray not because it is a "World Language Academy", but because it is a "safe" school where children are "well-cared for."

Key Quotes:

"...parents who say to me, 'Well I took it in high school and college and I can't speak it'. I always say to them 'Please don't say that around your child. It is important that you sound supportive'."

"...needed a room for technology, and German had the lowest student enrollment, so it was phased out."

"...when parents chose Murray as their option, especially for the NCLB [transfer students], they're looking for a safe place for their child. They're not looking [for]...a language academy....That is not their primary goal."

- Um, as far it being a language academy that languages are a core class. ...that the children go to every day.

- ...and having me there is, like kind of having something extra to do, you know, instead of enhancing what they're already doing.
- ...That's a story when we needed a room for technology, and German had the lowest student enrollment, so it was phased out.
- [We used to offer Japanese]...K-8th, but we lost 7th-8th a few years ago. ...this is like a cluster magnet, cluster school, um. How many years ago was that, that we lost 7th and 8th? My concern was that as long as they have Japanese program in junior high level, it was okay. In high school nearby, they used to have it, how many years ago was it, then 5-6 years ago but then they canceled it. ...But, I'd like to see this neighborhood [school] to have a Japanese program, but they only have Spanish. And the high school, too. They used to have a Japanese program, too, but they don't right now.
- Our objective within the last 4 or 5 years has been to be sure that the classes [Japanese, Spanish and French] are pretty much even. Ahh, it just...It ensures all our positions. At one time we did have German. That's one of the other requests from students wanting to take German had fallen and fallen, so that's why we decided to do something about that, and that's why we make an effort to even things out.
- I am speaking from my perspective here at Murray, when parents chose Murray as their option, especially for the NCLB, they're looking for a safe place for their child. They're not looking, "Oh, yes! This is a language academy. My child will learn." That is not their primary goal. What I would like to see for the parents who make that choice to understand the commitment that I would like to see them make in terms of helping their child with the language, finding tutors, I always recommend there are high school students in their neighborhood, find one there, a student who is at least in the second year. And also parents who say to me, "Well I took it in high school and college and I can't speak it". I always say to them "Please don't say that around your child. It is important that you sound supportive." Because if it important to you, it will be important to them. [Interrupted by PA about playground duty]. And not to be afraid to ask when they have their meetings with the IEP team to say I would like dot-dot-dot. And that is something that I feel a lot of parents don't understand that they have that right, but I as a teacher can always tell them that you have to circumlocute, and kind of, you know, help them to understand that it is okay that it is okay that your primary concern is for your child to be able to function in his language. To learn to read to learn to write to learn to do proper math. There is always, you know, middle school and high school.

APPENDIX O

ILLINOIS STATE LEARNING GOALS

Illinois Learning Standards for Foreign Languages (www.isbe.state.il.us, 2009)

The Illinois Department of Education's (IDE) website lists the benefits of effective foreign language instruction focus on the role of the individual in a multilingual, global society. The IDE maintains that children are growing up in an ever-changing, interdependent world in which diverse cultural and linguistic groups converge. The National Standards for Foreign Language Learning establish the academic, business, personal, recreational and practical benefits of studying foreign languages, and the Illinois Learning Standards for Foreign Languages are based on this rationale. The national document states: "To study another language and culture gives one the powerful key to successful communication: knowing how, when, and why to say what to whom. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. . . . The approach to second language instruction found in today's schools is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood." State Goal 28 advocates learners to "Use the target language to communicate within and beyond the classroom setting". This goal is important because at the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication. The standards included in the Illinois goals document are intended to be generic and are not written for any one specific language. Since all languages have differing vocabulary, syntactic structures, sound systems, writing systems and cultures, they offer a different set of greater and lesser challenges to English-speaking students. As a result, users of this document should apply necessary modifications to make them applicable to a specific language. Five stages are designed to correspond to the students' expected level of progress as they study the language. The Stage One (Beginning) benchmarks need to be mastered first regardless of whether the study begins in elementary school, middle school or high school, with mastery of the other stages following in sequence. In short-term programs (e.g., current 2 - 4 year programs) students may not be able to achieve mastery of the more advanced stages.

Applications of Learning: Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

Solving Problems: Recognize and investigate problems; formulate and propose solutions supported by reason and evidence. Learning a foreign language develops the tools for dealing with various types of survival challenges, technical skills and interpersonal exchanges across and among cultures. Students use the process of forming a hypothesis, testing that hypothesis, eliminating nonessential information and drawing conclusions, aided by and further developing the four skills which are at the core of communication: listening, speaking, reading and writing. Knowledge of other cultures and world issues helps students temper their communication about the problems they endeavor to solve.

Communicating: Express and interpret information and ideas. The four basic skills essential for oral and written communication are enhanced by an understanding of non-verbal gestures, cultural symbols and rituals, global trends, regional varieties of language, and local traditions and contexts. For students of language to contribute to society, they must learn the academic, technical and workplace uses of language and how those realms of knowledge relate to other fields of study. Students learn to communicate for a complete range of purposes including personal, school-based, community, vocational, recreational and professional. In modern languages, curricular designs reflect the importance of students developing simultaneously all four communication skills—listening, speaking, reading and writing.

Using Technology: Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results. Students of foreign languages benefit from access to a wide range of technology helpful in locating primary sources in the target language and interacting directly with native speakers. Students reinforce their knowledge of software, technical skills and vocabulary as they use this technology both within and beyond the foreign language classroom. The use of technology in the foreign language curriculum adds a powerful tool for lifelong learning, advanced research, recreational activities and understanding of global issues.

Working on Teams: Learn and contribute productively as individuals and as members of groups. Group learning activities at the core of foreign language learning are one component of actual communication in the target language. Students using the target language to engage in group discussions and research projects are already communicating within the classroom. Group learning activities also reflect contexts and processes outside the classroom. For example, students involved in a debate may cover the same issues as presented in a court of law during the French Revolution. Students preparing a group presentation on the Amazon rainforest may cover the same problems as a group of Brazilian engineers and scientists.

Making Connections: Recognize and apply connections of important information and ideas within and among learning areas. Students of foreign languages make four types of connections throughout their study. First, they learn how to transfer skills and content of the foreign language in ways to better understand skills and content of the first language. Second, students make subject-matter connections, reinforcing content and skills of other areas such as science and fine arts. Third, students explore issues and themes which cross disciplinary lines, and fourth, students use the target language for making connections to vocabulary and processes important in the world of work, in community service, and for recreational purposes (Illinois Department of Education, 2006).

A. Understand oral communication in the target language.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	28.A.2a Comprehend illustrated stories, audio-visual programs or websites.	28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	28.A.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.
28.A.1b Respond appropriately to simple commands in the target language.	28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.	28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.		

B. Interact in the target language in various settings.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
28.B.1a Respond to and ask simple questions with prompts.	28.B.2a Pose questions spontaneously in structured situations.	28.B.3a Respond to open-ended questions and initiate communication in various situations.	28.B.4a Engage in extended conversations in a variety of situations.	28.B.5a Discuss and defend a position on an issue in a discussion.
28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language.	28.B.2b Produce language using proper pronunciation, intonation and inflection.	28.B.3b Produce language with improved pronunciation, intonation and inflection.	28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	28.B.5b Approximate native-like pronunciation, intonation and inflection.
	28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.	28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.	28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	

C. Understand written passages in the target language.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.	28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.	28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.	28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.	28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations.
28.C.1b Infer meaning of cognates from context.	28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.	28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.	28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).	28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose).

			28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	28.C.5c Explain how various languages are interrelated in terms of word origin and text structures.
--	--	--	--	---

D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
28.D.1a Copy/write words, phrases and simple sentences.	28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.	28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.	28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.	28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic, social and work needs.
28.D.1b Describe people, activities and objects from school and home.	28.D.2b Present a simple written or oral report on familiar topics.	28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).	28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.	28.D.5b Make impromptu presentations in a variety of academic, social and work situations.
	28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.	28.D.3c Present a simple, original poem or story based on a model.	28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.

State goal 29 advocates the use of the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language. This goal is important because “understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language. Culture consists mainly of language, literature, fine arts, media, history and geography related to various peoples in the world. Students need to develop an understanding of how customs and traditions are shaped by speakers of language and how that language reflects those customs and traditions.”

A. Understand manners and customs of various target language societies.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	29.A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language.	29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.	29.A.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.

B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced

29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.	29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.	29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.	29.B.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.	29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society.
29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children's literature, performing a song or dance).	29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.	29.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms.	29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.	29.B.5b Create an interpretive presentation of a selected art form based on research or a field experience.

C. Understand literature and various media of target language societies.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
29.C.1a Identify main characters, settings and events from selected samples of children's literature using audio and visual cues.	29.C.2a Read, retell and summarize selected literary works.	29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.	29.C.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.	29.C.5a Compare and analyze literary themes, styles and perspectives across authors and genres.
29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.	29.C.2b Identify sample literary works and their authors representative of the target language.	29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.	29.C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.	29.C.5b Explain the influence of historical context on form, style and point of view for a variety of literary works.
29.C.1c Identify primary media sources (e.g., television, radio, CD/ROM, software, films, on-line resources, websites, periodicals) in the target language.	29.C.2c Summarize the main points of selected media presentations in the target language.	29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).	29.C.4c Comprehend main ideas from target language media in relation to everyday life.	29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken.

D. Understand history of areas where the target language is spoken.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced

29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.	29.D.2 Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).	29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.	29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.
--	---	--	---	---

E. Understand geography of various target language societies.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.	29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.	29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken.	29.E.4 Compare a target country with the United States using geographic representations to illustrate and explain their economic nature.	29.E.5 Describe how migration, settlement and colonization have affected the economy and environment of country(ies) where the target language is spoken.

State goal 30 advocates the use of the “target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines”. This goal is important because “knowledge of a foreign language relies on communication, culture, and context. The term context here applies to the situations in which students will use the target language. To prepare for those situations, students reinforce and further their knowledge of other areas including academic, technical and recreational. Standards and benchmarks within this goal are meant to reamplify content and skills learned in economics, mathematics, science, physical development, health, career exploration and vocational courses. Combined with the cultural contexts found in goal 29, the standards and benchmarks in this goal contain direct parallels in target language development to the Illinois Goals and Standards in the other six learning areas in addition to vocational education”

A. Use the target language to reinforce and further knowledge of other disciplines.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*	30.A.2a Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*	30.A.3a Identify differing systems of trade and exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States.*	30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States.*	30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.*
30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations).	30.A.2b Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).	30.A.3b Use the target language to gather and organize data to solve math problems.	30.A.4b Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language.	30.A.5b Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects.

30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).	30.A.2c Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.	30.A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.	30.A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.	30.A.5c Use the target language to analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of speakers of the language.
30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).	30.A.2d Use the target language to participate in and/or describe games, dances and sports.	30.A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.	30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.	30.A.5d Use the target language to analyze and contrast diet, nutrition and physical fitness programs in areas where the target language is spoken with those of the United States.

B. Use the target language to demonstrate knowledge and understanding of a variety of career options.

Stage One Beginning	Stage two Beginning Intermediate	stage three intermediate	stage four advanced intermediate	stage five advanced
30.B.1a Use target language vocabulary to identify common professions and occupations.	30.B.2a Use the target language to describe activities and characteristics of selected occupations and work places.	30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken.	30.B.4a Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States.	30.B.5a Use the target language to analyze data relating to job opportunities, preparation, wages/salaries, etc., of occupations in areas where the target language is spoken.
30.B.1b Use target language vocabulary to identify a variety of professions in which the target language may be used.	30.B.2b Use the target language to explain and describe general career choices in which the target language can be used.	30.B.3b Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.	30.B.4b Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.	30.B.5b Use the target language to evaluate a career option which requires proficiency in the target language through a career exploration or education-to-careers activity.

APPENDIX P

PARENT REVIEWS OF MURRAY LANGUAGE ACADEMY

Reviews of Murray Language Academy by Parents (www.GreatSchools.net, 2008)

Posted November 21, 2007: I currently have two children at Murray. Murray is a school that is going through many changes. I feel the school has not found stability. The school seems to be moving in a positive direction in terms of academics. (I feel the pressure every night to make sure my children have done their homework and to ensure that they're reading 30 minutes a day). But after being at murray for the past few years. I've become quite annoyed with the ever expanding classroom size. My oldest with 34 and my youngest 33. I don't understand how teachers are expected to cope, some without any assistants. I have come to realize that my children are just another number and that I shouldn't expect my son's individual needs to be met. I feel the school needs to focus on the emotional and individual needs of their students. Rather than their ISAT scores.
Submitted by a parent

Posted September 4, 2007: Having gone through 3 principals (not including interims) since my older daughter first attended kindergarten here, Murray has had her ups and downs. Under the leadership of the current principal, normalcy has finally been restored in the last two years. Parental involvement is great. The teachers are a mixed bag. For the most part, I have only admiration toward the professionalism, patience and even-handedness exhibited by the lower grade teachers. I was very disappointed in some upper grade teachers, who were incompetent, lazy or lack of enthusiasm. Since Murray's grades only go up to the 6th, and it is becoming an open secret that the 5-6th grade teachers are not up to par, Murray is slowly losing appeal to families that value education as a top priority. I would still recommend Murray to families with very young kids. However, Murray needs to re-vamp the upper grades to stop the stampede for exit.
Submitted by a parent

Posted November 6, 2006: Murray is an excellent school -- that cannot be denied. Because of the school's grade structure, I no longer recommend the school to anyone.
Submitted by a parent

Posted September 18, 2006: Murray has great programs that are not usually offered at other schools, elementary or High School. My child is taking music lessons in the mornings and participates in the academic after school program. After the after school program a well balanced meal is provided for each child. This year they hope to get ball room dancing. Murray Language Academy is a well rounded school. I would recommend this school to the parents who love to be involved. The teachers, principle and staff will make you and your child feel secure.
Submitted by _____, a parent

Posted October 31, 2005: I love school and I love that fact that my child is absorbing knowledge in a great atmosphere as Murray. The parental involvement has

much improved and it shows in the classrooms and teachers. I like that fact that the students are challenged according to their individual academic needs, so every child is not put in a general category of learning... that's not how life works and it shouldn't be how our schools work. It certainly is not how Murray works. The teacher and student morale has skyrocketed in the last two years that my child has been here. I love school and so does my child , thank you to the principal, teachers , students and parent volunteers.

Submitted by a parent

Posted July 28, 2005: I think Murray is a great school, especially for African American children. In most schools the children only learn about Black History during the month of February, but at Murray learning about Black culture is a top priority. The school also has great test scores and great teachers. The only thing is that the class sizes are pretty big (about 30 kids in a class).

Submitted by a parent

Posted April 4, 2005: I am responding to a prior reviewer, who I think is leaving a biased response. Both were very good friends of the prior principal, so it is understandable that at least one of them chose to follow the principal to another position. The prior principal and LSC dropped the 7th-8th grade program, and the lack of upper grades has caused many parents to consider pulling their children early to ensure placement in a quality middle school environment. Both of the LSC members who left had children in upper grades. One moved to another magnet and the other is in private school (both with 7th and 8th). The current LSC has voted to return the 7th-8th grade.

Submitted by a parent

Posted February 8, 2005: as a 6th grade student at Murray, I must say that it is a great school. I will be very sad to move on to a new school. It has great teachers, and gives opportunities to excellent students. The only downfall is that our principal says 'wildcats' way too much. But I would recommend this school to anyone.

Submitted by _____, a student

Posted December 1, 2004: Murray is going through some growing pains. It has always been an exceptional school because of its teachers. However, we have a new principal and last year one of the best fifth grade teachers I've ever seen quit. The gym teacher (another well respected veteran) quit last month. By the end of this year two veteran teachers (one an apple winner) plan to retire and two others are considering moving on. Another teacher feels she's being forced out. Two newly elected Local School Council members pulled their children out before school started. As a parent I am concerned about the loss of veteran teachers and long time parents. For Murray's sake I hope the change is good.

Submitted by a parent

Posted September 22, 2004: As a Murray Language Academy alumnus, I definitely feel that prospective students and parents will be impressed with what this school has to offer. Given the small class sizes and the advanced level of curriculum

offered, students are provided with an environment committed to fostering academic excellence. If you are a parent in search of an institution that will provide your child with unsurpassed curriculum, most often found at expensive private schools, Murray is an excellent place to start.

Submitted by _____, a former student

APPENDIX Q

BLOGS RELATED TO NCLB

<http://www.technorati.com/blogs/tag/no+child+left+behind>

Eduwonkette Blog

<http://blogs.edweek.org/edweek/eduwonkette/>

Millard Fillmore's Bathtub

<http://timpanogos.wordpress.com>

Attorney/politico/teacher blogs about history and history education, especially bad history, bad quotes, history revisionism, religious freedom, press freedom, and government policy.

NCLB: Act II

<http://blogs.edweek.org/edweek/NCLB-ActII>

The latest news, research, and political developments on the reauthorization of the No Child Left Behind Act, written by Education Week reporter David J. Hoff.

Deducation US | No Child Left Behind: The Death of American Education

<http://deducation.us/wordpress>

NCLB - No Child Left Behind

<http://flunking.us>

BoardBuzz: NSBA's Daily Weblog

<http://boardbuzz.nsba.org>

BoardBuzz delivers every day a fast, sharp, informed read on important issues to school board members and to all public education advocates.

Ready, Willing and Abell

<http://abell4edu.blogspot.com>

21st Century Educational System for a 21st Century Kid

<http://www.myeducationalplan.com>

eduwonkette

<http://blogs.edweek.org/edweek/eduwonkette>

Through the lens of social science, eduwonkette takes a serious, if sometimes irreverent, look at some of the most contentious education policy debates.

Define No Child Left Behind

<http://www.aboutchildcare.cn/define-no-child-left-behind>

Behind Child Editorial Left No

<http://www.newchildproofingyourhome.cn/behind-child-editorial-left-no>

Behind Child Education Left No

<http://www.bestchildproofingyourhome.cn/behind-child-education-left-no>

Greg Cruet

<http://gregcruet.blogspot.com>

On the Tenure Track

<http://awaitingtenure.wordpress.com>

child support child activity no child left behind

<http://online-9.net.ru/information/children>

Learning at Home : Appeal-Democrat

<http://learningathome.freedomblogging.com>

Lisa

<http://thatsempresstoyou.typepad.com>

Kate Bornstein's Blog for Teens, Freaks and Other Outlaws

http://katebornstein.typepad.com/kate_bornsteins_blog

I'm sick and tired of living in a world that squashes some of its most creative, inspiring and funnest people, so I'm doing what I can to make life a little easier and funner for folks like me.

From the Video Suite

<http://videosuite.blogspot.com>

Are you a budding video producer? Does your class have the next Spielberg? This blog shares real-world media production techniques, ideas and suggestions with K-12 students and instructors. We'll discuss what works and what doesn't.

Parenting Guide » No Child Left Behind Act

<http://parenting.mindamadani.com/No-Child-Left-Behind-Act>

Muggly's Blog: No Child Left Behind (that I know of...)

<http://mugglycyberdunk.blogspot.com>

The CEA Blog

<http://blog.ceaoio.org>

The CEA Blog was created by the Columbus Education Association so that members, public education advocates and others can express opinions regarding or related to public education and labor issues.

Bridging Differences

<http://blogs.edweek.org/edweek/bridging-differences>

Like Horses to Water

<http://likehorsetowater.wordpress.com>

A first-year high school English teacher in the American South on life inside and out of the classroom.

Texas Ed Spectator

<http://www.texasedspectator.com>

This Week In Education

<http://blogs.edweek.org/edweek/thisweekineducation>

Written by former Senate education staffer and journalist Alexander Russo, This Week In Education covers education news, policymakers, and trends with a distinctly political edge.

NEA: No Child Left Behind - ESEA - NEA Position

<http://www.nea.org/esea>

No Child Left Behind

<http://nochildleftbehindourfuture.blogspot.com>

No Child Left Behind:

<http://smigeo.wordpress.com>

NO CHILD LEFT BEHIND

<http://shaniqua.edublogs.org>

Articles No Child Left Behind

<http://articles-no-child-left-behindzormltq.blogspot.com>

Articles No Child Left Behind

<http://articles-no-child-left-behindxmjsxbzw.blogspot.com>

Articles No Child Left Behind

<http://articles-no-child-left-behindszlohk.blogspot.com>

Articles No Child Left Behind

<http://articles-no-child-left-behindhgjeayza.blogspot.com>

Articles No Child Left Behind

<http://articles-no-child-left-behindvzbmsrn.blogspot.com>

Articles No Child Left Behind

<http://articles-no-child-left-behindplwhoueh.blogspot.com>

Articles No Child Left Behind

<http://articles-no-child-left-behindfdpctqvg.blogspot.com>

Leave Behind No Child Left Behind?

<http://stacynclb.edublogs.org>

Bell Work Online

<http://blog.middleschoolworld.com>

Bell Work blog is school news, philosophy, politics, trends and culture are discussed daily. Talk about everything that is related to middle and high school.

MiddleSchoolWorld.com puts you in the hallways and classrooms.

Texas Ed: Comments on Education from Texas

<http://texased.wordpress.com>

Comments about homeschooling, education, and learning from Texas.

Deducation US

<http://blog.deducation.us>

About « No Child Left Behind Research Initiative

<http://nclbresearch.wordpress.com>

No Child (or Teacher) Left Behind?

<http://nochildorteacherleftbehind.blogspot.com>

Against No Child Left Behind; saving our nation's public schools.

<http://h8tnclb.blogspot.com>

No Child Left Behind: A Guide to Classroom Exceptionalities

<http://referenceguide.wordpress.com>

No Child left behind, what really needs to be done

http://www.nafella.com/naflogger/Home.asp?name=One_Womans_Opinion/No_Child_left_behindwhats_really_needs_to_be_done

Art online radio shows and youth sports internet talk radio by Sports Abuse |

BlogTalkRadio

<http://www.blogtalkradio.com/SportsAbuse>

Blogging No Child Left Behind! My child is in the middle of it!

<http://nochildlftbehind.wordpress.com>

Education online radio shows and Black internet talk radio by BlackAchievement USA | BlogTalkRadio

<http://www.blogtalkradio.com/BlackAchievement-USA>

School Equity & Social Justice

<http://thebusstice.blogspot.com>

Wilbrod the Gnome

<http://wilbrodthegnome.blogspot.com>

Working Moms Vote 2008

<http://workingmomsvote.wordpress.com>

Wigglegigglelearn - BlogTalkRadio -

<http://www.blogtalkradio.com/wiglegigglelearn>

APPENDIX R

CHICAGO PUBLIC SCHOOLS BUDGET FOR MURRAY LANGUAGE ACADEMY

CAPITAL IMPROVEMENT PROJECTS

Philip Murray Language Academy (School Code #5030)
5335 South Kenwood Avenue
Chicago, Illinois
Region 4

Constructed in 1954
School Capital Projects Assessment (2000)
The Chicago School Reform Board of Trustees has determined that construction of an addition is necessary to relieve overcrowding and meet the educational goals of the Chicago Public Schools at Murray Academy. The existing Murray Academy is a traditional masonry building with double-hung windows and a central boiler plant mechanical system. It received a major Capital Renovation in 1997, which included masonry repairs, tuckpointing, mechanical, electrical and gymnasium work. The building was re-assessed in 1998 and found to have repair or renovation needs in the following areas:

Mechanical and/or Plumbing Systems

Year	Type	Estimated Budget
<u>1997</u>	<u>MCR - Masonry, Mechanical, Electrical, Gymnasium</u>	<u>\$758,029</u>
<u>1998</u>	<u>NPL - New Playlot</u>	<u>\$56,342</u>
2000	ADD - Addition (Site Prep and Design)	\$1,000,000
2001-2004	MCR - Major Capital Renovation** (1954)	TBD
2001-2004	ADD - Addition	TBD

School Capital Projects Assessment (2001):
CPS has conducted physical building condition assessments for the entire school system. The primary focus of these evaluations has been on the exterior envelope (roof, windows, and masonry) in order to stabilize the building environment. The assessment team's analysis determined that Murray Academy is in fair to good condition. The assessment team also assessed the condition of major components of life safety and code compliance, mechanical, electrical and plumbing systems, technology infrastructure, interior finishes and equipment, security, site and ADA.

Year	Type	Estimated Budget	Funding Source
<u>1997</u>	<u>MCR Masonry, Mechanical, Electrical and Gymnasium Work</u>	<u>\$ 755,100</u>	<u>Funding Phase II</u>
1998	NPL - New Playlot	\$ 70,000	Funding Phase II
1999	ADD - Addition	\$ 10,000,000	FY 1999
1999	ET - MDF Room and Admin. Connection	\$ TBD	FY 1999
1999	ET - Computer Technology Project	\$ TBD	FY 1999
2001	MCR - Window and Environmental Work	\$ 900,000	Unfunded
2001	IEE - Energy Conservation Project	\$ 100,000	Unfunded

Underlined projects are completed.

Source: CPS Capital Improvement Program, 2000 and 2001,
http://www.csc.cps.k12.il.us/capital/1999book/es/es_5030.html

REFERENCES

- Ager, D. (1996). *Language Policy in Britain and France: The processes of policy*. London and New York: Cassell.
- A Nation at Risk*. (1983). Retrieved September 7, 2008: <http://www.ed.gov/pubs/NatAtRisk/risk.html>.
- Aksornkook, N. (1985) "Continuing Education Policies." In: *Unesco Regional Office for Education*.
- Andrade, C., Kretschmer, R. and Kretschmer, L. (1989). Two Languages for All Children: Expanding to low achievers and the handicapped. in Muller, K.E. (Ed) *Languages in Elementary Schools*. New York: The American Forum, 177-203.
- Asia and the Pacific, Continuing Education in Asia and Pacific*.
- Andersson, T. (1969). *Foreign Language in the Elementary School: A Struggle Against Mediocrity*. Austin: University of Texas.
- Arnett, K. (2000). *Learning Disabilities and Foreign Language: Overview and Manual*. Retrieved in 2001 from: <http://www.smcm.edu/aldiv/forlang/pdfdocs/arnett-english.pdf>.
- Aspen Institute (2007). *Research Report: The State of the Achievement Gap* (February 22, 2007)
- Bachman, L. (1997). *Fundamental Considerations in Language Testing*. Fourth Publication. London: Oxford University Press.
- Baker & Mühlhäusler, P. (1990) "From Business to Pidgin". *Journal of Asian Pacific Communication*. 1(1).
- Bell, J. (2000). *French in the Primary Schools- A Report on the Vichy Course*. Retrieved in 2000 from: http://www.nacell.org.uk/profdev/training_vichy.htm,
- Bogdan, R. and Biklen, S.K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- CEP. (2006). Center for Educational Policy. Retrieved on September 7th, 2008 from: <http://www.cep-dc.org>.
- CEP. (2008). Center for Educational Policy. Retrieved on September 7th, 2008 from: <http://www.cep-dc.org>.
- Chicago Public Schools (2004). Retrieved from <http://www.cps.k12.il.us>.
- Chicago Public Schools (2007). Retrieved from <http://www.cps.k12.il.us>.

- Chicago Public Schools (2008). Retrieved from <http://www.cps.k12.il.us>.
- CNN. (2009). "Obama Wants to Overhaul Education from 'Cradle to Career'". March 10, 2009. Retrieved from <http://www.cnn.com/2009/POLITICS/03/10/obama.education/index.html>.
- Coleman, J.S. (1966). Washington, D C.: U.S. Office of Education. Retrieved in 2007 from <http://www.eric.ed.gov>.
- Cooper, R. (1989). *Language Planning and Social Change*. New York: Cambridge University Press.
- Curtain, H. (2000). Time as a factor in early start programs. In Moon, J. and Nikolov, M. (Eds.) *Research into Teaching English to Young Learners*. Pecs: University of Pecs Press, 87-120.
- Curtain, H. and Carol A.P. Dahlberg (2000). *Planning for Success: Common Pitfalls in the Planning of Early Foreign Language Programs*. ERIC Digest: ED447726.
- Curtain, H. and Pesola, C. (1994). *Languages and Children: Making the Match*. First Edition. Reading, MA: Addison-Wesley Publishing Company.
- Curtain, H. and Pesola, C. (2000). *Languages and Children: Making the Match*. Second Edition. Reading, MA: Addison-Wesley Publishing Company.
- de Vise, D. (2009). "Stimulus Funds to Reach Schools Within Weeks: Money Comes with Demands for Improvement and May Prevent Mass Layoffs." *The Washington Post*, March 08, 2009. A08
- Dewey, J. (1902) *The Child and the Curriculum*, Chicago: University of Chicago Press.
- Dewey, John (1938). *Experience and Education*. New York: The Macmillan Company. p.1-10.
- Dillon, S. (2008). "Education Secretary Offers Changes to 'No Child' Law." *The New York Times*, April 23, 2008.
- DLK Design Inc. (2007). Plans for Murray School. Retrieved in 2008 from http://www.dlkinc.com/project_pmla.htm.
- Duncan, A. (2006) *Statement of Arne Duncan Before the Subcommittee on Education Reform*. Hearing on: "No Child Left Behind: Successes and Challenges of Implementation in Urban and Suburban Schools. August 28, 2006.
- Early Language Learning Forum (2000). *Special Needs*. Retrieved in 2003 from: <http://www.mailbase.org.uk/lists/ell-forum/files/specialneed.htm>.

- Edwards, J.D. (2004). "The Role of Languages in a Post-9/11 United States" *Modern Language Journal*. 88, 268
- Education Week. (2008). Retrieved from www.edweek.org.
- ERIC Clearinghouse on Disabilities and Gifted Education. (2003). *Should students with learning disabilities be exempt from foreign language requirements?* Retrieved in 2003 from: <http://ericec.org/faq/ld-forla.html>.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 119-161). New York: MacMillan.
- Erlander, D.A., Harris, E.L., Skipper, B.L., & Allen, S.D. (1993). *Doing naturalistic inquiry*. Newbury Park, CA. Sage Publications.
- Everson, M. (2008). Retrieved in 2008 from: <http://www.uiowa.edu/beremarkable/portfolio/people/everson-m.html>.
- Friedrich, S. (2002). No Child Left Behind—What it Means to Teachers. *National Council of Teachers of Mathematics Bulletin*, November 2002.
- Gahala, E. (2002). Differentiating Instruction: Teaching all your students. Retrieved in 2003 at: http://www.phschool.com/proprofessional_development/teaching_tools/foreign_languages/differentiating_instr.html.
- Gilzow, D.F. (2002). "Model Early Foreign Language Programs: Key Elements".
- Gilzow, D.F., & Branaman, L.E. (2000). *Lessons learned: Model early foreign language programs*. McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.
- Glaser, B.G. (1978). *Theoretical Sensitivity: Advances in the methodology of Grounded Theory*. Sociology Press.
- Glaser, B.G. (1998). *Doing Grounded Theory - Issues and Discussions*. Sociology Press.
- Glaser, B. G. and A.L. Strauss (1967). *The Discovery of Grounded Theory*. New York : Aldine de Gruyter.
- Goodson, I. (1991). "Sponsoring the Teacher's Voice: teachers' lives and teacher development" *Cambridge Journal of Education*, 21(1), 35 – 45
- Gould, E. (2003). *Bibliography of Foreign Language Learning for Students with Learning Differences*. Retrieved in 2003 from: <http://flightline.highline.edu/library100/StudentWorkSpring03/biblio.doc>

- Greene, J. Caracelli, V. and W. Graham (1989). *Toward a Conceptual Framework for Mixed-Method Evaluation Designs*. Educational Evaluation and Policy Analysis.
- Hargreaves, Andy (1996). *Revisiting Voice*. Educational Researcher, 25(1), 12-19.
- Holliday, A.R. (2007). *Doing and Writing Qualitative Research, Second Edition*. London: Sage Publications.
- Hussar, W. (2008). National Center for Educational Statistics. Retrieved in September 2008 from <http://www.nces.org>.
- Hwa Hong, S. (2005). *Learning Arabic from head to toe*. The Seattle Times: Saturday July 9th, 2005.
- ISBE. (2007). Illinois State Board of Education. Retrieved in 2007 from <http://www.isbe.org>.
- Jencks, C, and M. Smith, H. Acland, M.J. Bane, D. Cohen, H. Gintis, B. Heyns, S. Michelson. (1972). *Inequality: A Reassessment of Family and Schooling in America*. New York: Basic Books.
- Jones, J. (2004). *A Brief History of National Standards*. www.teachernet.org.
- JNCL-NCLIS. (2007). Joint National Committee for Languages and the National Council for Languages and international studies. Retrieved in 2007 from: http://www.languagepolicy.org/legislation/appropriations_fy_2007__fy_2008.htm
- Kaplan R. and R. Baldauf (1997). *Language Planning from Practice to Theory*. Bristol, PA: Multilingual Matters Ltd.
- Kidder, T. (1989). *Among Schoolchildren*. Harper Perennial.
- Kroeber, A.L. and C. Kluckhohn, C. (1952). *Culture: A Critical Review of Concepts and Definitions*. The American Journal of Sociology, 59(5).
- Lilly, John C. (1972). Quote. Retrieved in September 2008 from: http://www.lycaem.org/books/books/metaprogramming_with_lsd_25/full_text.html
- Lincoln, Y. and E. Guba. (1985). *Naturalistic Inquiry*. Sage Publications.
- Lipton, G. (1988). *Practical Handbook to Elementary FL Programs (FLES*)*. 1st Edition. Kensington, MD: Blueprints for Learning.
- Lipton, G. (2004). *Practical Handbook to Elementary FL Programs (FLES*)*. 4th Edition. Kensington, MD: Blueprints for Learning.
- Lipton, G. (2008). FLES* Website. Retrieved September 2008 from: <http://www.gladys-c-lipiton.org>.

- Lortie, D.C. (1975). *Schoolteacher*. Chicago: University of Chicago Press.
- Marshall, C. and Rossman, G. (1999). *Designing Qualitative Research*. Thousands Oaks, CA: Sage Publications.
- Met, M. (2000). Ed. *Critical Issues in Early Second Language Learning*. Second Edition. Glenview, IL: Addison-Wesley.
- Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.
- Mildenberger, K.W. (1956). Foreign Languages in the Grades. *The American School Board Journal*, October.
- Modern Language Association Survey. (2006). *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006*. Retrieved in 2008 from: http://www.mla.org/2006_flenrollmentsurvey.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Murray Blogs (2008). Photo of Murray Language Academy. Retrieved from <http://murrayblogs.org>, 2008
- National Foreign Language Standards. (1996). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.
- National Foreign Language Standards. (1999). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.
- NCLB/ESEA: *Voices from America's Classrooms*. (2008). Retrieved in 2008 from <http://www.nea.org>.
- NCES (2007). National Center for Education Statistics. Retrieved in 2007 from <http://nces.ed.gov/>.
- NCTQ. National Council on Teacher Quality. *Chicago Sun Times article*. Retrieved in 2007 from: <http://www.nctq.org/research/1113947999731.pdf>.
- NEA. (2008). National Education Association. Retrieved in 2008 from www.nea.org.
- Neuman, W.L. (2003). *Social Research Methods: 3rd Edition*. Boston: Allyn and Bacon.
- Nichols, R. and Thomas, G. (1992). The introduction of a foreign language into the special school curriculum. In K. Bovair, B. Carpenter, and G. Upton (Eds) *Special Curricula Needs*. London: David Fulton Publishers and National Association for Special Education Needs, 72-85.
- Obama, B. (2008). Retrieved from <http://www.barackobama.org> in 2008.

- OLCE. (2009) Office of Language and Cultural Education in the Chicago Public Schools, Retrieved from: <http://www.olce.org> in 2009.
- Pallasch, A. (2008). *Obama names Arne Duncan education secretary*. Chicago Sun Times: December 16, 2008
- Patton, M.Q. (2002). *Qualitative Evaluation and Research Methods, 3rd Edition*. Newbury Park, CA: Sage Publications.
- Pajares, M. F. (1992). *Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct*. Review of Educational Research 62 (3), 307-32.
- Rhodes, N.C. and A.R. Schreiberstein. (1983). *Foreign language in the elementary school*. Washington, DC: Center for Applied Linguistics.
- Rhodes, N.C.. and L. Brannaman. (1999). *Foreign language instruction in the United States: A national survey of elementary and secondary schools*. McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.
- Richardson, V. (1990). The Evolution of Reflective Teaching and Teacher Education. In *Reflective Practice in Education*, ed. Renee Clift, W. Robert Houston, Marleen Pugach. New York: Teachers College Press.
- Riley, M. (1997). *Teaching French in a school for children with moderate learning difficulties*. British Journal of Special Education 24(2), 66-70.
- Rosenbusch, M.H. (2002) *The Impact of National and State Policy on Elementary School Foreign Language Programs: The Iowa Case Study*. Foreign Language Annals, Vol. 35 (5), 507-517.
- Rosenbusch, M.H. and Jensen, (2005). The status of foreign language in NECTFL states. In the *Northeast conference on the teaching of foreign language review*. 56, 26-37, NECTFL, Inc. Carlisle, PA: Dickenson College.
- Rosenbusch, M.H. (2005). The No Child Left Behind Act and teaching and learning languages in U.S. schools. *Modern Language Journal*. 89, 250-261.
- Rosenbusch, M., Kemis, M., & Moran, K. J. (2000). Changing practice: Impact of a national institute on foreign language teacher preparation for the K-6 level of instruction. *Foreign Language Annals* 33 (3), 305-319.
- Sanders, W. & Horn, P. (1995). *Educational assessment reassessed: The usefulness of standardized and alternative measures of student achievement as indicators for the assessment of educational outcomes*. Education Policy Analysis Archives, 3(6).

- Schleicher, A. & M. Everson. (2006). Advancing Less Commonly Taught Language Instruction in America: The Time is Now. In Audrey Heining Boynton (Ed.), *2005-2015: Realizing our Vision of Languages for All* (pp. 199-216). Upper Saddle River, New Jersey: Pearson/Prentice Hall.
- Schoen, D. (1982). *The Reflective Practitioner*. Basic Books: New York.
- Schrier, L.(1996). A prototype for articulating Spanish as a foreign language in elementary schools. *Hispania*, 79 (3), 515-523.
- Schrier, L. & Fast, M. (1992). Foreign language in the elementary schools and computer-assisted language learning. *Hispania*, 75 (1), 1304-1309.
- Seidman, . E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Selwyn, D. (2007). Highly quantified teachers: NCLB and teacher education. *Journal of Teacher Education* 58.2 (March-April 2007): 124(14).
- Sergiovanni, T. (1996a). *Leadership for the Schoolhouse*, Jossey-Bass: San Francisco.
- Sergiovanni, T. (1996b). Learning Community, Professional Community, and the School as a Centre for Inquiry. *Principals' Matters*, April.
- Shippo, D. (1998) A Revolution in School District Governance: The Chicago Experience. Presented at: American Youth Policy Forum held on December 11, 1998 on Capitol Hill.
- Song, K.H. (2006). Urban Teachers' Beliefs on Teaching, Learning, and Students: A Pilot Study in the United States of America. *Education and Urban Society*, 38 (4), 481-499.
- Spielman, F. (2009). CTA President to Run Chicago Public Schools. *The Chicago Sun Times*. January 26, 2009. Retrieved in 2009 from: <http://www.chicagosuntimes.com>.
- Spolsky B. and E. Shohamy (2000). In *Language Policy and Pedagogy*. Ed. R. Lambert and E. Shohamy. Philadelphia: John Benjamins Publishing.
- STARTALK (2008). Retrieved from <http://www.startalk.umd.edu/about> in December 2008.
- Strauss A. and J. Corbin. (1990). *Basics of Qualitative Research*. Newbury Park, CA: Sage.
- Stolberg, S. (2008). *Bush Loyalist Fights Foes of 'No Child' Law*. Retrieved June 12, 2008 from: www.nytimes.com.

- Sunderman, G., Tracey, C., Kim, J., & Orfield, G. (2004). Listening to teachers: Classroom realities and the No Child Left Behind Act. *The Civil Rights Project at Harvard University*. 1-47. Cambridge: MA.
- Sutherland, D. (2004). *Modern languages in the primary school-Teacher's perceptions: Do the perceptions of teachers differ regarding the teaching of modern foreign languages in one mainstream and one special school, and if so, how does this impact on the aims and type of programme that is offered?* Primary Education Thesis, University of Aberdeen, Scotland.
- Tedick, D.J. and Walker, C.L. (1996). R(T)eaching all students: Necessary Changes in teacher education. In B.H. Wind (Ed) *1996 Northeast Conference Reports- Foreign Languages for All: Challenges and Choices*. Lincolnwood, IL: National Textbook Company in conjunction with the Northeast Conference on the Teaching of Foreign Languages, 187-220.
- Tew, C. (2004). *Using Rhyme, Rhythm and Rap with Pupils with Special Needs*. Early Language Learning Bulletin, 11(5).
- Theisen, T. (2002). Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of All Learners. *The Communiqué* 6. Retrieved in 2003 from: <http://www.sedl.org/loteced/communique/n06.pdf>.
- The Language Educator*. "Legislative Look." January 2009: 4 (1), 54.
- The New York Times*. "Economic Stimulus." March 5, 2009. Retrieved in March 2009 from http://topics.nytimes.com/topics/reference/timestopics/subjects/u/united_states_economy/economic_stimulus/
- U.S. Department of Education. (2008). Retrieved in December 2008 from <http://www.ed.gov>.
- U.S. Department of State. (2008). Retrieved in December 2008 from <http://www.state.gov>.
- U.S. House of Representatives. (2008). Retrieved in December 2008 from <http://www.house.gov>.
- U.S. Senate. (2008). Retrieved in December 2008 from <http://www.senate.gov>.
- von Zastrow, C. & Janc, H. (2004). *Academic atrophy: The condition of the liberal arts in America's public schools*. Washington, DC: Council for Basic Education.
- Watzke, J. (2003). *Lasting Change in Foreign Language Education: A Historical Case for Change in National Policy*. Westport, CT: Praeger.

- WGN Radio Broadcast. *The John Williams Show*. January 29th, 2009, 8AM. Retrieved in January 2009 from:
http://wgnradio.com/index.php?searchword=huberman&option=com_search&Itemid=1
- Wilson, D.R. (2001). Building bridges to inclusive foreign language education through appropriately applied technologies. In J. White (Ed) *FLEAT IV: Proceedings of the Fourth Conference on Foreign Language Education and Technology*. Kobe, Japan: Japan Association for Language Education and Technology, 84-90.
- Wire, V. (2005). *Autistic Spectrum Disorders and learning foreign languages*. Support for Learning, 20(3), 123-128.
- Wolcott, H. (1990). *Writing Up Qualitative Research*. London: Sage Publications.
- Wright, S.P, and S. Horn, and W. Sanders. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*. 11(1), 57-67.
- Yin, R.K. (2003). *Case Study Research Design and Methods: Third Edition*. Applied Social Research Methods Series: Volume 5. London: Sage Publications.