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Teacher Diversity Issues among Hispanics and English Language Learners (ELLs): Perspectives of Administrators and Teachers in a Mid-South Town

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Teacher Diversity Issues among Hispanics and English Language Learners (ELLs): Perspectives of Administrators and Teachers in a Mid-South Town

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Public Policy

by

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ABSTRACT

Although the English Language Learner (ELL) student population is steadily increasing, the American teaching workforce remains mainly white and monolingual. This sector has yet to reflect the change in ELLs and teachers of color, who will be able to adequately provide culturally responsive instruction to these students. There is an urgent need to recruit and train teachers in culturally responsive pedagogy with the purpose of providing educational, cultural and social supports for the growing ELL population in the country (Farahnaz, 2012). Because of this, the American educational system is revamping some of its earlier pedagogical approaches, including the introduction of more culturally responsive pedagogy during instruction, as well as attempting to attract a more diverse teaching workforce (Farahnaz, 2012).

The focus of this qualitative study was to investigate the reasons for the lack of minority teachers given the large K-12 ELL Hispanic student population within a school district with an increasing Hispanic population. A stratified purposive sampling method was used because it was imperative to seek the opinions of district administrators at the elementary, middle and secondary school levels within the school district to determine their perceptions about the lack of teacher diversity among ELLs. It is hoped that this information can strengthen the existing body of knowledge concerning language minority learners and the need for diverse teaching faculty and add to the academic discourse surrounding the topic. Primary findings of this study reveal that school districts with large numbers of language minorities must work more closely with nearby teacher education programs in order to help increase the numbers of students of color who enroll in educational programs across the country, thus hopefully increasing the numbers of teachers of color in those districts. The data also suggest that if ELLs are to succeed academically, school districts must adjust their school curricula to include culturally and linguistically diverse forms
of instructional strategies that include the cultural representations of the minority student groups they serve. Districts need to focus on grooming their English language learners to pursue educational goals which go beyond a general secondary education.
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It is said that it takes a village to raise a child, but I do believe that it also takes a village to groom an individual into becoming a PhD student, a candidate, and subsequently a PhD. That being said, I have my entire “village” to thank for getting me to this level.

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CHAPTER ONE: INTRODUCTION

A report, *The State of Racial Diversity in the Educator Workforce*, found that racial diversity in teaching has numerous benefits to students (U.S. Department of Education, 2016). Teachers of color can be positive role models for all students and can help in breaking down negative stereotypes as well as preparing students to live and work in a multiracial society. Furthermore, many students respond positively to teachers who share and understand their same cultural references (Bireda & Chait, 2011).

Wiley and García (2016) posit that the percentage of children living in the United States from the age of five and older whose native language (NL) was not English had risen from 23.1 million to 78.4 million during the last three decades. In fact, 20% of children between the ages of five to 18 lived in homes where a number of languages other than English were spoken (Wiley & García, 2016). Immigrant students who are felt to need language help to succeed in school are labeled as English Learners (ELs), English Language Learners (ELLs) and culturally linguistically and diverse CLD, or the federal term, Limited English Proficient (LEP). For this research, I will refer to all immigrant students whose first language is not English as ELLs. It must be noted that ELL refers to people who have been tested and placed in certain classes to help them learn English. Additionally, ELLs refer to people learning English as an additional language in any setting, not just schools. For example, states such as Nevada, Nebraska and South Dakota experienced large increases in their ELL student populations during the 1990s. Nevada had an increase of 354%, Nebraska 350% while South Dakota was at 254% (Garcia et al., 2010). Additionally, according to the National Center for Education and Statistics (NCES, 2016), data show that not only are ELL students a large component of the growing population in American public schools, but student enrollment patterns for white students have decreased from 59% to 50%.
While the numbers of ELL students continue to grow, schools are faced with the task of assigning relevant teachers with the appropriate skills and knowledge to instruct these students. However, ELLs often are assigned teachers who do not have the knowledge or pedagogical skills to instruct them accordingly (Gándara, Maxwell-Jolly & Driscoll, 2005). Research indicates that there is a critical shortage of teachers, especially teachers of color, who are prepared to respond to the educational needs of ELLs (Garcia et al., 2010). Most of these teachers are either English as a Second Language (ESL), bilingual teachers (BLE) or even sheltered English immersion (SEI) teachers. Some of them may have no formal preparation or may just have minimal preparation obtained from courses or training workshops that they may have completed as part of the required hours of professional development (Gándara, Maxwell-Jolly & Driscoll, 2005).

ESL teachers are expected to have training that includes a smattering of linguistics, second language acquisition, and some knowledge about multicultural education. The majority of these ESL teachers, however, follow the curricula set by the school district and are not required to be proficient in the students’ native language. BLE teachers, on the other hand, use two languages during instruction while SEI teachers often help ELLs to learn both the language of instruction, English, and also teach these students content material in English.

**Background of the Problem**

There are countless challenges that come with teaching ELLs including the fact that there are teachers who are unable to speak the NL of their students. Some of them have received the necessary training to teach ELLs while others have not, and there are some teachers who have many years teaching in the field as well as those new and inexperienced. Just as teachers vary in both preparation and experience, ELL students also vary in terms of their diverse academic, language and social needs (Gándara, Maxwell-Jolly & Driscoll, 2005). Regardless of the
particular needs of these students, teachers need to be adequately prepared and equipped with the specific skills and training to teach students whose ability to speak English fluently may be limited. The same goes for students who receive academic accommodations in hopes of fostering their English language skills especially those categorized by public schools as ELLs, for instance.

**Researcher’s Background**

This topic on ELLs was chosen for study because some of the issues relating to being classified as “different” or having an accent which was/is not American is very dear to the researcher. The researcher herself often felt like an outsider among some of her American peers. Also, as an international student who has pursued studies in another country, where English was not the language spoken, she has had her share of experiences and struggles with adapting and learning in a totally new environment. These experiences uniquely prepared her to investigate this topic.

Ranney (2012) postulates that ELLs have also experienced problems regarding underachievement at schools throughout the last 30 years, and that most of these problems were related to what Cummins (1979) calls basic interpersonal communication skills (BICS), social language and cognitive academic language proficiency (CALP), academic language needed for school success. ELLs, according to Cummins (1979), gained fluency in BICS much faster than in CALP because children tend to display some sort of surface, but not profound fluency when they communicate with their peers on the playground or at school. However, they very often have not attained the type of cognitive-academic language (CALP) often associated with having the ability to use spoken and/or written language without the dependence of linguistic cues or
gestures, for instance. Typically, CALP is usually attained through schooling and literacy according to Cummins (1979).

School, however, is not limited to academics but also pertains to social interaction. Academic learning poses special challenges for learners because not only do learners (ELLs) use language in routine conversations, but they are expected to argue points of view, for instance, as well as drawing conclusions and making hypotheses (Lucas, Villegas & Freedson-Gonzalez, 2008). In addition to this, ELLs experience issues with academic language because it is much more complex and cognitively demanding than BICS (Lucas, Villegas & Freedson-Gonzalez, 2008). It would, therefore, take an ELL longer to develop fluency in academic English than in conversational English. Cummins (1979) also asserted that second language learners develop conversational proficiency within two years of NL exposure, however, a period of five to seven years may be needed to develop academic language proficiency.

Context

According to the U.S. Department of Education’s State of Racial Diversity in the Educator Workforce report (2016), the majority of public school teachers in America have usually been white. In fact, even as recently as 2011, 82% of all public school teachers and 80% of principals across the country were white (U.S. Department of Education, 2016). Studies, however, show that hiring and retaining minority teachers in the workforce may be difficult because most minorities are not qualified to teach. This is because they are less likely to complete and graduate from secondary school, obtain a teaching degree or certification to be able to do so (Simon et al., 2015). According to Simon et al. (2015), 40% of minority teachers struggle to pass the teacher certification examinations which would make them eligible to enter the teaching force. Despite these challenges, Simon et al. (2015) suggest that having a diverse
pool of teachers is necessary because it could have profound and lasting impacts on minority students in school. It is possible that student academic scores could increase as well as student attendance. There could be a decrease in the dropout rates, and even an increase in the numbers of minority students who graduate could be had. Additionally, having more teachers of color in schools could help decrease expulsion rates among minority students. These positive effects could have long-lasting even after the students are assigned to teachers who belong to a different race from them (Simon et al., 2015). However, educational approaches related to culture and education are changing. There has been more of a focus on equity in education and on multicultural education throughout the last several years.

The lack of teacher diversity among ELLs in education, especially among Hispanic students, within the largest school district in the state is an important policy problem because while the numbers of ELLs continue to grow, schools are faced with the task of assigning suitable teachers with the appropriate knowledge and skills to instruct these students. It is, therefore, important to assign classroom teachers who know the difference between conversational proficiency and academic language proficiency who are also of the same culture and language groups as their students.

Statement of the Problem

According to Bireda & Chait (2011), over 40 percent of public schools in America report that they have no teachers of color on staff. Furthermore, the teaching staff is still predominantly white even in urban and high-poverty schools (Bireda & Chait, 2011). This lack of diversity is a cause for concern because it indicates that CLD students do not have the role models they need, and possibly in part because of that, few CLD individuals in America are pursuing a teaching career. This lack of ELL teachers may be due, in part, to many limitations including meager
teacher salaries, the substandard status that the weight of the profession carries and the high cost of university attendance (Bireda & Chait, 2011) as well as the lack of role models who speak and understand their languages and the cultures they come from.

**Purpose of the Study**

The purpose of this study is to investigate the perceptions of teachers and administrators regarding the educational issues related to a lack of diversity among teachers in an area with an increasing Hispanic student population and the impact this may have on learning among Hispanics and other ELLs enrolled at schools specifically within one school district. While there are several different ethnicities of students enrolled in schools across the district, this study focused primarily on the Hispanic student population within the district as they are the largest group of ELLs there. Whereas the total student population in the school district stands at 21,527, 9,089 of those are ELLs (ADE, 2018).

**Research Questions**

This study addresses three questions:

1) According to teachers and administrators in an area with an increasing Hispanic population, what are the educational issues associated with the lack of teacher diversity within the district that impacts the learning of Hispanic ELLs?

2) What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?

3) What do teachers and administrators believe the school district can do about a lack of teacher diversity?
Significance of the Study

As a result of the rapidly growing numbers of ELL students, this project is important to pursue because teachers of color are considerably underrepresented in the public school system across America (Bireda & Chait, 2011). One way to ensure that these students will have access to high-quality educational opportunities and a means of maintaining their heritage is to provide them with an equally diverse teaching force. It is hoped that the lives of ELL students will be improved if the teachers who are assigned to them are able to relate to them through social and academic interactions by creating instruction that includes aspects of their culture and the societies that they live in. Possibly, students may not only perform better academically but may be able to experience a sense of belonging as they assimilate in a new culture. Another important factor is for teacher education programs to groom teachers who will be more inclusive in their teaching practices and focus on the need for establishing continuity between a student’s home and school by displaying cultural responsiveness based on the needs of their ELLs.

Theoretical Framework

Critical race theory (CRT) in education was used to understand this study. Critical race theory was discoursed throughout this study solely to highlight the factors that have, and still do, affected Hispanics in education. Critical race theory, according to Ledesma and Calderon (2014) is commonly used by educational researchers whose aim it is to critically examine the educational opportunities, school climate and types of representation available, among other important aspects, employed at schools in the United States. Additionally, Ladson-Billings and Tate (1995) suggest that CRT can be used as a framework to examine the role of race and racism in education. They also assert that whites have been the primary beneficiaries of legislation and hiring policies passed during the civil rights era and that minorities have benefited very little
from this legislation. For example, during the late 1960s and onwards, the number of graduate
degrees awarded to African Americans were very few and most individuals awarded such
degrees were whites (Ladson-Billings & Tate, 1998). In fact, studies pertaining to minority
populations-African Americans mostly-and how they were underserved in public education
along with the absence of culturally relevant pedagogy ((CRP; Ladson-Billings, 1992a), began
over two decades ago and eventually moved to focus on CRT in education. Research scholarship
on this topic later advanced to include other races such as the Hispanics, students with
disabilities, and the LGBQT students.

**Methodology**

The researcher used surveys and interviews to obtain information from participants which
included teachers, school level district administrators as well as the district’s human resource
manager. To find data, this research used surveys and interviews and a case study approach was
applied. Any issue experienced by teachers and administrators about the lack of diversity among
teachers of Hispanic ELLs within one school district in northwest portion of the state was
studied. This study was conducted with the use of a stratified purposeful sampling method
because it was imperative to seek the opinions of teachers as well as administrators at the
elementary, middle and secondary school levels within the school district. By interviewing and
forming bonds where she was able to share her own experiences with the participants, the
researched hoped to be able to gather information to help other members of society comprehend
how challenging it can be when there is little or no racial/ethnic representation among teachers
within the classroom.
Conceptual Design

A conceptual design is a model made with the use of ideas which are used to help people know, understand or simulate a subject which the model represents. The model below represents the social cycle which can occur when there is a lack of teacher representation among ELLs in the classroom. The researcher developed this conceptual design to illustrate the cyclic nature of what she perceives a lack of teacher representation may resemble in educating ELLs. This model (Figure 1.1) demonstrates a likely number of negative effects experienced by some CLD students.

Figure 1.1 Effects of a Lack of Diverse Teacher Representation

Theoretical Sensitivity

*Professional Experience* – The researcher taught at the middle school level in Mesquite, Texas where all the students were Hispanics. Some students were able to form profound bonds with the researcher both as an individual and as their teacher in part at least because the
researcher was a black woman from another culture. She was able to form these bonds because she found it easy to relate to what they were experiencing in terms of the lack of cultural representation or common language. The researcher sometimes felt like the students were looking for someone whom they could bond with or trust, and their commonality with the researcher was that they were not mainstream American and had come from non-white cultural experiences.

Personal experience – On a personal level, the researcher’s tenure in the United States of America as an international student has not always been simple. She has experienced numerous instances of inattention by some of the professors she believed partly because she was just a number or a warm body occupying another seat in a classroom. She seldom received the extra attention to assimilate successfully and confidently into a different school and living environment.

Parameters of the Study

In the summer of 2016, after enrolling in a second language methodologies course, the researcher noticed a prolonged issue that seemed prevalent in the education of language minorities in America. There was a huge lack of teacher diversity among ELLs in the United States and particularly in one region of the state.

There is a large ELL student population in the region because of the recent increasing numbers of Hispanics who have migrated to the area. As early as 2006, according to Smith and Furuseth (2006) trends in migration showed that Hispanics were among the fastest growing populations in America; this trend continues today. Hispanics are no longer based only in parts of the country that are closest to the ports of entries were they once resided, this used to the case in the past, however they have extended their reaches away from these areas and have chosen to establish communities in the suburban and rural areas of the southern states (Smith & Furuseth,
2006). Most of this shift in migration began between the 1970s and the 1980s and has been a direct result of economic growth in those areas that are producing work that attract Hispanics to the area. Such jobs include the agricultural sector such as the region’s food processing plants (Smith & Furuseth, 2006). Compensation at these establishments is better than that available in their native countries (Smith & Furuseth, 2006).

This became a viable study for research because of the teacher and student demographics within the area. There was not one single teacher of Hispanic origin working in this school district during the 2016 - 2017 academic year. During that year, the majority student population in the district was over 50% Hispanics (ADE, 2017). The teachers partaking in this study were all members of staff in the largest public school district in the region.

**Definition of Terms**

Terms used throughout the study:

*Bilingual Education*: an educational program which uses two or more languages as a medium of instruction (Credo Reference, University of Arkansas, 2018).

*Cultural Diversity*: the presence of dissimilar races or ethnicities within a society who have differences in traditions, culture, languages and belief system in one setting (Kaplan University, 2018).

*Culturally and Linguistically Diverse Students (CLDs)*: are those students who come from different social and cultural backgrounds and have different first languages, ethnicities, sexual orientation, race, and/or nationalities (The Glossary of Education Reform, 2018).

*Culturally Responsive Teaching (CRT)*: is a method of teaching that includes the characteristics of what teachers know about the cultural experiences of their students in the course content which can help improve their student’s academic goals as well as the instructional strategies that pertain to those (Banks, 2012).
Diversity: having a range of differences between entities that are not the same (Collins English Dictionary, 2018).

English Language Learner (ELL): are those students who are unable to communicate fluently in English and require modified forms of academic instruction both in English as well as academic content (The Glossary of Education Reform, 2013).

English as a Second Language (ESL): students whose first language is not English but are taught in English because they reside in a country where English is the primary language spoken (Merriam-Webster Learner’s Dictionary, 2018).

Equity: having a fair share of educational opportunities that are available to every individual which are not limited by one’s social circumstances including gender, origin, or family background (Credo Reference, University of Arkansas, 2018).

Hispanic: one term used to relate to individuals from Latin American descent who live in the United States, from countries such as Spain, Mexico, Puerto Rico, Cuba, and South American and Central American countries (Credo Reference, University of Arkansas, 2018). Some in those communities prefer the term Latina/Latino. The district setting investigated here uses Hispanic and therefore, it is the term used in this study.

Limited English Proficiency (LEP): The term coined and used in Federal documents to mean an individual whose first language is not English and whose ability to speak English is not broad enough to be considered proficient (Limited English Proficiency-A Federal Interagency Website, 2016).

Limitations

This study was limited to an area with an increasing Hispanic population in a district in a mid-south state. Therefore, the findings may not be generalizable to other states. It is the hope of the researcher that this study will help teachers, facilitators, administrators as well as the
community at large to have a better understanding of what educators (teachers and administrators) believe about the lack of teacher representation in K-12 education among Hispanic ELLs.

**Summary**

Chapter one presented an introduction to the background of the literature and the statement of the problem on the issues relating to the lack of teacher diversity in the United States. It also included the research questions which were used to guide the study, as well as the purpose of the study. A brief explanation of the theoretical framework to be used throughout this study was also presented. Chapter one also included an introduction of the methodology that was used to answer the research questions. A definition of the terms specific to this study were also submitted in this chapter. Chapter two presents the literature review pertaining to the study, including the educational trends by ethnic groups specifically about Latino and/or Hispanic students. Chapter three includes the methodology and approaches used for data analysis and collection. The methods and data analysis in this study is discussed throughout chapter four. Chapter five provides an analysis and interpretation of the findings obtained in this study. The limitations regarding the information, as well as recommendations for future research related to this topic are also discussed in the final chapter.
CHAPTER TWO: LITERATURE REVIEW


Critical Race Theory in Education

Critical race theory (CRT) is a theoretical framework that is being used to examine issues relating to race, law and power (Ladson-Billings & Tate, 1995). Race, according to Ladson-Billings and Tate (1995), continues to play an integral role in American society and matters pertaining to education. These scholars also suggest that CRT in education is centered on three main premises: (1) race continues to be a significant factor in creating inequity in the U.S., (2) the U.S. is based on property rights, and (3) the intersectionality of race and property creates an analytic tool through which we can understand social (and consequently, school) inequity.

Ladson-Billings and Tate (1995) theorize that (1) race continues to play a significant role in determining social inequity in the United States (Ladson-Billings & Tate, 1995) and
determines who gets what and why. Because race, in part, determines equity in America, it affords students from one race to enjoy and have access to the best educational resources available at schools while others of another race do not receive these same opportunities since they are restricted by economic borders which tell them what schools they can attend, what curricula is best for them and whether or not they are able to succeed academically (Ladson-Billings & Tate, 1995).

Theorists of the critical race concept (Ladson-Billings & Tate, 1995) posit that racism is deeply rooted in American society and is a practice that is institutionalized more than it is individualized. Additionally, according to Ainsworth (2013) racism is socially constructed and tends to favor a system where colorblindness restricts one race while it mostly promotes, if not all the time, whites. This explains the second point that (2) the American society is based on property rights. Where you go to school is determined by where you live, whether you live in the urban or suburban region. Property ownership is also a critical aspect related to property rights. Owning property in the right school districts can have a huge impact on the educational experiences of children. Also, because schools are funded in part by property taxes, property plays an important role in funding public schools.

Harris (1993) has a very different take. She holds that racism has been used to control and restrict the advancement of blacks in America while whites, because of the color of their skin, have always been permitted to thrive because they owned that whiteness, a form of property that not only allowed them to prosper but to see themselves as superior to everyone (Harris, 1993). Being white afforded individuals certain racialized opportunities to live well and earn numerous kinds of societal benefits and because of this they, the whites, aspired to cling to and protect such privileges. Additionally, (3) the intersection of race and property creates a logical tool through which we can understand social inequity (Ladson-Billings & Tate, 1995).
This concept of whiteness as property, allowed only the whites to own and obtain any kind of tangible property, including lands once belonging to the Native Americans and to actually own black people who, in the past, were considered property (Harris, 1993). Studies on CRT first began with a focus on African Americans and later moved to other minorities including Hispanics, the LGBQT community, and persons with disabilities (Dixson & Rousseau, 2006). Among some of the arguments brought forward, scholars of CRT in education posit that systemic racism covertly conceals one of its major caveats: the maintenance of a status quo which tends to favor whites and their interests in America (Dixson & Rousseau, 2006).

Given the fact that issues of race and racism persist, the education of minorities are affected by some of the decisions including school curricula, for instance, that have been structured to maintain and preserve the power of whites in America (Ainsworth, 2013). For instance, blacks have been historically framed by some as culturally deficient and intellectually limited in their capabilities. This has tended to limit their exposure to different forms of education including the art form and experiences of different cultures and places (Ainsworth, 2013). The same probably applies to other minorities including Hispanics and other types of minorities.

In fact, according to Ladson-Billings and Tate (1995), research indicates that not even middle-class African Americans are able to receive educationally what their white peers are able to. However, what many individuals do not realize is that some of these educational deficiencies exist because school districts, according to Ladson-Billings and Tate (1995) purposely limit what African American students can learn. For example, while white students may be placed in courses that are highly regarded as thought-provoking such as trigonometry, Latin, German, Italian and calculus among other rigidly outlined courses, their black peers are often placed in courses limiting them to general mathematics, biology and to foreign languages where the only
options are French and Spanish (Ladson-Billings & Tate, 1995). Moreover, scholars of CRT in education assert that Hispanic and African American students receive a mediocre level of education because schools, for instance instead of focusing on academic rigor in the curricula, have been known to focus on school-wide disciplinary issues (Dixson & Rousseau, 2006). As a matter of fact, Hispanics and African American students are expected to perform at substandard levels. The expectation of their teachers is often low and little academic assistance is given to those students of color who are planning on going to college (Dixson & Rousseau, 2006). These students are only receiving left over educational opportunities in this country.

Additionally, according to Dixson and Rousseau (2006), white parents in a county district in St. Louis refused to enroll their children at schools where the student population included African American students. This was mostly because of the deep-rooted idea, the inclusion of African Americans there would cause them to lose their whiteness and the status that it came with (Dixson & Rousseau, 2006). The school district had hoped that including African American students among their white counterparts at schools would help, not only to achieve racial balancing and promote equity, but also to assure that every child receives a quality education (Dixson & Rousseau, 2006).

It is relatively easy to demonstrate a link between racism, systemic racism and the immigration of people into the United States. Immigration has been an ongoing issue and continues to affect individuals across the continent who, in hopes of a brighter future, moved to the United States with aspirations of achieving the much sought-after American dream. However, many who immigrate have found this to be difficult and sometimes unattainable.
Latino Critical Theory

Latino critical (LatCrit) theory, according to Delgado-Bernal (2002), addresses the real-life experiences of Latinos. The knowledge and experiences of Latinos/Hispanics have not historically been accepted as accurate sources of knowledge or information from which academic inferences could be made (Delgado-Bernal, 2002). LatCrit theory is similar to CRT in that it has its base in CRT which had its own origins from legal studies. While CRT focuses mostly on systemic racism and law and power, LatCrit theory, though, focuses more on addressing those issues that have been far too long ignored by critical race theorists (Delgado-Bernal, 2002), such as language, immigration, ethnicity, culture, identity, phenotype and sexuality among other forms of oppression experienced by individuals within the Latino community. This lends importance to the issue of language and culture as well as teacher representation among Hispanic students at schools and school districts in a region with an increasing Hispanic population.

LatCrit theory also attempts to explain how all of these dimensions intersect and addresses how these communities have been marginalized because of such issues. LatCrit theory attempts to link both theory and practice in education as a whole and can be defined as a framework that challenges the dominant discourse on race, gender and class. By examining how the current educational structure and practices regard certain racial groups, it challenges the status quo and dominant liberal ideas. Describing these ideas as colorblindness, they hope to illustrate how these concepts place huge societal burdens on individuals, such as blacks and Latinos, and afford other racial groups privileges that are denied others. For instance, white students often tend to be given more options to study and learn multiple foreign languages which may include German, Latin, Spanish and French while the academic curricula which serve black students may only consist of French and Spanish (Ladson-Billings & Tate, 1995). Additionally, just as Gay (2010) has asserted, because schools and school districts tend to adhere to the
mainstream middle-class and European-American cultural and linguistic values in this country, children who come from lower-class and non-European-American upbringings endure various cultural and linguistic challenges upon entering the classroom (Shin, 2012). Shin (2012) posits that this often results in conflicts for these students who are, ultimately, expected to grasp the cultural knowledge and practices of the country in which they reside. The state in which this study is situated has an English-only language policy and this government trickles down to the schools where students, including ELLs with minority languages enrolled at schools, are expected to be instructed and adhere to those language policies.

Proponents of both the CRT and LatCrit theories in education suggest that the educational processes and structures in the American educational system are designed to oppress and marginalize minorities by limiting their potential for upward mobility and refusing to acknowledge them in various regards. LatCrit theorists suggest, for instance, the cultural knowledge and life experiences of students of color are disregarded by educators and viewed as a deficit in formal academic settings. These kinds of denial often result in severe forms of resistance from those who feel oppressed (Delgado-Bernal, 2002).

Furthermore, Shin (2012) suggests that since language is a means to seize and hold onto power where countless numbers of individuals are constantly competing for access to whatever limited resources are available to them, having mastery of the language of the society in which one resides is viewed as a ticket to upward social mobility. Additionally, people who are in positions of authority will try to maintain that authority by using their language—the particular societal language—as a barrier to upward mobility while those individuals who lack this kind of authority will resist the barriers that are placed upon them by learning the language (Shin, 2012).

Therefore, by neglecting to acknowledge the experiences and/or knowledge of Latinos or other minorities, or by implementing policies which promote English-only curricula at schools
maintains the status quo as well as ensures that those who are “oppressed” will continue to lack access to societal upward mobility. Shin (2012) theorizes that these types of action force ELLs or non-English speakers to focus on learning English by becoming monolingual and by abandoning their native languages. This, they believe, will not only help them to better assimilate in society, but it may also help them to avoid discrimination or oppression by certain language groups (Shin, 2012).

CRT and LatCrit scholars therefore, in challenging these policies and practices advocate giving credibility to both the cultural and linguistic capital of Latinos and other CLD communities by providing them with a platform to include their experiences and knowledge in an educational domain (Delgado-Bernal, 2002). The next paragraph will illustrate a brief history of recent immigration in America and how certain racial groups were given an advantage over others, including the American educational system.

Immigration in America

Although there were countless numbers of immigrants in America and the absence of an official language in the country, President John Adams and President Theodore Roosevelt along with other politicians in the United States called for English to be declared the official language in America (Fitzgerald, 1993 & Crawford, 1994). And still today, there have also been calls to provide opportunities that would aid immigrants in learning English. Some have also threatened deportation for those who were unable to learn to speak and communicate effectively in English (Crawford, 1994). Official English, however, has never materialized. This is in part because some of the founding fathers believed that the English official language was not compatible with the spirit of freedom the United States desired (Fitzgerald, 1993).
While the United States is a nation built from the beginning on immigrants, the educational system only often catered to the needs of whites and American-born citizens. In 1952, the immigration and nationality act was instituted mandating that only a select few would be permitted to enter the country giving priority only to those who already had family there (Bennett, 1966). While this act was not one based on any type of racial advantage, it somehow gave preferential treatment to groups of immigrants, including Hispanics who were mostly from Mexico. These individuals were to work in the agricultural sector (Bennett, 1966). This motivated the government to develop different educational and language policies.

Increased immigration throughout the last several decades has called attention to America’s linguistic diversity and has clarified the need for continued legislation and policies to aid ELLs with language differences in American schools. This resulted in the structuring of multiple language teaching practices in the American educational system. Simon et al. (2015) have specified that there have been problems in the attracting and retaining of teachers in multicultural education. Often, teacher training programs focused on teaching for content knowledge, student learning, and teacher professionalism, but recently educators advocate that teachers ought to be able to incorporate culturally responsive pedagogy (CRP) into their classrooms.

**Current Trends in Migration**

Pew Research Center (2018) reports that the current Latino population is the largest minority group in the United States of America. These numbers are expected to increase over the next several years and rates may rise as high as 29% by the year 2050 (Pew Research Center, 2018). Furthermore, according to these same reports, estimates indicate that one in five Americans will be an immigrant by that year (Pew Research Center, 2018). Trends like these
have extended across the entire North American continent reaching as far as some of the southern states including the northwest region of the state under study.

The steady migration of Hispanic/Latino groups, among others, to America is part of the primary reasons why the racial and ethnic diversity of the population in the United States is increasing on the national level (NCES, 2016). In fact, a lot of this diversity has resulted in the creation of educational programs designed to help students from these minority populations (NCES, 2016) some of which include ELL programs, English as a Second Language methods and High Intensity Language Training whose goals it is to attain fluency in English (NCES, 2016).

According to Suburban Stats (2018) there are 186,050 Hispanics or Latinos residing in the area under study here. Whereas only small numbers of Hispanics/Latinos can be found in the adjacent cities to this mid-south town, the majority of individuals, live in the same region of the state. At least 24,692 Hispanics currently reside in the small city studied here (Suburban Stats, 2018). These numbers are a sharp contrast from past trends. For many years, the region was almost exclusively white and before that was once under treaty to American Indians (Brotherton, 2014).

Such an increase in the numbers of Latinos in these rural areas such as this small mid-south town, will obviously have profound impacts on all types of education policies made regarding the individuals who live here. Therefore, the cultural and linguistic education policies such as the hiring of teachers of color need to be implemented to serve the educational requirements of all learners in the district. Table 2.1 provides a brief overview of the increase in the numbers of Hispanics who have immigrated to America over the past several years. Table 2.2 illustrates the 2017 through 2018 Top Ten States by Hispanic Population across the United States.
Table 2.1 Increase in Numbers of Hispanics between 2000 and 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic/Latino Population (in millions) %</th>
<th>Total Population (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>35.66</td>
<td>282.16</td>
</tr>
<tr>
<td>2001</td>
<td>37.14</td>
<td>284.97</td>
</tr>
<tr>
<td>2002</td>
<td>38.62</td>
<td>287.63</td>
</tr>
<tr>
<td>2003</td>
<td>40.05</td>
<td>290.11</td>
</tr>
<tr>
<td>2004</td>
<td>41.5</td>
<td>292.81</td>
</tr>
<tr>
<td>2005</td>
<td>43.02</td>
<td>295.52</td>
</tr>
<tr>
<td>2006</td>
<td>44.61</td>
<td>298.38</td>
</tr>
<tr>
<td>2007</td>
<td>46.2</td>
<td>301.23</td>
</tr>
<tr>
<td>2008</td>
<td>47.79</td>
<td>304.09</td>
</tr>
<tr>
<td>2009</td>
<td>49.33</td>
<td>306.77</td>
</tr>
<tr>
<td>2010</td>
<td>50.76</td>
<td>309.34</td>
</tr>
<tr>
<td>2011</td>
<td>51.95</td>
<td>311.64</td>
</tr>
<tr>
<td>2012</td>
<td>53.09</td>
<td>313.94</td>
</tr>
<tr>
<td>2013</td>
<td>54.24</td>
<td>316.23</td>
</tr>
<tr>
<td>2014</td>
<td>55.39</td>
<td>318.62</td>
</tr>
<tr>
<td>2015</td>
<td>56.59</td>
<td>321.04</td>
</tr>
<tr>
<td>2016</td>
<td>57.47</td>
<td>323.41</td>
</tr>
</tbody>
</table>

Source: U.S. Population by Year (2018)
Table 2.2 Top Ten States by Hispanic Population across the United States between 2017 & 2018

<table>
<thead>
<tr>
<th>State</th>
<th>Hispanic/Latino Population</th>
<th>Total U.S. Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>14,013,719</td>
<td>37,253,956</td>
</tr>
<tr>
<td>Texas</td>
<td>9,460,921</td>
<td>25,145,561</td>
</tr>
<tr>
<td>Florida</td>
<td>4,223,806</td>
<td>18,801,310</td>
</tr>
<tr>
<td>New York</td>
<td>3,416,922</td>
<td>19,378,102</td>
</tr>
<tr>
<td>Illinois</td>
<td>2,027,578</td>
<td>12,830,632</td>
</tr>
<tr>
<td>Arizona</td>
<td>1,895,149</td>
<td>6,392,017</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1,555,144</td>
<td>8,791,894</td>
</tr>
<tr>
<td>Colorado</td>
<td>1,038,687</td>
<td>5,029,196</td>
</tr>
<tr>
<td>New Mexico</td>
<td>953,403</td>
<td>2,059,179</td>
</tr>
<tr>
<td>Georgia</td>
<td>853,689</td>
<td>9,687,653</td>
</tr>
</tbody>
</table>

Source: Suburban Stats (2018)

Historical Background

According to Brotherton (2014) a small city in the mid-south of a southern state was initially founded for religious pursuits and it was once illegal, during the early-1800s, for any other race including whites to live in the area. The aboriginal Indians were the first to settle and establish residency there. This settlement started around 1838. The area was at one time inhabited by the Cherokee Indians (Brotherton, 2014). Agriculture would become a huge part of the local economy throughout the end of the 1800s; poultry, however, would later become one of the area’s economical mainstays during the 1920s (Brotherton, 2014) something that is still prevalent there to this day.

Initially, although the majority population in the area once consisted of Native Americans, in its recent history, the area has been mostly white. In 2000 the area was 82% whites while the Hispanic population was at 19.18% (U.S. CensusViewer, 2000). The 2010
census, according to (U.S. Census Quick Facts, 2010), indicate that the number of Hispanics have grown consistently in the area with 36.4% Hispanics there and the white population at 63.2% in 2010 (U.S. Quick Facts, 2010).

**ESL District Policies**

The district’s English for Speakers of Other Languages (ESOL) Program Guide states that school districts in the state:

- must provide both a challenging and relevant education to every student, including their ELLs. ELLs, through this program, should be able to attain fluency in English and must be able to write, read, speak and listen in the said language by the time that they are ready to become enrolled at colleges. (ADE, 2015, p. 5)

That being the mission of the state, districts within the area have implemented and must adhere to state policies on the matter.

**ESL Program Handbook**

The school district under study 2017-2018’s ESL Program Handbook states that there has been a significant increase in the numbers of ELLs enrolled at schools throughout the years. In 1995, for instance, students who needed additional educational assistance and classified as language learners were only in the single digits. There were only 4% of students then whose NL was something other than English. However, in recent times, these numbers have changed drastically. There were some 42.5% of students who are ELLs and in need of language support currently enrolled in the district in 2016 (District Website, 2017). Students throughout K-12 are accommodated.

The district has several goals and objectives in place with which personnel there wish to “help” students:
to gain proficiency in English, to obtain academic achievement in English, to aid students
to attain full proficiency in English by gaining one proficiency level per year, and the
anticipation for these students to achieve grade level academic performance as measured
by the state’s mandated assessments. (District Website, 2017)

**Culturally Responsive Pedagogy**

According to (Banks, 2012) culturally responsive pedagogy (CRP) is a method of
teaching that includes the characteristics of what teachers know about the cultural experiences of
their students, course content which can help improve their student’s academic goals, and the
instructional strategies that pertain to those. Banks (2012) posits that the main goal of the CRP
method is to help create environments which fosters learning but affords ELLs/CLDs the
opportunities to use cultural elements, including their own cultural capital or prior knowledge
from their personal experiences in the classroom to enhance their learning experiences at school
(Banks, 2012).

CRP, according to Ladson-Billings, includes three main areas: the first one states that
students must experience academic success, the second proposition states that students ought to
be able to maintain cultural competence while the last one asserts that students should be able to
emphasizes that CRP ought to encompass the inclusion of one’s culture into his/her learning
experience and not the other way around. Ladson-Billings (1995) argues that it is not advisable
to insert education into the culture of students who have not fully experienced the best of what is
offered at public schools across America because that may disrupt their academic success. For
example, the scholar argues that if schools allow the use of students’ NL during instruction, these
students will most likely achieve educational success as opposed to if they were only expected to
adopt and perform academically in the language used by mainstream society (Ladson-Billings, 1995).

Moreover, having teachers who are culturally and linguistically diverse is advantageous since students and the community by extension will benefit from having diverse teachers at schools across America. CRP helps curb cultural dissonance among teachers and their non-native English speakers (Banks, 2012).

CRP encompasses areas such as teacher professionalism, politics, culture, ethics and creativity, however, the best practices of teaching must be maintained. This approach to instruction is based on the ideology that much of what is taught in schools across America stem from the European heritage, including habits, language and culture, for example which often put ELLs at an educational disadvantage (Banks, 2012).

**National Graduation Rates and Educational Trends by Ethnic Groups**

An NCES (2016) report on the *Status and Trends in the Education of Racial and Ethnic Groups* states that although the numbers of Hispanic/Latino students enrolled at schools across the United States have increased from 16% to 24% between 2000 and 2013 while percentage of whites from 62% to 53% during the same timeframe. Nevertheless, certain trends in educational gaps have tended to remain the same. White-Hispanic student gap in reading at the fourth-grade level have not changed since as far back as 1992. In 2013, the White-Hispanic student gap was only one point down at 25, a minor difference. There were also no significant changes among these groups in mathematics among these students at higher grade levels (NCES, 2016).

Dropout rates for Hispanic/Latino students, by national standards, decreased from 32% to 12% between 1990 and 2013. The dropout rates also decreased among students of other races including whites from 9% to 5% and black students from 13% to 7% during the same time
period (NCES, 2016). However, even with the drop in the numbers Hispanic rates were still the highest.

Another report by the NCES published in 2016 also illustrated that graduation rates for students attending public high schools had increased. In 2015-2016, according to the NCES (2016) the overall graduation rate at public high schools was 84%. While Asians were at 91%, white students were at 88%, Hispanics were at 79%, blacks at 78% (NCES, 2016).

**Graduation Rates of Students**

While Latinos/Hispanics are not the only individuals receiving ESL educational services, they make up the majority of students who do because they are the largest numbers of language minority in the United States. While the average numbers of Latino/Hispanic students who graduate in the region investigated have increased, Latinos/Hispanics still lag behind the average numbers of white students. Table 2.3 displays a breakdown of the numbers of teachers by ethnicity within the Alpha One School District throughout the 2011 - 2012 and 2016 - 2017 academic years respectively. Additionally, table 2.4 illustrates student enrollment in the Alpha One School District throughout the 2011 - 2012 and 2016 - 2017 academic years.
Table 2.3 Teacher Demographic throughout 2011-2012 and 2016-2017 academic years

<table>
<thead>
<tr>
<th>Race</th>
<th>2011-2012 (Number of Teachers)</th>
<th>2016-2017 (Number of Teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more races</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Native American/Native Alaskan</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Native Hawaiian/Native Alaskan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1135</td>
<td>1348</td>
</tr>
</tbody>
</table>

Source: ADE Data Center (2018)

Table 2.4 Student enrollment in the Alpha One School District throughout the 2011 - 2012 and 2016 - 2017 academic years

<table>
<thead>
<tr>
<th>Race</th>
<th>2011-2012 (Number of Students)</th>
<th>2016-2017 (Number of Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more races</td>
<td>291</td>
<td>282</td>
</tr>
<tr>
<td>Asians</td>
<td>356</td>
<td>402</td>
</tr>
<tr>
<td>Black</td>
<td>438</td>
<td>532</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8359</td>
<td>9974</td>
</tr>
<tr>
<td>Native American/Native Alaskan</td>
<td>94</td>
<td>126</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1701</td>
<td>2628</td>
</tr>
<tr>
<td>White</td>
<td>8137</td>
<td>7583</td>
</tr>
<tr>
<td>Total</td>
<td>19,376</td>
<td>21,527</td>
</tr>
</tbody>
</table>

Source: ADE Data Center (2018)
Major Features of Language Teaching Practices in America

Language teaching, according to Celce-Murcia et al (2014), is described as a field in which various trends and champions have emerged, but many of these trends have not stood the test of time. The scholars suggested that the inconsistency in these trends lies in the fact that language teachers lack a sense of history, not only of their profession but because most of them are unaware of the linguistic, psychological and even sociocultural aspects that surround teaching non-English speakers. The field of second language teaching has experienced many modifications throughout the years (Celce-Murcia et al., 2014) including the development of and amendments to various policies that were put in place to help educate immigrant children in American schools. Many of these educational policies were implemented to aid immigrant children learn and understand academic language and content in English, some were successful in helping learners master the language while others and were not as successful (Celce-Murcia et al., 2014).

Teaching students of diversity is complicated. Barrow and Markman-Pithers (2016) state that researchers, educators and policymakers have been wrestling for several decades to find solutions to prepare ELLs. They further contend that most of the issues pertaining to educating ELLs lie in the amount of time it takes to master a second language (Barrow and Markman-Pithers, 2016). Such issues have resulted in research into various language practices, language planning and the implementation of language education policies. One type of program developed to help English language learners is the dual language approach. Dual language programs, including bilingual programs for example, have been implemented at schools as one of the ways which school districts sought to provide educational support for ELLs across the U.S. However, a number of these programs were not implemented without political opposition.
Dual Language

According to the U.S. Department of Education (2015), research suggest that although dual language programs may tend to vary both in their structures and the manners in which they are implemented, they share three common goals: (1) to develop bilingualism and biliteracy; an aspect that is often based on high levels of proficiency in two languages. (2) To achieve academically at grade level or better in both languages and (3) to develop an understanding and appreciation of multiple cultures (U.S. Department of Education, 2015). Moreover, scholars also posit that every aspect of language and teaching practices in dual language programs are, in fact, aspects of the greater political process and are often based on both the conscious and subconscious biases of everyone involved. This includes the creation of a school’s curricula the types of methods used to instruct students, the type of training offered to teachers, as well as the choice of language and amount of time in it that is taught at a school (U.S. Department of Education, 2015). There are multiple factors which will influence the implementation of a dual language program in a school district. For instance, schools that focus on the cross-cultural awareness and appreciation of students from other cultures believe that this aspect of dual language programs is important because such a model would allow them to integrate students from different language backgrounds together during instruction. Such a practice would not just help students to form positive relationships with their peers, but also it would help both monolingual and minority group students understand each other’s social and cultural differences (U.S. Department of Education, 2015).

In recent years, there has been an increase in English language programs in the United States. However, methodologies, teaching practices, and language choices for example, are all influenced by language policy and the political context of the day. The term language policy has various definitions and is often replaced by its equal-language policy. A language policy
Language planning according to the seminal definition of Cooper (1989) consists of multiple definitions with no single one being more important than the other. Cooper asserts that language policy captures the holistic goals of language planning. Language planning is described, therefore, as select activities which prepare the normative orthography, grammar and dictionary definitions whose job it is to provide guidance to policymakers as well as the speakers of different languages and those who will implement policy (Cooper, 1989). Additionally, language planning is also regarded as actions that are politically and administratively developed to solve whatever language challenges that occur in society (Cooper, 1989). Cooper elaborates this point by stating that language planning is often carried out to meet certain nonlinguistic needs as well. These nonlinguistic needs could be based on issues of national integration, political control, and even the assimilation of minority groups within a dominant culture as can be seen with the government’s attempt to provide bilingual education to English language learners (Cooper, 1989). For example, some parties may see bilingual education as a form of ensuring national integration by immigrants into America while others may see it as causing
dissention. Furthermore, (Wiley & García, 2016) posited that traditionally, language planning tended to focus on three major aspects of policy pertaining to language: (1) corpus planning and (2) status planning, and (3) language acquisition. Both corpus planning and status planning place more emphasis on the language itself than they do on the speakers of the language. Corpus planning, according to (Wiley & Garcia, 2016) focuses on grammar and spelling while status planning deals with the initial choice of language, including individuals’ attitudes toward alternative languages. Language acquisition, though, which is an aspect of language planning is the most important in the realm of education. Language acquisition places more emphasis on policy formulation that guide the planning and practices of a language than the other two components do (Wiley & García, 2016).

To date, the United States does not have an official language although nearly all of the daily communiques, educational instruction, and government documents are written in English. Many states, though, have declared English as their “official” language, but this is not an action that has been taken by the federal government (Citrin, et al., 1990).

Johnson (2013) a leading scholar in the field describes language policy as actions that can be developed from the top by either a government or authoritative figure (top-down approach) or from the bottom-up (bottom-up approach in policy implementation) by the communities which they are meant to impact or serve (Johnson, 2013). Nevertheless, rules pertaining to language policies can, in fact, be established among multiple levels of policy creation. For example, a school district may establish its own language policy from the bottom-up. Students and teachers may regard it as a policy from the top. Hence in essence, the definition of a policy simply depends on who is viewing it and from what context (Johnson, 2013).

Johnson states that the history of the English language is embedded in the history of language planning and the policies which govern those. For instance, just as they were then, the
development of language policies is universal and continues to be part of the structure which are oversees by teachers of English as a Second Language (ESL), in this country, methods of instruction and grammarians (Johnson, 2013).

When it comes to the language and teaching practices of language programs, diverse prescriptions are pretty much applied. For example, according to the U.S. Department of Education (2015), two-way dual or bilingual language programs may enroll equal numbers of ELLs and non-ELLs together and instruct both groups of students in English as well as a language other than English. Other dual language programs such as the one-way dual language programs may have different student populations, however. Students enrolled in this program are often from one language group and are usually monolingual (U.S. Department of Education, 2015).

For instance, ESL teachers are expected to have training that includes a smattering of linguistics, second language acquisition, and some knowledge about multicultural education. Additionally, two years of experience learning a foreign language is a requirement in some places (Gonzalez, 2008). Moreover, since most of these teachers follow the curricula set by the school district and are not required to be proficient in the students’ native language there is very little time spent providing instruction in the students’ native language; especially since it would be impossible to expect teachers to be proficient in the first language of every ELL enrolled in their classrooms (Gonzalez, 2008). In fact, some districts allow paraprofessionals or teacher’s aides who are bilingual to teach their ELLs although these paraprofessionals may lack the necessary training in ESL methods of instruction. ESL forms of instruction, however, resulted in countless numbers of ELLs being painfully ashamed of their own heritage because they were only exposed to stereotypes which both discouraged academic achievement and resulted in undercutting their self-image (Crawford, 1994).
Throughout the years, the American structure of education has experienced various types of educational programs, but many felt that the “true” goal of bilingual education was merely to get every child to be able to communicate in the language of the dominant culture even at the expense of losing their first language (Hornberger, 2003). Hornberger speculates (2003) that if the United States is to achieve education for every child, as well as its ELL student population then the policies and curricula, for instance, ought to promote bi-literate individuals instead of inhibiting them. Next, I will discuss the enactment of the Bilingual Education Act of 1968.

**The Bilingual Education Act of 1968**

The Bilingual Education Act of 1968 came on the heels of the establishment of the Civil Rights Act of 1964 in the United States. The country had been experiencing civil unrests related to social and racial inequality. This inequality affected ELLs and resulted in the implementation of certain provisions to accommodate them.

Title VII of the United States Equal Employment Commission ((EEOC, 1964) prohibits employment discrimination based on race, color, religion, sex and national origin,” (EEOC, 1964). Title VII of the Civil Rights Act of 1964 also prohibits discriminatory practices in public education against students in America and consequently, the Courts decided in Lau v. Nichols (1974) that a refusal to provide ample instruction for ELLs was a violation of their civil rights (EEOC, 1964).

According to Brisk (2005), students are bilingual because the linguistic abilities to speak or write or communicate in two different languages. Bilingual education is defined, according to Brisk (2005, p. 7) as “the use of two languages as media of instruction.” However, many people perceive that being bilingual means that an individual is equally skilled in two languages. In other words, he/she can speak, write or communicate in both languages at the same level (Brisk,
2005). But this is not the case, being bilingual may simply be having an ability to speak in both languages, but with weaker receptive or productive skills in one (Brisk, 2005).

There have been countless questions as to whether languages other than English should be encouraged or permitted in government and public schools in America (Fitzgerald, 1993). Also, many individuals have also wondered whether the United States government should provide instruction for English Language Learners, both in their native language as well as in English, or if they should simply be taught in English-the majority language (Fitzgerald, 1993).


Lau v. Nichols (1974) was considered among America’s most controversial Supreme Court decisions in language education as well as the overall education of immigrant children during the 1970s (Brown & Brown, 2010). Schools were not fairly facilitating learning among ELLs who had very little ability to speak or communicate in English enrolled there. English was the only language of instruction and essentially these students were expected to either “sink or swim” in this type of system. Because of this, parents of students enrolled within the San Francisco Unified School District (SFUSD) filed a lawsuit against the school district because of the failure of sufficient supplemental instruction that would help their children to learn English (Brown & Brown, 2010). Ruling in favor of the plaintiffs and extended to all schools, the Courts decided that the refusal to provide basic instruction for these ELLs was a violation of their civil rights and the SFUSD, therefore, ought to provide every child with access to comprehensible instruction (Brown & Brown, 2010). However, Lau v. Nichols (1974) was an onset of a series of other burdensome language policies that would swamp the American educational system as we know it today.

Following the Lau v. Nichols (1974) Supreme Court decision, the next major court decision implemented to address the educational needs of ELLs was known as Castañeda v. Pickard (1981). This case was quite instrumental in that it helped school districts which were having difficulties establishing the Lau v. Nichols (1974) decision. A number of Mexican-American students in the State of Texas decided to file a lawsuit against the Raymondville School District there claiming that they had been experiencing discrimination because the district had failed to provide them with sufficient bilingual instruction (Wright, W. E., 2017). The case Lau v. Nichols (1974) was well favored by the Civil Rights Act of (1964) because the (1964) Act prohibited any form of discrimination whether it was related to race, nationality, religion, or sexual orientation. Additionally, Title VII of the Civil Rights Act of 1964 also prohibits discriminatory practices in public education against students in America. Like Lau v. Nichols (1974), the courts decided in favor of the students and determined that: (1) school districts were required to implement programs for ELLs based on sound educational theory, (2) districts also had to designate enough resources as well as teachers to serve their ELL student population, and (3) programs which were not fruitful had to be discontinued (Wright, W. E., 2017). However, districts are still unclear about what it means to have programs that are based on sound educational theory and neither are they certain about what having the appropriate amount of resources and teachers, and the measuring of results.

Language Orientations

Ruiz (1984) postulated in his classic and influential 1984 article that stakeholders might view minority languages in one of three ways. The first was that of language-as-problem. School administrators might view the presence of language minorities in their districts as a problem to
be “solved.” Generally, these districts enacted policies intending to move students from first language spoken in their homes to monolingual English as quickly and efficiently as possible. Because of some of these challenges, educational programs such as the Bilingual Education Act (1968) were instituted. The Bilingual Education Act (1968) was an attempt by the American government to try and solve the complexities which existed with educating the children of immigrants in the United States (Ruiz, 1984).

The second was language-as-right. Districts which embraced language-as-right believed students had a right to their first or home languages and did not have to eliminate the first language or culture. They simply looked for ways to move students quickly into English while allowing them to maintain their home languages and cultures. This method offered no support to help students maintain or enhance their first languages. Instead, they also used ESL pull-out, but did nothing to discourage or inhibit first language use by the speakers.

The final orientation was language-as-resource. Districts which saw language-as-resource regarded the new languages in their buildings as a resource for all children. In addition to helping students acquire English, they looked for ways to foster the different languages and cultures of these students, as well as to build rich language and cultural environments within their districts.

United States language education planning and policy has on occasion seen language-as-right of the individual but is rarely viewed as a resource for even mainstream children. The most common orientation of United States policymakers has been that of language-as-problem. Those schools that do have a language-as-resource orientation to language are often those that have dual or two-way language programs that have as a goal that all students leave with command of two languages and a deep understanding of cultures other than their own.
Other agendas like the English-Only Movement and English-Plus tended to add mounting frustration for ELLs. For instance, advocates of the English Only movement sought to eliminate bilingual nor multicultural education in America, and neither advocate preserving the native languages of ELLs. Furthermore, the English-Only approach does not include a goal to bridge the diversity gap which was already in existence among students with whose first language was not English. Some of those who argued in favor of the implementation of the English-Only movement, feared just as those who had lived through the Restrictive Period of the last century, that having any form of linguistic diversity would pose a threat to political stability in the country (Citrin, et al., 1990).

The English-only movement, for example, was so “bent” on eradicating the home language of language minority students enrolled at schools across the nation that talking Spanish was also prohibited even during playtime (Wolfson, 1989). By doing this, schools had hoped that forcing students to speak only in English would positively impact the low reading levels and help them to perform better academically (Wolfson, 1989). What these schools failed to acknowledge was that by promoting the use of both the students’ native language as well as English, these students would have performed because it might have enabled them to understand some of the academic contexts from home cultures (Wolfson, 1989). The English Plus program, on the other hand, was introduced to respond to the English-Only movement. This approach aimed to take a more inclusive, culturally responsive method of providing services for those students who were struggling with learning English. The main aim of the English-Plus movement was to support the learning of English while assisting the students in maintaining their first language (Avila, 1996). It is considered an additive rather than a subtractive approach (Cummins, 2000) or an English as right and/or resource orientation (Ruiz, 1984).
The NCLB and Its Impact on the Education of ELLs

In 2002, under George W. Bush, the Congress passed the No Child Left Behind (NCLB) Act which applied to education for all students, including for LEP and immigrant students (Mikow-Porto, 2004). According to Mikow-Porto et al (2004) this act was merely a replacement of Title VII or the Bilingual Education Act which had first been enacted in 1968 but later amended in 1978, 1984, 1988 and 1994 (Mikow-Porto et al., 2004). The NCLB was seen as a consolidation of 13 bilingual and education programs. The implementation of the NCLB was also viewed as a replacement of the 1994 Improving America’s Schools Act which had required states to adopt academic content and performance standards to evaluate the progress of students (Gonzalez, 2008). Among some of the aims of the act, the provision of guidance in regard to those responsible for working with ELLs was a major factor. Teachers, administrators and even paraprofessionals, for instance, had to be trained on matters of how to implement the requirements as described by the NCLB. Additionally, teachers of ELLs were required to be proficient in English as well as other languages used by the program. Moreover, federal funds under this act were to be used to provide high-quality language instruction programs that were based on scientifically based research (Mikow-Porto et al., 2004). However, teachers as well as schools were held accountable for students AYP and annual achievement objectives (Mikow-Porto et al., 2004). Standards articulated that students must advance through school having had instruction that aligned with the district, state and national curricula and methods of assessment (Gonzalez, 2008).

The NCLB came under heavy criticism because of its top-down approach in education (Gonzalez, 2008). Some of its critics felt that insufficient attention had been given to the program terms and provision of resources that were to guarantee students would both meet and be able to achieve the standards set by the NCLB and school districts by extension (Gonzalez,
The NCLB although perceived by states to specifically mandate the implementation of statewide standardized tests, it did not actually do so. Another interesting aspect which demonstrated failure of the NCLB in regard to language instruction for ELLs was that states soon realized that ELLs were having a difficult time with standardized tests and did not generally perform as well as their English-only speaking peers (Gonzalez, 2008). Because it was a political element, the NCLB was short-lived, and would soon be replaced by the Every Student Succeeds Act (ESSA), under the Obama administration.

**Every Student Succeeds Act (ESSA)**

According to Eden and Hess (2017) ESSA was the reauthorization of the (ESEA) Elementary and Secondary Education Act initially instituted by President Lyndon B. Johnson in 1965 (Eden & Hess, 2017). President Barack Obama replaced the No Child Left Behind Act (NCLB) with the Every Student Succeeds Act in 2015 (Education Week, 2016). While some of the specifics outlined in the NCLB were kept, there were various changes to the policy. For instance, one of the new provisions added by the ESSA permits States that are consolidated to use administrative funds for fiscal support teams which can, by extension, be used to local educational agencies (LEAs) subgrantees (U.S. Department of Education, 2016). Additionally, matters dealing with teacher quality as well as those pertaining to the improvement of programs that were managed by states remained important in the ESSA Act (Eden & Hess, 2017).

Furthermore, states under this Act, were given the opportunity to select their own goals for students’ achievements but these goals had to address the proficiency of ELLs and graduation rates. Ultimately, these goals had to be aimed at closing the gaps in education among ELLs and their peers as well as improving graduation rates (Education Week, 2016). ESSA also allowed States more leeway to test their students and find reasonable solutions for those schools that had
not met their adequate yearly progress (AYP) (Eden & Hess, 2017). Another significant change brought about in the ESSA (2015) legislation regarded teacher evaluation. Under the NCLB, teachers were evaluated based on the performance of their students, but this was not the same with the ESSA. ESSA did not require teacher evaluation based on the student outcome. Moreover, the highly qualified teacher requirement which was one of the main goals of the NCLB was no longer a necessity under the ESSA implementation (Education Week, 2015).

The ESSA education policy aimed to provide advances in equity for every student in America including disadvantaged and high-need students by upholding critical protections for each child. According to the Congressional Digest (2017) teachers were to set high standards to prepare students to succeed throughout their educational and professional careers. This was the first for such a requirement (Congressional Digest, 2017). Also, the establishment of ESSA (2015) continued to ensure that accountability was maintained to bring about positive changes in education at the lowest-performing schools where graduation rates were low over extended periods of time (Congressional Digest, 2017).

**Resuming the ESSA Act**

According to Green (2017), the Trump administration is focused on a “deregulatory push and support of ESSA, a law that pushes most decision-making to states.” President Obama replaced the NCLB Act with ESSA Act in 2015 (Education Week, 2016). ESSA education policy which was implemented by President Barack Obama is being maintained by the Trump administration.

Education Secretary Besty DeVos, while assuming the mandate to extend some of the previous administration’s policies on education for ELLs and other students, felt it was necessary to revamp a number of the objectives previously outlined. For instance, according to the U.S. Department of Education (2018), “states and local leaders were given more leeway in terms of
flexibility to be able to better serve their students.” This meant that the onus and decisions concerning the benefits, or the quality of education provided to students would lie squarely in the hands of their parents, teachers and local state leaders instead of political leaders (U.S. Department of Education, 2018).

Similar to President Obama’s implementation of the (2015) ESSA Act, one of the Secretary DeVos’ main requirements, however, was to “ensure that states complied with the law by providing every child with the quality education that he/or she deserves (U.S. Department of Education, 2018).” Moreover, according to Green (2017) a correspondent on education and education policy in the Washington Bureau of the New York Times, Secretary DeVos has made a career of promoting local control of education and has agreed to “carry-out an expensive new federal law such as the ESSA Act.” Green suggested that the objectives of the ESSA Act was “to return latitude to states to find educational plans that would improve achievement of students, as well as the power to hold schools accountable for the performances of students (Green, 2017). By so doing, states would no longer have the burden of requiring that 100% of students reach complete proficiency on state tests, for example. Previously, states and/or schools whose students failed to reach proficiency would be subjected to harsh penalties and interventions. However, ESSA expects states to establish their own benchmarks in regard to student achievement. Further, Secretary DeVos will be responsible for determining whether the educational ambitions of any state are long-term or not. States are expected to set long-term and ambitious goals for student achievement (Green, 2017).

Another modification to ESSA was that since states now had more freedom to act on the behalf of their students, “they were tasked with the responsibility of using funds to help local schools improve without requesting permission from bureaucrats in Washington. Additionally, states would no longer be held responsible for schools which failed to meet their AYP (U.S.
Department of Education, 2018). Consequently, matters pertaining to teacher quality and the improvement of programs that were managed by states remained important in ESSA (Eden & Hess, 2017) under the Obama administration. However, this was modified by the Trump administration. According to the U.S. Department of Education (2018), although states were still required by law to evaluate the effectiveness of teachers of minority students, the federal government would have less involvement in issues regarding educator equity. This had become the responsibility of the local leaders.

Also, taking the determined goals for ELLs into account, the ESSA Act according to the U.S. Department of Education (2016), noted that every state including all Local Education Agencies (LEAs) have to guarantee that ELLs will be able to participate equally in every educational program and service available within school districts. Some of these stipulations included: “the provision of a language assistance program to ELLs that is both successful and educationally sound and has proven to be consistent with Supreme Court decisions such as Castañeda v. Pickard and Lau v. Nichols.” Further, districts had to “evaluate the effectiveness of their language assistance programs to ensure that ELLs in each program acquire proficiency in English and that each program is reasonably calculated to allow these students to attain parity of participation in the standard instructional program within a reasonable period of time.” Additionally, districts needed to “avoid the unnecessary segregation of ELLs (U.S. Department of Education, 2016, pp. 1 - 27).”

The continuance of the ESSA Act, though, has encountered a number of criticisms by opponents who state that plans are not “specific” enough and “performance accountability” has not been clearly outlined (Green, 2017).
Examining the Contexts within which the Problem Exists

The Social Context

There are numerous issues relating to race and education in the American society. Some of these issues, for instance, such as language and culture can negatively affect the field of teaching and the education of ELLs. According to Omi and Winant (2015) race is defined as a crossroads where both the social and cultural representations of people intersect. These scholars have found that race has an influence not only on the rights and privileges of individuals, but it is a concept that has also influenced the distribution of resources, as well as the practices of subordination within the United States (Omi & Winant, 2015). Reference my section on race here!

Whereas many individuals in this society no longer flaunt their overt practices of racial segregation, covert and systemic discrimination has become embedded in the society. For instance, people of color are the frequent targets of stop-and-frisk among police departments around the country (Lazaridi, 2013). This is one of the ways in which other races may be discriminated against. For example, of the 685,724 police stops made in 2011, 53% of the individuals were blacks while only 9% were white (Lazaridi, 2013). Education is another area where discrimination continues, albeit less obviously than in previous years. Theorists (Ladson-Billings & Tate, 1995) postulate that student from minority groups may be targeted and discriminated against because of their race. For one thing, they may be denied educational opportunities that are afforded their white counterparts, and for another, they tend to be given a “watered down” version of these same opportunities afforded their peers.

The Cultural Context

Culture, according to Gay (2010) provides the stepping stone for learning as well as thinking. In fact, culture (our mannerisms, gestures, behaviors, values, morals, beliefs and
overall way of life), permeates every aspect of our live. How we view the world shapes our perceptions of that situation, and the way we think, learn and respond to similar situations as well (Gay, 2010). Culture also affects how individuals communicate and teach. Communication cannot exist without culture nor can culture exist without communication (Gay, 2010). The scholar asserted that there “exists a semiotic relationship among communication, culture, teaching and learning” which tends to have “profound implications for implementing culturally responsive teaching (Gay, 2010, p. 76).” This explains how teachers communicate as well as how they teach. Teachers will most likely tend to disseminate information in ways influenced by how they were raised. Likewise, students will respond to teachers based on the same. Gay (2010) provides an example of this, “because Asian American cultures tend to encourage docility and restraint in expressing strong feelings or direct thoughts, many students from that culture,” and similar cultures, “will be reluctant to participate in open classroom discourse and work collectively with teachers in decision-making processes (Gay, 2010, p. 76).”

Gay (2010) says that culture and communication often work simultaneously in the realm of education because teachers must use language to communicate with their students. Also, teachers’ world views and ideas about education are viewed through their own cultural lens. Additionally, Gay (2010) posits that because teaching is viewed as a linguistic activity, with language being one of the fundamentals of the profession, language provides a way of assessing how well teachers can communicate with their students. Because of this, teachers are “granted the onus/handed the responsibility” to shape the future of their students through communication and language. However, students whose language is not the language of school may lack power and tend to lag in the academic sphere (Gay, 2010, p. 78).

Additionally, Gay (2010) argues that many of the decisions that teachers make regarding their non-white students are centered on their inability to communicate with them. To
compensate, teachers may reduce language until students receive a *watered-down* education (Gay, 2010). In fact, students often know much more than they can demonstrate because of communication barriers between them and their teachers (Gay, 2010).

Students arrive at school with prior knowledge or cultural capital. Research indicates (Ainsworth, 2013) that families and one’s upbringing tend to play an essential role in learning. Most children from middle-class backgrounds are expected to succeed academically because their home culture is similar to that of their teachers and by extension the culture of school. Their peers from the working-class backgrounds, on the other hand, too often perform below expectations (Ainsworth, 2013).

Language minorities must close the educational achievement gap between themselves and their middle language, language majority peers. Schools must find ways to engage and include cultural capital from all students (Gay, 2010) because students from Hispanic communities and all students bring with them to school what they have learned and how they learned in their communities. Even the way in which they value education will depend on what they have been taught about it (Gay, 2010). Language allows us to show the characteristics that are innate such as things as: how we think and feel as well as what and how we know (Gay, 2010). Gay also contends that languages and the way in which we communicate are part of our cultures.

**Social Constructs of Problems and the Effects of those Constructs on the Policymaking Process**

Problems can be defined in various ways depending on the goals of the person(s) defining the problem, the nature of the problem, as well as the political discourse around that problem (Fischer, et al., 2007). In agenda setting, the process of defining understanding around societal issues is known as social construction. Social construction is the way in which society formulates
or describes these (Fischer, et al., 2007). ELLs are an increasing population and in need of help to be distributed simplistically at best. Teacher diversity could help by providing schools with viewpoints and understandings of cultures and language groups beyond the mainstream. There is a dearth of minority teachers in America. This dearth may create gaps in the education of minorities and may contribute to the systemic racial divide which already exists in the United States. Teachers of color are essential to the teaching profession because their presence and cultural understandings benefits minority students and probably majority students as well. This is not only essential because it would improve the image of the schools where minority teachers and students work and learn. Students who belong to the same racial background as their teachers are less likely to be suspended from classes. In fact, they will be more likely to advance academically and referred to gifted programs and be able to achieve a college/university level education (Weisberg, 2018).

Policymakers may not regard this lack of teacher diversity within the school district as an issue and even argue that there are other immediate issues which instead need addressing (Anderson, 2010). The Deferred Action for Children Arrivals (DACA), for example, is one such matter. Hispanic immigrants were, and still are, concerned about whether they may lose their right to continue living and working in the United States legally instead of being deported (USCIS, 2016). The fear of deportation is both a human rights and an educational issue. Children who are insecure about their future do not learn well. However, the lack of diversity in a school district - these language minority percentages - still needs to be addressed. To get an issue on the policymaking agenda, it must be considered as a situation that produces dissatisfaction among people, as a public problem, and for which governmental action is required (Anderson, 2010). Conditions or situations do not get recognized without intervention at all levels of education (Anderson, 2010). Getting this concern of a lack of teacher diversity within a school district on
the policymaking agenda will be vital to highlight its importance within that school district. The search for solutions may not be considered by a local district because the issue is both politically contentious and costly (Sabatier & Weible, 2014).

It is important, therefore, to thoroughly examine some of the beliefs and issues that have resulted in the lack of Hispanic teachers within the school district.

**Policy Implementation**

Implementing any policy which will favor teacher diversity among ELLs will require an approach both from the top-down and the bottom-up. According to Hill and Lupe (2009), the top-down approach in policy implementation executes a policy decision by executive order or one made through the judicial system. At this level, polices are often executed by bureaucrats, and both public and private individuals alike (Hill & Hupe, 2009). However, to establish a top-down approach in policy implementation various factors need to be present including a sympathetic authority or government in office, the resources must be available to implement policies. If one branch of government implements a policy, but the other refuses to fund it, policy may not be implemented. Similarly, it must be noted that when and how policies are implemented is determined by numerous other factors in a country or state in any given political context (Hill & Hupe, 2009). Both the top-down and the bottom-up approaches in policy implementation were present in this case.

**The Top-Down Approach**

A top-down approach may be one of the most powerful ways to influence Hispanics and teachers of color to enlist in the profession of teaching. A governing body, for example, the federal government, the state’s department of education, the district’s superintendent, the school board, and principals and administrators can mandate a policy. According to Hill and Hupe (2009), the top-down approach in policy implementation is described as the execution of a policy decision by
executive order or one made by the court or congress (Hill & Hupe, 2009). Decisions in this approach stem from the top, whether that is local, state or government and are streamed down to the lower levels. Top-down policies are often executed by bureaucrats or authorities who are authorized to execute the policies (Hill & Hupe, 2009).

**The Bottom-Up Approach**

People who deal with the implementation of policy using the bottom-up approach are usually referred to as “street level bureaucrats,” (Hill & Hupe, 2009, p. 51). Hill and Hupe (2009) explained that, “the decisions of street-level bureaucrats, the routines they establish, and the devices they invent to cope with uncertainties and work pressures, effectively become the public policies they carry out (Hill & Hupe, 2009, p. 51).” He further stated that this level of policy implementation does not include the advancing of ideas but instead enables the executors of policy to cope with the pressures or challenges that they may face on a day to day basis. In an attempt to deal with the regular challenges that present themselves, street-level bureaucrats. The teachers, or local administrators, community leaders or even parents, cultivate ways and means and work habits which are generally regarded as daily routines. Street-level bureaucrats may not be happy with their work conditions. They do, seem often to be allowed some liberties to make decisions (Hill & Hupe, 2009). For example, unlike the planners and policymakers of the top-down approach those of the bottom-up approach are able to institute policies and make them more “workable” than those policymakers at the top. Teachers may feel that policy instituted in Washington D.C. may not be relevant in rural areas. They may therefore choose to go into classrooms and do what they believe is “right for the child.” In other words, people at the local level are able to mutate policy and change it minimally and sometimes radically. Bottom-up bureaucrats are also more likely to reach out to the public before implementing a policy while the top-down approach is much more rigid and generally does it work without consulting anyone (Hill & Hupe, 2009).
This research is concerned with policy change-advocacy. Lackey (2007) defines policy advocacy as an active, covert or inadvertent support of a policy or class of policies. Nonetheless, to impact policy, decision-makers must be a part of the policy governing branch if they are to effectively achieve large scale objectives (Fischer et al., 2007). For example, this could be part of a government, interest group or even a research institution. It would be appropriate for those involved to advocate for policy that will help reshape the typical appearance of teachers in the field of TESOL (Fischer et al., 2007). Possible advocates might be stakeholders such as Hispanic teachers, members of a school board, community leaders and parents alike for instance, who may want to shape educational policy. Advocacy coalitions include participants or actors who share the same policy core beliefs and can work together to influence a policy subsystem (Sabatier & Weible, 2014). Additionally, the policy process is complex and the success of participants in this process depends on whether they can translate their fundamental beliefs into real policy (Fischer et al., 2007).

Summary

The various stakeholders including the personnel of the school district, as well as teachers and parents, and the members of the school board that are instrumental and directly affected by the policies are involved in the process of hiring Hispanic teachers within the school district. Applicants are usually invited for interviews. The interview process involves candidates meeting with the principals and administrators and teacher for the subject area which they intend on teaching. This is important because as the numbers of ELLs continue to rise, having Hispanic teachers within the school district will help them to meet the growing educational, cultural and social needs of their Hispanic students. Additionally, this research will be useful to policymakers because it will afford them the opportunity to use data obtained from this project to find ways to
recruit Hispanic students to colleges and universities as well as ways to encourage individuals from these Hispanic groups to participate in their local communities in terms of voting, and becoming more politically active in general, even by serving on school boards. If Hispanic students are to reach their full academic potential, then there must be more teacher diversity represented there.

This chapter presented the review of the literature that was used to guide this study. The numerous issues pertaining to the lack of diversity among teachers of ELLs is one which does not receive sufficient attention by policymakers. While dozens of policies have been implemented to curb the burdening educational issues that are encountered by ELLs, those relating to teacher representation need attention. The literature suggest that there must be more effort to attract teachers of color, teachers who are able to represent their students, not only in terms of educational needs but in terms of race and cultural representation.
CHAPTER THREE: METHODOLOGY

Introduction

Chapter three will provide a detailed discussion of the methods and processes used for data analysis and collection. A qualitative research approach was employed to answer the research questions in this study. This study investigated the issues related to the lack of teacher diversity among teachers of Hispanic students within a large school district in a mid-south town. Additionally, a survey instrument was used to discover the perceptions of district administrators about the lack of teacher diversity in educating ELLs.

Qualitative research, according to Denzin and Lincoln is “an activity that is situated and places the qualitative observer in the world (2005, pp. 2 – 4).” It affords the researcher the opportunity to not only observe his/her environment under study, but it helps him/her make visible to others what might not be visible (Denzin & Lincoln, 2005). By interviewing teachers and administrators using qualitative methods, this research was able to provide information to understand why a lack of diversity existed among teachers within the largest school district of a mid-south town.

Research Questions

This study addressed three questions:

1) According to teachers and administrators in an area with an increasing Hispanic population, what are the educational issues associated with the district that impacts the learning of Hispanic ELLs?

2) What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?
3) What do teachers and administrators believe the school district can do about the lack of teacher diversity?

**Research Design & Timeline**

The study was conducted between June and September 2018. Because the research was done through survey and interviews with teachers and administrators, it could be done during the months when school was not in session and when, hopefully, the participants had more time. Qualitative methods were used to understand the reasons for and effects of low rates of diversity which currently exist among teachers in a district with a population of around 50% Hispanic students.

**Case Study**

A case study research design was used to answer the research questions. Stake (1995, p. xi) defined case study as “the study of particularities and complexities of any single case in hopes of comprehending its activity within important circumstances.” Additionally, Merriam and Tisdell (2015, p. 37) further explained that a case study is “an in-depth description” and “analysis” of a bounded system. One unique characteristic about using a case study approach, however, is that it is a form of inquiry which investigates an issue in realistic ways, making the issue clearer than it may have been prior to the investigation (Merriam & Tisdell, 2015).

Similarly, Creswell (2012, p. 68) defined a case study as “a research approach used in qualitative research in which the investigator explores a phenomenon, population or general condition.” Additionally, Creswell (2012, p. 488) asserts that “a case study is an in-depth exploration of a bounded system that is based on extensive data collection which may include, for example, an activity, event, process or individuals, interviews, observations, as well as other instruments are used to obtain pertinent information.”
The case investigated here was administrators and teachers in one school district in a mid-south town. A case study was selected as the most suitable design for this study because it provided the researcher with the opportunities to not only dig deeply, but also to obtain rich insights of teachers and administrators in relation to the issue being investigated. Furthermore, the case study approach allowed the researcher to answer the research questions through the collection of two distinct sources of data: interviews and survey questions.

**Pilot Study**

The objective of this field test was to measure whether the interview and survey questions to be used throughout this study would be able to produce data. This data was imperative to answering the research questions posed. One willing female participant was interviewed for the field-testing portion of the study. The participant has had a number of years of working experience as an ELL teacher in the district under study. She is currently a co-director of an ESL program in a neighboring school district. The researcher selected this participant for this pilot study because she had been referred by her dissertation chair and had agreed to participate.

The participant is white and between the 35-39 age range and has a master’s degree. She is currently working towards a doctorate. The participant was well informed about the subject matter and explained that the number of years spent working with ELLs had provided her with a wealth of knowledge. Also, the researcher found that the findings from the responses from this interviewee were quite similar to the responses obtained from those from the main study. This interview allowed the researcher to “tweak” the instrument to best solicit answers to three research questions. These field results bolstered the method that was to be used in the collection of the data.
Purposeful Sampling

Purposeful sampling was used in the selection of participants as well as the site for this research study. Hatch (2002, p. 98) posited that “purposeful samples are those that include individuals who are selected, by the researcher, to represent particular subgroups of interest,” including for example, interviewing teachers of elementary, middle and high schools on issues relating to teacher diversity within a school district. Furthermore, Hatch (2002, p. 102) indicated that “small [targeted choices] numbers of people in a study will give participants adequate leeway for expressing themselves openly.” Creswell (2008, p. 208) suggested that “a purposive sample is typically employed to select a small number of cases that will obtain the most information about a particular phenomenon and will provide “in-depth” information from these cases.” Through the application of the purposeful sampling approach, the researcher was able to select multiple participants. These participants provided sufficiently rich data that was necessary in answering the research questions and satisfied the questions under investigation.

The researcher initially began this study using purposeful sampling and had the intention of speaking to a specific number of interviewees: three ELL teachers, three administrators and the human resource director in a school district. However, after speaking to one of the participants and explaining that there had been only one male who had participated in the study thus far, this participant suggested individuals whom she knew would be willing to participate. This changed the sampling from strict purposive to one of purposive and a modified snowball sample. Snowball sampling is a non-probability sampling technique and is created when one informant identifies the next as someone who would be good to interview.

These additional individuals, male teachers, responded to requests for interviews in a timely manner and turned out to be extremely reliable sources of information. One of these individuals was a second-grade elementary ELL teacher while the other taught ELLs at the
secondary level. The ESL specialist, who was interviewed, filled the role of one of the district administrators. This district administrator had made initial contact with the researcher but subsequently failed to participate. Also, the third district administrator did not return the call to participate in this research study.

Twelve participants completed the survey. Among these were the ESL coordinator for the district, the three initial ELL teachers, one ESL co-director, and an ESL specialist. There was also an administrator and the two additional male teachers. The two administrators and the human resource director did not participate in the survey.

The data revealed that most of the teachers in the school district are white and female. This was not very surprising as the researcher had already learned during the field test that there were very few males who were ELL teachers. In essence, a deliberate attempt had to be made to include more males in the study which resulted in the inclusion of two additional males.

**Site and Sample Selection**

There were more than 21,000 students enrolled at schools throughout the district of which approximately 10,000 of the students were of Hispanic origin. Of the 1432 teachers, 1348 (94%) of them were white. Teachers and district administrators of ELLs were interviewed to discuss what they believe the issues were in relation to the lack of diversity which existed within the school district. See table 3.1 for a brief description of the student demographics in the school district.
Table 3.1. Alpha One School District Student Demographics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Students/(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>373 (1.7%)</td>
</tr>
<tr>
<td>Black</td>
<td>531 (2.4%)</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10,251 (47%)</td>
</tr>
<tr>
<td>Native American/Native Alaskan</td>
<td>112 (0.5%)</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>2791 (13%)</td>
</tr>
<tr>
<td>White</td>
<td>7475 (34%)</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>295 (1.4%)</td>
</tr>
</tbody>
</table>

Table 3.2. Alpha One Teacher Demographics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Teachers/(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>15 (1.1%)</td>
</tr>
<tr>
<td>Black</td>
<td>23 (1.6%)</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>14 (1%)</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>White</td>
<td>1313 (93%)</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>44 (3.1%)</td>
</tr>
</tbody>
</table>

The participants for interviews were chosen from an elementary, a middle, as well as a secondary school within a small mid-south area school district. The study participants included four male and two female ELL teachers. Additionally, the district administrator and ESL specialist were both female. The human resource director was male. The survey, however, consisted of a mixture of participants including some of the individuals who had been interviewed as well as non-interview participants. Participants who completed the survey consisted of three male and nine female teachers. This group of participants were both teachers and administrators. Interviews and surveys for the study were conducted throughout the months
of July to September 2018. This chapter will give a detailed description of the participants of the study.

**Participants**

The researcher intended to collect some basic demographic data from the participants in the district to obtain background information needed for this research. Participants were originally selected from individuals referred to the researcher by faculty at the University of Arkansas and the school district in question. Participants in this research included five ELL teachers, three district administrators as well as the human resources manager within the school district. Administrators were chosen because they were directly associated with the recruitment of teachers for the district. Additionally, the opinions and insights of teachers are important because they work with the language minority students on a regular basis.

**Criteria for Selecting Participants**

Creswell (2012) posits that there are generally five to twenty-five participants on which a single case study can be based. Furthermore, according to Locido et. al. (2010) qualitative research affords the researcher the opportunity to be able to select participants who are directly related to a particular purpose of any case study.

**Description of Participants**

Sixteen participants were requested to participate in the survey; 12 out of the 16 completed the survey. Additionally, five teachers were interviewed, two administrators and the human resource manager for the district. Each participant displayed a keen interest in the study and willingly provided information. All participants were engaging and open. Participants were aware of the issues affecting ELLs within their district and believed that more effort is needed to ensure that more opportunities are provided for their CLD student population. Additionally, each
participant was assigned a pseudonym to protect his or her identity. In order to maintain confidentiality and the anonymity of the participants of the study, the researcher decided to provide a collective description of each group of participants. See table 3.3 for information regarding the biographical data of study participants.

Table 3.3. Biographical Demographic Data of Interview Participants

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Gender</th>
<th>Age Range</th>
<th>Education Level</th>
<th>Certification</th>
<th>Number of Years in Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Male</td>
<td>35-39</td>
<td>Graduate</td>
<td>English Language Arts</td>
<td>5</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Female</td>
<td>40-49</td>
<td>Undergraduate</td>
<td>Social Studies 4-8 &amp; English Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>Female</td>
<td>35-39</td>
<td>Graduate</td>
<td>Early Childhood</td>
<td>5</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>Male</td>
<td>40-49</td>
<td>Undergraduate</td>
<td>K-5</td>
<td>5</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>Male</td>
<td>35-39</td>
<td>Graduate</td>
<td>Elementary Education with California Certificate for Teaching ELLs (CLAD)</td>
<td>16-20</td>
</tr>
<tr>
<td>Administrator 1</td>
<td>Female</td>
<td>40-49</td>
<td>Graduate</td>
<td>Spanish, Secondary Education &amp; ESL</td>
<td>11-15</td>
</tr>
<tr>
<td>Administrator 2</td>
<td>Female</td>
<td>35-39</td>
<td>Graduate</td>
<td>PreK-4, Administration K-8, ESL K-12</td>
<td>16-20</td>
</tr>
<tr>
<td>Assistant</td>
<td>Male</td>
<td>N/A</td>
<td>Graduate</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demographic Description

In terms of age, four of the participants were between the ages of 35 and 39 years. The other four participants were between 40 and 49 years. Six of the participants hold graduate degrees while the remaining two have undergraduate degrees. While all participants were certified in a specific area, not everyone was certified in English Language Arts (ELA). The comfort level of study participants’ in regard to teaching of ELLs ranged from 5 to 10 on a scale of 1 to 10. 1 being the least comfortable and 10 being the most comfortable.

This study addressed three questions:

1) According to teachers and administrators in an area with an increasing Hispanic population, what are the educational issues associated with the district that impacts the learning of Hispanic ELLs?

2) What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?

3) What do teachers and administrators believe the school district can do about the lack of teacher diversity?

The researcher asked each group of participants questions directly related to their specific professions based on the interview guides in the appendices (see appendix 2 for teachers and appendix 3 for administrators). Teachers were asked a maximum of 12 questions. Administrators were asked a maximum of seven questions. All questions were open-ended to allow participants the opportunity to describe and elaborate on their ideas about diversity in their district.

Depth vs. Breadth

This case study was completed using qualitative research methods by means of face-to-face and phone, in-depth, open-ended interviews and surveys. Four face-to-face interviews were
conducted. There were two phone interviews and two Zoom Cloud Meetings interviews. To gain understanding of certain societal and racial norms and various stereotypes, the researcher decided to conduct interviews within one local community to identify reasons for a dearth of teachers from different racial backgrounds. This study allowed the researcher to analyze the various effects that the lack of diversity may have had on approximately half of the student population, who were Hispanics, enrolled within the school district.

Data Collection

Interviews

While there exists a shortage of teachers of color across numerous states in the nation, this district is being discussed as it provided the researcher and other individuals a close examination to understand the larger problem. However, knowledge from this research is not transferable to other settings. The interview instrument was semi-formal (see appendices 2 and 3). The researcher used a tape recorder and notepad to allow for analysis later. Twelve questions requiring detailed responses were asked. Notes were kept in a locked file to ensure that only the researcher had access to the data. Additionally, all information was stored electronically, and password protected. All data was destroyed at the end of study. Participants were interviewed with the use of three different categories: a social, educational and racial component were included. All interviews were transcribed and coded for analysis and interpretation.

Document Collection

Consent forms were signed and dated by the participants and were kept with the researcher. Approval for this research was obtained from the Institutional Review Board (IRB) at the University of Arkansas. Documents relating to this research were destroyed at the end of the study and anonymity protected to the extent of the law and university policy allowed.
**Researcher’s Role**

In qualitative research, the most important instrument is the researcher (Creswell, 2012). This researcher was an international student who has studied in countries where she had to learn a new language and/or culture and is therefore sensitive to the issues. Additionally, she has lived in countries where she was the majority ethnicity and when she was a minority and therefore understands those challenges. It was the intention of the researcher to bring awareness to the lack of teacher diversity among ELLs in the small mid-south town and highlight the effects that such an issue may have had on these students, the community and by extension, the nation.

**Prolonged Engagement**

Prolonged engagement involves the time put into a research study to yield the desired results. Ethnography, for instance, may require years in the field. This study, however, was limited to a semester study but was structured to provide ample time to engage and to collect sufficient data through in-depth open-ended interviews, member checks and peer review.

**Triangulation**

Two types of data collection methods were used to gather information for this study: 1. interviews and 2. survey questions. Additionally, debriefing expert peers reviewed the coding to ensure accurate interpretation. Also, a type of triangulation was achieved with different categories of people. According to Plano-Clark and Creswell (2008) the triangulation design uses a combination of both the quantitative and qualitative methods for the purpose of triangulation but is a method that is usually used in quantitative research methodology (Plano-Clark & Creswell, 2008). Researchers tend to use triangulation to check the result of that one subject of study. However, the methods used in triangulation need to be conceptualized, designed and implemented within the same paradigmatic framework to be effective (Plano-Clark & Creswell,
Triangulation also uses methods such as convergence and corroboration to eliminate biases that may be ingrained in the research from only one method and will be used to verify the facts reported in this research.

Additionally, Yin (2011) noted that triangulation is an important aspect in research because it is a key component which helps to strengthen the validity of one’s research. In quantitative research, triangulation helps the researcher to determine whether data collected-from more than one source-will lead to the same results. In qualitative research, the convergence of such data makes the evidence from the data stronger (Yin, 2011). In this research, two separate approaches were used to ensure triangulation. Both interview and survey questions were employed to guarantee the validity of this research. Also, member checks confirmed that the research had interpreted data in the way the participants had intended.

**Trustworthiness**

Hatch (2002) argues that when it comes to the trustworthiness of data that “the interpretation and meanings of data are inferential and is the responsibility of the researcher to make those interpretations (p. 120),” albeit rather carefully. He added that “the researcher must, therefore, recognize the similarities and differences of the contexts and be able to judge the relevance of the theories to the data (p. 120).”

**Member Checks**

Following the interview sessions, the researcher returned to speak to some of the participants to do member checking to verify that she understood what they said and what they meant to avoid misunderstanding or wrong interpretations. By doing so, she was able to summarize the data given, as well as provide the participants an opportunity to delete mistaken interpretations or to volunteer additional information.
Peer Review

Peer review, according to Creswell (2008, p. 290), “is an important strategy used in research for obtaining a justified insider viewpoint of the study whereby participants are given the opportunity to assess the researchers interpretations of the data.” Participants were allowed to review the information given to the researcher during brief follow-up phone conversations.

Data Analysis

According to Hatch (2002, p. 148), qualitative data analysis can be described as “a systematic search for meaning that consists of organizing and interrogating data in ways that allow researchers to see patterns, identify themes, make interpretations and/or generate theories.” All qualitative research “is characterized by an emphasis on inductive rather than on the deductive (inductive thinking moves from the specific to the general) allowing researchers to make generalizations about the case under investigation (Hatch, 2002, p. 161).”

Data analysis, for example, can take on forms of “transcripts and interviews including other forms of documented communication.” Furthermore, qualitative researchers “use interviews to uncover the meaning structures that participants use to organize their experiences and to make sense of their worlds. Interviews can also be used as the main source of data in some qualitative studies (Hatch, 2002).”

All of the data to be analyzed was stored on the researcher’s external drive for safety purposes, and the names of participants were changed to ensure confidentiality. Every interview was transcribed by the researcher, allowing her to become familiar with her data. Additionally, all data was organized systematically and color coded and analyzed for common themes and patterns.
Coding

The data were coded after being transcribed. Hatch (2002) stated that the researcher “will read all the data highlighted per category and code each entry using the patterns that have been identified.” The responses from participants were carefully read, question-by-question, and noted with the use of five colored highlighter pens. The same questions from every interview transcript was assigned the same color. This was done to help the researcher carefully organize the data. The researcher looked for patterns and themes, as well as dissimilarities that emerged. Thereafter, the responses were all written down, categorized by themes and grouped according to the corresponding research question.

Themes

Themes were used to determine the similarities and variations among participants’ responses. The researcher observed the patterns as well as the differences that had emerged throughout the data. “Patterns, according to Hatch (2002, p. 155) are regularities.” Additionally, Hatch (2002, p. 155) asserted that “patterns may present themselves in predictably different ways or similar ways. These patterns can be seldom or frequent based on characteristics that are common or rare.”

Initial Themes and Second Order Themes

During the first stage of the coding process, the researcher read through the texts and each question individually to determine the specific categories which would be assigned to every individual theme. While the texts were being read, labels were assigned to represent the categories of each response. The researcher called this the initial themes stage. Following this stage, the second order themes were assigned. The texts were further analyzed, and a new label replaced the initial themes. This stage was termed as the second order themes by the researcher.
Summary

In summary, chapter three provided information regarding the procedures used throughout this research study. The researcher employed a qualitative case study approach which included semi-formal structured face-to-face, open-ended, in-depth Zoom Cloud Meetings and phone interviews and a survey which was used to collect basic demographic data about the research participants. Zoom is a cloud-based technological system that provides video conferencing and streaming to individuals, and can be used for meetings as well as conducting interviews (The University of Tennessee - Chattanooga - Walker Center for Teaching and Learning, 2018). This research methodology was used to examine the perception of teachers and administrators in relation to the lack of teacher diversity among teachers of Hispanic students.

Data for this study was collected through face-to-face interviews, in-depth, open-ended video interviews specifically Zoom Cloud Meetings as well as phone interviews. Face-to-face interview meetings were held with the three teachers who had been initially selected for this study. A face-to-face interview was also conducted with one of the additional male teachers who had not been one of the initial participants. There were two Zoom Cloud Meetings in total. One was done with an administrator and the other with an ESL specialist. Phone interviews were conducted with the human resource director. This individual is also the assistant superintendent of the school district. A phone interview was also conducted with the other male ELL teacher who had later been added to the study.

Individual interview sessions lasted between fifteen to thirty-five minutes in length. Three different sets of interview questions were used to generate information from the participants. There was a list of interview questions for the ELL teachers, one for the district administrators and another for the director of human resources. However, the same survey questions were asked of every participant. Both the interview and survey questions were
developed by the researcher. Data obtained from these interviews were later transcribed and analyzed by the researcher. This analysis was done to identify themes that emerged from the information obtained from participants.

The interviews used for this qualitative study were applicable for research questions one, two, and three because this method allowed the researcher to obtain rich data which provided a better understanding, exploration, perceptions, and experiences of the participants.
CHAPTER FOUR: FINDINGS

The methods and data analysis in this study will be discussed in this chapter. This research study was done to gain a richer understanding of the perceptions of ELL teachers and district administrators to find out why there were so few teachers of color within a school district. Roughly half of the student population belonged to one race while the vast majority of their educators belonged to another. Participants’ input was important because it provided the researcher with a broad interpretation of what these individuals opined was needed to incorporate more teachers of color within the district.

The study participants included five male and three females. There were five ELL teachers and three district administrators. Four of the teachers were ELA certified while the other remaining teacher was in the process of becoming certified. The two female administrators included an ESL specialist and a vice-principal. The only male administrator was the assistant superintendent of the school district.

Initial Themes and Second Order Themes

During the first stage of the coding process, the researcher read through the texts question-by-question to determine the specific categories that would be assigned to every individual theme. While the texts were being read, labels were assigned to represent the categories of each response. The researcher called this the initial themes stage. Following this stage, the second order themes were assigned. The texts were further analyzed, and a new label replaced the initial themes. This stage was termed as the second order themes by the researcher. Figure 4.1 below provides a brief interpretation of the initial themes and second order themes that were assigned in this research:
Figure 4.1 Coding Stages of Initial and Second Order Themes.

Findings

This study addressed three questions:

1) According to teachers and educators in an area with an increasing Hispanic population, what are the educational issues associated with the lack of teacher diversity that impacts the learning of Hispanic ELLs?

2) What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?

3) What do teachers and administrators believe the school district can do about the lack of teacher diversity?
Research Question 1

Research question 1 focused on the issues in educating ELLs. Participants believed there were a number of issues contributing to a lack of teacher diversity which was evidenced by a low number of teachers of color within a school district. Two themes continually emerged from the data regarding the shortage of teachers of color in the district. The participants discussed the low numbers of diverse candidates who submit applications for employment within the district. Participants also discussed that teaching is not viewed as a lucrative profession, making it difficult to attract qualified diverse candidates to the field. The other theme which emerged from the data pertained to the recruitment of teachers. Most of the teachers who are employed in the district are recruited from a nearby university with a white majority student body in their teacher certification and endorsement programs. Participants suggested establishing programs that would attract more diverse candidates to the college of education at the university.

Emergent Themes

Research Question 1: According to teachers and administrators in an area with increasing Hispanic population, what are the educational issues associated with the lack of teacher diversity within the district that impacts the learning of Hispanic ELLs?

Theme 1: Matching Teacher and Student Demographics

Theme 2: Isolation

Theme 3: Financial Constraints
• **Theme 1: Matching Teacher and Student Demographics**

This theme emerged frequently throughout the data. Most participants suggested that there may be low numbers of people of color applying to teach within the school district because the majority of the people enrolled in the teacher education at a nearby university were white. Participants also suggested that the majority of individuals applying for teaching positions were non-minority. Below are examples of the types of descriptions collected from Teacher A, Teacher E, Administrator 2, and Head Honcho 1 discussed during interviews. Teacher A, a white male stated that:

> I think the more we can have teachers that reflect our students, the more we can have people of color teaching. It is going to help the most. The more Hispanic teachers we have, the better for the students. They will benefit the most. I think it is the area; the place of recruitment. I think this area is predominantly white and I think there is a real strong like almost a funnel from the university starting to the school district. And they are hiring white people that graduated from the university. I hope that will improve as my students go to college and graduate and see teaching as a career that they can do. I think the district is interested in hiring people of color. What I think prevents this from happening is just the pool. This is a mainly white area.

Teacher E, also a white male, was not certain that the school district under study was primarily focused on hiring teachers of color. He explained that:

> And I do not think the district has this focus on trying to recruit because when I go to the back to school events, the principals are almost 100% white. So, it is all the way up. I do not think they have a single administrator or color except for maybe one or two that I have seen at least in the district. So, I think, unless you set targets like the way we do with everything else in education now, otherwise it is just kind of abstract. And other people just say, well we did not get many applicants. And, well to me, it is your job to recruit.

Administrator 2, a white female, in her response explained that:

> One of the major challenges is that when we try to find staff members who look like the children in the classrooms, there is a real void in candidates that are minority. A lot of the minority candidates that are in the state will want to serve where they are from and there are not too many minority candidates that want to come to this suburban area that did not live here to begin with.
Assistant Superintendent of the school district, a white male, was also of the same opinion, he also stated that:

We are not as culturally diverse as I would like. We have 46% Hispanic and about 3% or 4% black and other. Roughly 80% of our staff is white and it needs to be better, but my problem is I can’t find other minority teachers. I think sometimes why the situation is hard is because the number of candidates we get that are diverse is limited. Some of these minorities need to go to college and get a degree but they do not. So, in this district, we are really working with kids goal setting even at the elementary level to hopefully get a college education for those that want to come back and be teachers. The last few years, we have had interns at my old school that were Hispanics, and we had one African American and they got jobs like that.

Based on the responses to question 1, the data indicated that although the district is aware of the issues and have taken various measures to remedy the situation, for example, by hiring a small number of administrators of color much more needs to be done. The data revealed that more effort is needed on the part of administrators to ensure that more teachers of color become attracted to, are hired and retained in the school district. Furthermore, the participants suggested that one of the roots of the problems is the teacher education program, the “funnel” from the nearby university. Most of the individuals enrolled in the teacher education program at the local university are white. Because of this, there has been an influx of white teachers to the district. Perhaps if there are more educational opportunities at the university level for Hispanic students then this issue may be remedied. Additionally, this may help eliminate any possible sense of isolation that may be experienced by the few teachers of color employed at schools across the district.

- **Theme 2: Isolation**

Isolation is a onetime phenomenon. It is included here because of the interesting information it offered. This theme was in regard to possible teacher isolation. The data revealed that the majority of teachers are white and if individuals realize that they may be the only one who looks like them at a school, this may result in feelings of isolation, and possibly reluctance
in applying for positions at the school. Isolation can compound the issues observed in theme 1 discussed above.

One of the white male participants, teacher E, noted that it may be isolating for teachers of color if they are the only one employed at a school:

I think it is a matter of effort. I mean there is a tipping point where teachers of color feel more supported. It is really isolating to come in and be the only teacher of color or the only Latina teachers, and so I think you have got to get that number to a certain point.

• **Theme 3: Financial Constraints**

Financial constraints is another less offered theme that nonetheless emerged from the data and needs to be acknowledged. A female Latina, Teacher B, who was originally from Mexico but is now a U.S. citizen was of the opinion that there were individuals who may be interested in teaching but because they are unable to afford to pay for an education, they seek alternative means of survival:

For me personally, it was financial status. I did not have the opportunity to just drop my job and go straight into school. And unfortunately, knowing the Hispanic culture, we cannot just go straight into school. We have to help family and go to school at the same time. So, it is a hard balance.

Teacher C, also a female Hispanic from Latin America, believed that teaching was not one of the most rewarding occupations in terms of wages. Teacher C posited that:

Unfortunately, I think, you know that teaching is not very lucrative. And so, if you think, oh so I have to do a bachelor’s degree and then I might, depending on if I want to teach secondary that means, I will need a master’s degree. That is a lot of schooling and that is expensive. I do not want to do that. I would rather just go and get a bachelor’s degree. I want to do something that I can make money in, that can support my family. Why am I going to do that to myself?

Teacher D, a white male, believed as well that teaching was not a profession that has proven to be lucrative in terms of earnings. He explained that:

Probably because teaching is not one of those areas where people are just determined to get into. It is a field that is hard, I guess. The complaint has always been that teachers do not get paid enough. But when you get into university, there are a lot of other areas where
there is growth that they need people in. Whereas education, I think, is just not one of those areas that are not busting at the seams with people trying to get in. There are a lot of other offerings that may automatically start you off at a higher level. But you are doing it for the intrinsic reward, not the external.

Head Honcho 1 stated that there may be an absence of minority teachers in the district because moving expenses may be a possible deterrent:

I have been to Texas, I have put advertisements in national magazines. I have recruited in Minorities and Success for Minorities to apply to our district. But we do not have moving expenses. We do not have those kinds of things for our staff members. They are on their own. Because if we did this for one set of staff and not for the rest, I think that somebody else may sue us for doing that.

Research Question 2: What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?

Research Question 2

The second research question pertained to the changes in education policy and practice that may occur if there were an increase in the number of teachers of color in a school district. Two themes emerged from the data. One of the themes indicated that participants believed that if public school curricula are diversified to include more Hispanic and other cultural representations that are not only white, then such a practice would lead to more educational support for ELLs. Purchasing and applying a more diverse curricula and diversifying classroom libraries, for example, would also help many teachers understand their minority students better. Furthermore, teachers of ELLs ought to be required to have more training in cultural responsiveness. By so doing, districts would be paying a lot more attention to the different educational needs of ELLs. This is important because ELLs belong to various racial backgrounds
and additional training can help cultivate successful learning environments for their minority EL student populations.

Emergent Themes

- Theme 1: Diverse Curricula

The theme of curricula emerged frequently throughout the data. The data indicated that participants felt that the school district needed to be more aware of the diverse needs of their culturally and linguistically diverse students. Participants believed that perhaps a more diverse cultural and linguistic representations in the curricula could help students feel more supported, better represented in the literature and contexts of school, and to succeed beyond graduation and increase the number who eventually enroll in college.

When Teacher C, a white Hispanic female, was interviewed she indicated:

There is a considerable need for more research to be conducted in one of the majority student populations within the district. By more intervention from the administrators (top-down approach) and a little bit from the parents, teachers and stakeholders in the community (bottom-up approach), minority ELL students may gain more educational opportunities which they really need.

Three major areas or themes emerged which participants believed should be of concern to the district: (1) It is easy to diversity classroom libraries in order to make sure that the books used in the curricula are relevant to all students, (2) Administration should hire racially diverse staff and (3) The nearby university teacher education program should recruit a more diversified student body and incorporate more culturally responsive teaching courses in the Master of Arts in Teaching (MAT) program. Teacher C also stated:

But there could be so much more that could be done. I do not know what could be done. I think maybe if we had within the curriculum, be a little more diverse. But also, the curriculum tends to be reflective of the interests of the teachers as long as they hit their
standards. And unfortunately, the majority of our teacher population is Anglo, and so I do not think it is the lack of interest, I think it is our lack of knowledge and background.

It is clear from Teacher C’s point of view was based on her call for more research and her statements that she believes the district is at a disadvantage by its lack of diverse employees. Teacher C considers herself as part of the district but is still able to step back and be objective.

Teacher D, a white male, also indicated that there was a need for a diverse curriculum within the district:

Well, I think the first thing they have to do is offer a solid, research-based curriculum that has proven to be successful, and purchase it, and train their teachers in the district. In our district alone, just the amount of cultural diversity and ethnicities that attend the school, that’s what prompted the call to purchase an ELD curriculum and have teachers trained because there was such a dire need for it. And I think if districts do their homework and they look at the data they need to study and act upon it and do what is best for their students and not worry about what the district next door is doing. Because every district is different, they all have their own makeups of students, there are pockets that do not fit with the majority of the district. But you have to do what is best for your district. If you are a superintendent, or a curriculum specialist, or a curriculum writer, you look at the needs of the students, so you can teach them all to meet what their expectations is when they come to school for eight hours.

It is clear that both the previous two participants believe there is a need for research and research-based changes to the curriculum and the faculty. Both Teacher C and D believe that the school district should not only introduce a more diverse curricula to the district, but must be a curricula that is supported by scientific research. Additionally, these two participants believe that if minority teachers are hired minority students may feel more supported.

The other teacher, Teacher E who was also a white male, believed as well that the district needed to incorporate more diverse scholastic books at schools:

I think the teachers are very positive about diversity and the Latino students in general. They really see diversity as a positive and encourage them to talk about where they are from and, you know, encourage them in a lot of cases to use Spanish and to maintain their literacy in Spanish. But I do not think there is anything very systemic. So, we have this Lucy Calkins program. I think it is a great program for teaching kids to read, but it does not, it is not geared specifically towards representing Latino kids. And so, I just
have to come up on my own to find books that are scholastic, that are relevant, but are not built into the curricula.

For example, we just spent between $1,000 and $1,500, depending on the grade level, for new books but it is totally up to the teachers. It is up to our discretion. So, I was able to get a lot of scholastic books because we need diverse books catalogs and I looked through and really prefer books that have children of color, or books that are bilingual, or books that these themes are specific to my students. But this was not a school-wide focus. I would like to set some guidelines about, or at least try to, make sure 25% of books feature children of color. Or, say, here are some catalogs, we need diverse books that you could order from, just kind of, put it in the forefront of teacher’s minds.

Although teachers are positive and seem to understand the challenges of Latino students in the district, they are also aware that the changes regarding teacher diversity there may be based on systemic issues - “status quo” issues. They have had to make some of these changes for their students on their own, including diverse scholastic books into the curricula.

One white female administrator, Administrator 2, thought that there have been discussions about including more diversity in the curricula:

We would talk often about, in our literacy professional development, how important it was to have literature from different cultures. And there were times we would even share selections and have teachers share selections. And the librarian share selections of books that teachers can use in their classroom that were from diverse cultures. When we would have Hispanic history month, black history month, we would discuss that in our faculty meetings and how we can integrate that into our curriculum that our district had.

From this, we can see that educators in the district were aware of the issues and trying to make the classroom more amenable to the language and cultural minorities.

• **Theme 2: Community Mentality**

One of the themes which arose in the data was that of the need to provide support for ELL students on an individual basis. Participants suggested that working on students’ individual needs could help them steer away from the community-based mentality to focus on their own personal growth. Participants believed that they, the participants, would feel better if the community was more educated.
Although this theme was not a recurring one, it was unique. Again, as an outlier, it offered interesting input into the issue of diversity. Participant C, a female Latina teacher, explained that while she thought that community support was essential, too many of her students had a community mindset:

Many cultures have a mindset where the community is more important than the individual. That is great and there is nothing wrong with that, but it is very hard for people to comprehend that in our capitalistic society of the individual. And so instead of us doing the top-down approach, we will have to get a little more bottom-up. We need to talk to the kids, we need to get their perspectives and then to also change the mindset. I think the mentality has to change. We need to be on their turf. We need to go to them and not expect them to come to us. My perspective is, if we go to them first, and they know who we are, then they will be more willing to come to us when they need something.

This administrator has done her homework. While she understands the group versus individual aspects of culture, it is unclear how taking that cultural reality away from this is “go[ing] to help them.” In effect, it is another case of expecting “them” to “come to us.”

Research Question 3

Research question 3 addressed whether there was anything that the school district could do about a lack of teacher diversity. Three themes emerged from the data.

Research Question 3: What do teachers and administrators believe the school district can do about a lack of teacher diversity?

Emergent Themes

- **Theme 1: Increased Efforts**
  - **Subtheme: Parental Involvement**

  Based on the data, participants indicated that the inclusion of more diverse cultural representation in the curricula, the training of teachers, more educational support systems for
students, and the hiring of more teachers of color are needed. They believed that such a move could help influence the process of increased cultural diversity among teachers.

Teacher A, a white male, suggested:

I think any kind of support to help our students reach college, offer them scholarships and to, to get, you know, further education, and then hire our graduates. Hire our graduates after they have graduated from the MAT program from the university or from anywhere else. Re-hire them, get them back from home and help, help the school, help the community and the city to evolve.

From this quote, it is clear that Teacher A recognized the “home-grown” students were more likely to come home to work. In stark contrast to the participant above, he also was aware that the money they were making was not sufficient to allow this population to attend college no matter how well managed.

Teacher B, one of the two female Hispanic participants believed that the school district can increase its efforts by providing continued teacher training where needed:

Just continue the support and the training and provide teachers that help that they need. I think the district, our district, is really doing well because they do the Yale ESL Academy throughout the year and sometimes during the summer. So, it is just as teachers taking advantage and going through the training.

One of the female Hispanic participants, Teacher C, thought that districts need to meet the diverse needs of their minority students and not categorize every ELL as the same:

I think where districts have done better would be who our students are and what their needs are. With our Latino kids, and this is something I have discussed with our administrators, is that unfortunately we have had this perspective of one size fits all for our language learners. And we are not the first ones to admit that it is, that they did not realize they were doing it, or they knew they were doing it, but they did not realize how bad it was and said, you know, just because they are language learners, does not mean they have the same needs. So, we cannot teach every ELL kid the same way we teach our Latino kids because the same does not transfer to everyone.

Teacher D, a white male participant’s response was similar to Teacher A’s response in that he believed that districts could do more when it comes to attracting and hiring teachers of color:
I think they need to weed through and find the best qualified teacher whether it be…, it should not be based on their ethnicity or anything like that, but I think maybe it starts at the college level. By pushing for diversity in the classroom, as a career opportunity because we are not going to have people quitting their careers to join education. They are most likely going to start off in education, stay in education, or start in education and move into something else. But it is going to be hard to retain people if you do not recruit them.

Teacher E, white male, stated:

I like the idea of maybe a topic that teaches the parents about financial responsibility or fiscal responsibility. How to work within a budget. A lot of our parents come from, or a lot of the families come from lower socio-economic backgrounds. And so maybe teaching them good habits about money, getting them to practice those habits, saving that kind of thing. Or maybe we can offer parents a class like that.

Administrator 2 felt that in regard to the increased efforts on the district’s part, that there was a recent thrust to begin concentrating on students’ educational support from an early age:

We are really working with kids goal setting, even at the elementary level to hopefully get a college education for those who want to come back and be teachers. The last few years, we have had interns at my old school that were Hispanic for several years. And we had one African American and they got jobs like that.

The participants here all believed that it would take a concerted effort to remedy the educational challenges of Latino students in the district. They also believed that teachers and administrators need to pay closer attention to the overall needs of these students. Additionally, participants felt that if parents are educated on matters of fiscal responsibility, for example, they would be better able to help their children achieve a sound education.

• **Theme 2: College Preparation**

The data indicated that participants believed that there should be more support for Hispanic students when it comes to long-term educational success.

Teacher A indicated:

There is a program that, through the nearby university, that is similar to a mentoring program. It begins in the 7th grade for students, especially students who, if they went to college, they would be the first in their family to attend college. It is called the Talent Search. They are very active in school and a good number of kids take part. Once a
month or so, people from the university visit the schools and meet with the students. These meetings continue into the 12th grade, it continues for years. I think it is supposed to help students sort of keep up, stay on track towards heading to college. And when they are closer to entering college, it would help them keep up with deadlines. I think this something that needs to be implemented across the district to help our students reach college and further their education.

Teacher A clearly believes that preparation for college must begin very early, well before college recruitment usually begins.

Teacher C, one of the Hispanic female teachers believed that:

More intervention at the district level was needed for Hispanic and other ELLs. They district needs to see the importance of it and they need to see that kids can be just as successful as our native speaker fluent kids. But they still need to be given more opportunities. It is equality v. equity and we talked about equality when really what we need is equity.

Teacher D, a white male thought that:

I think we owe it to the families to deliver the best instruction and curriculum we can offer when they move into the school districts. When people are looking for places to live, one of their top priorities is, it could be maybe the neighborhood, but it is definitely what are schools like, you know.

Teacher E, a white male, held that:

If teachers and districts were to create student clubs and programs perhaps students could become interested in college and such could prepare them for this important life venture. Additionally, the course work being offered to students could also help play a major role because certain courses could help prepare them for college.

Administrator 2, a white female explained that:

We are really working with kids’ goal setting, even at the elementary level to hopefully get a college education for those who want to come back and be teachers. The last few years, we have had interns at my old school that were Hispanic for several years.

Participants believe that instructing minority students in the same manner that their white peers are educated would befit them tremendously. Equity in educational opportunities would help minority students realize their future educational goals.
One of the salient issues that became evident in the data was that of a lack of teacher and student trust. Participants believed that if there were to be any success, relationships between teachers and students needed to be forged. Relationship building with students and diverse staff is important. Getting to know the students and their families could help foster not only personal growth but educational advancement. Furthermore, the role of relationships and getting to know families is important and could help with student disciplinary issues because of connections that can be forged at the different school campuses.

Administrator 1, a white female, explained that:

Now my primary responsibility is to serve English learners, especially newly-arrived students. I work closely with those teachers. We in teacher training talk so much about the role of relationships and getting to know families. Trying to maintain discipline within our classrooms and so getting to know the students and avoiding writing up kids. That’s always been a priority, especially of mine. Take care of your own discipline within your classroom.

Administrator 1’s use of “the role of relationships” and “getting to know families” indicates the important seen of knowing students in more than just the classroom. To do that requires at least some understanding of the cultures in the classroom and probably of the home languages spoken there.

Administrator 2 suggested that there needed to be relationships that were built on trust to help both diverse students and teachers to thrive:

Okay, I think teacher trust. I think that relationship building with students. If they (teachers) are diverse, it is going to be easier for them to build that relationship. And I also think sometimes, and this goes with lots of experiences in my opinion, but people that are of different cultures may be able to bring different things to the table with the teaching strategies or the teaching content, because they have different background knowledge. Also, in terms of connections, I look at diversity in a lot of ways. So, race and language, gender, I think. In an elementary school, we had five elementary male teachers, and we don’t really see that a lot in elementary. So, that was something that we
really felt like our students could have; better relationships sometimes. We had certain
students we wanted to make sure they had a male teacher, because they did not have a
positive role model at home, that kind of thing.

Administrators believed that creating an environment that is positive where students can learn
and fostering relationships with their families can encourage good discipline among students
both at school and at home.

Summary

In summary, chapter four provided a detailed overview of the findings from the data
collected for this research study. This research study addressed three main questions:

1) According to teachers and educators in an area with an increasing Hispanic
   population, what are the educational issues associated with the lack of teacher
diversity that impacts the learning of Hispanic ELLs as evidenced by the low
   numbers of teachers of color within one school district?

2) What changes in education policy and/or practice, do teachers and administrators say
   might occur with the recruitment of more teachers of color in an area with an
   increasing Hispanic population?

3) What do teachers and administrators believe school districts can do about the lack of
   teacher diversity?

The participants in this research study included both teachers and district administrators
in an increasing Hispanic population in the state under investigation. The data used throughout
this exploration provided the researcher with information which can be deemed as relevant, by
providing rich, in-depth information and original knowledge about a number of educational
issues pertaining to a lack of teacher diversity that exists within a school district.
The data gathered for research question 1 demonstrated that while some of the participants had similar viewpoints on issues regarding the educational challenges brought about by a lack of teacher diversity, there were others who had differing views. Both teachers and administrators suggested that it was necessary for the advancement of the students to include more teachers of color to work with their increasing Hispanic student population. Study participants, notably teachers, also felt that one of the main reasons for the lack of teachers of color in the district was because the vast majority of the students who enrolled in the teacher education program at a nearby university were white. There were only a few diverse candidates stemming from the program. Furthermore, the data also suggested that in order for the school district to hire more teachers of color, teachers believed that it would be necessary for the district to collaborate with the university in question and provide scholarships and/or extra educational opportunities if minority students are to become interested in the education program there. The University of Arkansas Masters of Arts is a one year intensive internship and coursework degree. The undergraduate programs allow students to certify within the regular four year program.

In regard to research question 2, the findings revealed that it was essential to restructure the educational policies and practices pertaining to the recruitment of teachers of color. Teachers believed that the district should implement a more diverse curricula in order to attain the educational goals of their ELL student population. Participants also suggested that the school district being investigated ought to include more scholastic books, for example, with added diverse cultural representations and with a focus on issues relevant to children of color.

The findings for research question 3 specified that in order to solve the burdening educational issues of ELLs, the district needed to focus on increasing new efforts on their behalf. Both teachers and administrators proposed that the district should provide added support to help their ELL students reach their full potential and even achieve a college level education. In
addition, participants felt that it was vital for districts to treat the educational requirements of their diverse ELL student population aggressively. That is, the educational requirements of ELL students from various backgrounds should be specific to their actual needs.

In conclusion, administrators felt that one of the main educational issues regarding the education of ELLs lies with the lack of diverse candidates who apply for jobs within the school district. Administrators suggested the few numbers of diverse candidates that may be considered for employment do not tend to seek employment within this profession, and it is relatively costly to offer financial incentives to teachers who may consider moving to the area to work. Teachers, on the other hand, felt that one of the major educational issues related to the challenges of educating ELLs pertained not just to the lack of teachers of color, but also to the lack of diverse forms of representation in the current curricula. Teachers suggested that in order to be more successful in educating ELLs, the school district must diversify their curricula to include various forms of cultural and linguistic representations from which students may be able to draw pertinent information.
CHAPTER FIVE: CONCLUSIONS AND DISCUSSIONS

The purpose of this study was to investigate the educational issues that impact the learning of ELLs related to a lack of diversity among teachers in a school district in a region with a continuously growing Hispanic population. The focus was to explore the perceptions of teachers and administrators about the lack of teacher diversity within the district. The investigation focused on the district’s practices and policies, educational opportunities available for ELLs, by collecting data through interview questions.

Theorists say that some of the social constructs, locally and nationally, that may have deterred people from entering the teaching profession are these: (1) some people view teaching as a profession requiring higher education that does not adequately pay for the cost of that education (Goings & Bianco, 2016). There are additional extenuating factors which prevent Hispanics from entering the teaching profession: (2) a lack of proper preparation on the part of the education system since the academic trajectory of many Hispanic students is often plagued with low expectations, low graduation rates, suspensions, and expulsions. (3) Goings and Bianco (2016) assert that Hispanics and other minority groups are also deterred from the field of teaching because they have no role models who can influence them to enter the profession since most of their teachers are white.

This chapter analyzes and interprets the findings of this study. The limitations, implications and discussion discussed. This research study attempted to answer the following research questions:

1) According to teachers and educators in an area with an increasing Hispanic population, what are the educational issues associated with the lack of teacher diversity that impacts the learning of Hispanic ELLs?
2) What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?

3) What do teachers and administrators believe the school district can do about the lack of teacher diversity?

A qualitative case study was employed for the data collection method for this study. Eight interviews were conducted for this study. Data were analyzed and specific to each individual research question. The research questions as well as the findings that emerged during the process of data analysis will be summarized below.

**Research Question 1: According to teachers and educators in an area with an increasing Hispanic population, what are the educational issues associated with the lack of teacher diversity that impacts the learning of Hispanic ELLs?**

In response to research question one, the findings revealed that one of the major contributors for the current lack of teachers of color within a district was because of the vast majority of white students who are enrolled in the teacher education program at a nearby university. Teacher A discussed that because the area is predominantly white, there is a strong funnel from the university flowing directly into the school district. Furthermore, teachers proposed that administrators within the school district should strongly demand that the neighboring university, from which the overall majority of their teachers are recruited, recruit more students of color to the teacher education program. Additionally, teachers proposed that perhaps more educational opportunities at the university-within the teacher education program-for Hispanic students and other diverse groups may resolve this issue regarding the lack of teacher diversity within the district. The end result of this could be the creation of avenues to include more teachers of color to the district.
Both groups of participants acknowledged that more effort was needed on the part of administrators to ensure that more teachers of color become attracted to, are hired, and retained in the school district. Also, while administrators recognized that it was essential to hire more teachers of color, they suggested that this lack only existed because there were too few applications from diverse candidates to the district.

Another finding that emerged in the data from research question one was in relation to possible teacher isolation. One of the male teachers indicated that since the majority of teachers employed in the school district are white, teachers of color who may be interested in teaching in schools in the district may be reluctant to do so. He felt believed that being the only individual from a particular culture or language group may produce feelings of isolation. He suggested that there is a “tipping point” for teachers of color to feel more supported in a majority white staff. But to get to this point, the district would have to start by providing extra support for the few teachers of diversity employed there.

The last finding that emerged from the data regarding this research question indicated that participants felt that financial constraints were one of the issues which prevented individuals from minority groups from obtaining a college education and by extension, teacher certification. Teacher B, a Hispanic female, revealed that a lack of financial support prevented her from becoming an educator earlier on in her life. Moreover, having to help her family financially was not something she could refuse as it is a cultural “requirement” in her culture. This responsibility and a lack of financial support prevented her from becoming educated to teach earlier on in her life. Teacher C also acknowledged this issue during her discussion. Teacher C, also a female Hispanic, expressed that teaching was not a lucrative career choice. Obtaining an education, she
stated, was expensive. Most Hispanics prefer to reap greater financial benefits for their time spent at school to earn money to support their families.

In summary, the findings for research question 1 indicated that there is a strong need for the university and the school district to collaborate their efforts to create educational avenues, including financial assistance, for Hispanic and other minority group students. These efforts may not just help in attracting teachers of color into the district and to the profession by extension, but they may afford minorities more financial leeway to achieve their educational goals. Perhaps, even eliminating the feelings of isolation experienced by some individuals from minority groups could become possible if these efforts are created and established.

**Research Question 2: What changes in education policy and/or practice, do teachers and administrators say might occur with the recruitment of more teachers of color in an area with an increasing Hispanic population?**

In response to research question two, the findings revealed that there was a dire need to restructure the current educational curricula within the district. Teachers suggested that the school district in question should include a more diverse curricula when it came to the instruction of ELLs. Teacher C, a female Hispanic, indicated that administrators should diversify classroom libraries in order to ensure that the books used in the curricula be relevant to the instruction of ELLs. Teacher E, a white male, also reiterated this in his response. He explained that the district must incorporate more diverse scholastic books at schools. He suggested that such a practice could encourage students to use the NL-Spanish-as well as to maintain their literacy in that language while becoming literate in the mainstream language. Both teachers and administrators stressed this in their discussions. For instance, Administrator 2 discussed the importance of including literature from different cultures to the curricula.
An additional finding that emerged from the data was the importance of providing individual support for ELLs to encourage them to focus on developing themselves as individuals. Teacher C discussed that although a wider community involvement was meaningful the onus was on educators to help their ELL students thrive first as individuals then as a member of a community.

In summary, the data obtained in response to research question two suggested that it would be important to include more diverse curricula and minority representations during instruction. The participants believed that if minority cultures are scholastically represented, then students from these groups could begin to feel comfortable and supported in the American educational system.

**Research Question 3: What do teachers and administrators believe the school district can do about the lack of teacher diversity?**

Teachers suggested that more educational support systems for ELLs was something that the district should consider. Teacher A proposed that making scholarships readily available to Hispanic ELLs could help them to further their educational goals. By so doing, the school district could hire these graduates after they have completed the MAT program into the district as teachers. Additionally, Teacher A suggested that training teachers who are from the area would be an asset to the school district. For one thing, it would be less costly for the school district if “home grown” teachers were recruited to the district. That way, there would be less of an expense having to recruit teachers from other regions to the area. For another, recruiting local teachers could possibly eliminate any fear of isolation that might hinder these individuals from applying to work in the district.

Participants also believed that if the district and its teachers were able to provide educational support networks, including for example a course on fiscal responsibility, to the
parents of their ELLs this could prove to be an asset. Parents would then be able to better advise
their children and prepare them for realizing both their current and future educational goals.
Administrator 2 also felt that it would be beneficial, in the long run, if districts would begin to
focus on setting up more fiscally responsive educational goals from the elementary level for their
ELL students. This support, though, was two-fold. Teachers also believed that educators required
additional training to continue to support their ELL students. One of the female teachers
indicated that although she felt that the district was already doing well in terms of providing
support for its teachers, it would be even better if this support was continued over time.

Another finding that emerged from the data suggested that participants felt that the school
district could improve its efforts regarding the hiring of teachers of color. Both Teacher A and
Teacher D advised that while the hiring process of teachers of color should not be based solely
on the race or ethnicity of the applicant, there should be a greater push for students of color at the
university level. These study participants felt that if more students of color enrolled at the teacher
education program at the nearby university this would be a plus for the district. There are 430
students enrolled at the teacher education program at the university. Of these 430, only 43 are
CLD students. There is at least one CLD student currently enrolled in each educational program
at the university. This number does not include freshmen and sophomore students because these
two groups of students are not usually admitted into the teacher program until they have
completed their prerequisites (Office of Teacher Education Program, 2019).

A final finding that emerged from the data for research question 3 was in regard to trust.
One of the female administrators acknowledged that if ELL students were able to build trusting
relationships with minority teachers then these relationships could help them to thrive not only
academically but socially as well.
In summary, findings for research question three revealed that the training and hiring of “locals” from the area could help solve part of this issue of the lack of teacher diversity in the school district. This can be less expensive for the district because it could mean having to recruit fewer individuals from other regions. Findings also indicated that participants believed that support systems to help educate parents on matters of financial responsibilities and college preparation for their children was needed. These financial supports could also be extended to students who want to pursue a university education. Furthermore, such efforts could result in establishing trust among individuals in the school district and members of the Hispanic communities and other minority groups.

**Limitations**

There were three notable limitations that emerged throughout this study. This qualitative research explored the perceptions of teachers and administrators regarding the educational issues related to a lack of diversity among teachers in a school district in an area with an increasing Hispanic population. It did not include students or community members. The study was specific to one location and, is therefore, not generalizable to other school districts in the United States. While there may be other regions with similar demographics of minority groups and ELL student educational issues. Care was taken, however, to provide a clear audit trail (road map) for the next researcher who might want to replicate the study in their own educational contexts.

The second limitation of the study involves the sample size and the number of participants in the study. As with much qualitative study, it was a limited sample. That allows for more in-depth study. It remains for other researchers to expand and explore these questions further.

The final limitation involved the demographics of the participants. Due to the lack of diversity and racial representation within the sample population, the findings of the study may be
limited in scope and may have limited the perspectives of other minorities. The study included five males and three females. Only two of the participants were of a minority race and originally from Latin America.

**Discussion of Findings and Conclusions**

There are still nagging issues which exist in regard to the education of ELLs in America. A more diverse teaching force is important to the field of education since an increase in the numbers of teachers of color can help improve the educational success of ELLs across the country.

**Research Question 1**

The goal of this first research question was to explore the perceptions of teachers and administrators in relation to educational issues regarding a lack of teacher diversity and how it impacts the learning of Hispanic ELLs in an area with an increasing Hispanic population. According to participants in the study, administrators in the school district recognized that there were different challenges associated with the lack of teachers of color in schools across the district. They believed the major contributor to this issue was the location of the school district. The state was predominantly white and thus, individuals enrolled in the teacher education program at a nearby university were primarily white. Of the participants, only two belonged to a minority racial group. These were the two female Hispanic participants. Seven of the participants interviewed were certified in ELA and one of the two female Hispanic teachers was working on obtaining that certification.

The issue with the low numbers of teachers of color employed at the school district is corroborated in the literature by scholars in CRT who posited that systemic racism in America covertly conceals a major issue in society: the maintenance of the status quo which tends to favor whites and their interests (Dixson & Rousseau, 2006). Moreover, according to Ladson-Billings
and Tate (1995), minority groups are not afforded the same privileges as their white counterparts. By maintaining the status quo, the power of the white majority is preserved. The findings confirm that the majority of students who were enrolled in the teacher education program at a nearby university were those for whom financing was not an issue. Because socioeconomic also plays a role in whether individuals are able to enroll in the teacher education program, it is important, therefore, that local district administrators and local universities implement more educational financial opportunities to assist students of color in obtaining qualifications to become future ELL teachers. It is also apparent that a coordinated effort between the university’s teacher education program and local school districts is necessary to find ways to recruit students of color to the education programs. The literature as well as the findings in this study confirm that there may be a systemic bias, whether recognized or not, on the part of district administrators regarding the employment of teachers of color. This district, according to CRT and other schools and districts by extension, appears to be carrying on with a practice that has existed for generations. That same bias, whether realized or not, may exist in university recruitment practices as well. Also, it is possible that administrators and those who do the hiring may understandably be more comfortable hiring people who look as they do, act, and resemble the majority of people in the mainstream society.

Research Question 2

The goal of research question 2 was to determine, according to teachers and administrators, the likely changes that could occur with the recruitment of more teachers of color in an area with an increasing Hispanic population in regard to education policy and practice. Findings suggest that the school district in question lacks the diverse curricula within its structure needed to engage students and prepare minority populations for successful futures. This might well change with the addition of teachers from other language and culture groups. Teachers
suggested that a major aspect of the current educational practices—the curricula—at the school district needed to be further modified and designed, to meet the educational needs of their increasing numbers of ELLs. A number of these teachers indicated that if course content were diversified to better reflect minority populations then those populations could benefit more holistically, given the various forms of cultural representation and educational nuances which could be had. One of the district administrators suggested that it would prove to be useful to the ELL students if a more diverse component was added to the current literature studied at schools across the district.

Based on the findings of this research question and the literature: culture, identity, and ethnicity populations should be highlighted in the school literature. LatCrit theory (2005) suggests that issues such as language, immigration, ethnicity, culture, and identity have been ignored far too long by mainstream society. LatCrit theory also contends that the current educational structure and practices marginalize minority groups. Some participants in this study, certainly the Latinas, suggest that the current educational curricula is one such example of how Latino students have been so marginalized. The primary goal of most schools and school districts when educating ELLs, is to achieve fluency in English as quickly as possible. However, what fluency is or how competent students should become and in what modalities—speaking, listening, reading, and/or writing—is not defined. This finding was consistent with Ladson-Billings and Tate (1995) who suggest that white students often tend to be given more liberty to study and learn multiple foreign languages, for example, including German, Latin, Spanish and French while the academic curricula which serve Latinos and other minority groups may only consist of basic-common-languages such as French and Spanish or even be limited to Spanish for Spanish speakers. Neither districts nor majority teachers take into consideration the overall benefits of
educating ELLs in ways that allow them to 1. maintain their NL and 2. to learn a new language in addition to their NL, given the global community in which we now live.

Gay (2010) suggests that children from non-European-American backgrounds may endure cultural and linguistic challenges since schools and school districts tend to support mainstream middle-class and other European-American cultural and linguistic values in America. Furthermore, Shin (2012) posits that practices such as these often result in conflicts and educational “gaps” for those students who are, based on the educational curricula of the district, expected to grasp the cultural understandings and practices of the wider society. According to Gay (2010), one of the ways in which teachers can solve the issues of cultural and linguistic challenges is providing their students with some of their pedagogical power through cooperative learning. For example, Gay (2010) indicates that the academic achievement of a number of Mexican American students within a specific school district improved immensely when these students were given the chance to design their own assignments alongside their teacher. Furthermore, these students were also able to discuss their assigned tasks and work collaboratively with their peers. This created an atmosphere where there was not only academic success in learning but intimate and familial bonds with their teacher. Students felt they belonged to a classroom community, and also believed that their cultural experiences as well as the use of both Spanish and English were validated by their teachers. Teachers in turn came to the realization that the learning styles of students are different. In fact, Gay (2010) asserts that students from marginalized groups are usually described as unmotivated and/or disinterested but that may not be the case. The issue may simply be that these groups of students are disinterested in the learning processes of unfamiliar teaching methods. By allowing them the opportunity to incorporate their own style or to help create their own assignments, academic success can be achieved. Moreover, Gay (2010) posits that minority students will accomplish their academic
goals if elements of their cultural values, work habits, learning styles, and background
experiences are part of instructional processes.

Another finding that emerged from research question two was the need to provide
individual support for ELLs and help them to focus on developing themselves as individuals.
Gay (2010) found that culture provides the foundation for learning and how we think and form
our overall vista. Hispanic students often tend to take with them what they have learned in their
communities, even the way in which they value education. What this group of people tend to
value in regard to education depends on what they have been taught about it (Gay, 2010). The
Hispanic culture, in contrast to the larger U.S. mainstream culture, tends to promote community
versus individuality. Hispanics do not believe in the success of one but in the success of their
group or community in entirety. This mindset makes it difficult for Hispanic students to view
themselves as individuals who would pursue an education solely for their personal benefit. They
might, however, place value on other achievable goals which would be advantageous to their
own local community or communities. This perception is similar to how some Asian Americans
may behave. Gay (2010) asserts that because theirs is a culture that promotes restraint in
expressing direct thoughts, many students from this culture are reluctant to participate in open
classroom discourse, but would rather work collectively and privately with their teachers in the
decision-making process.

It would, therefore, be relevant for teachers and teacher education programs to be mindful
of the cultural nuances of their ELL student population. Gay (2010) argues that the cultural
heritage of minority students tends to play an integral role in their education. When a student’s
cultural and ethnic identity is endorsed and used in his/her instruction that student’s cultural
heritage becomes validated and this student may be more likely to succeed academically.
Research Question 3

Research question 3 focused on what participants believed school districts could do about a lack of teacher diversity in their school district. The findings indicated that teachers felt that more educational support systems could be considered for ELLs. To aid them in reaching any future advanced educational goals, teachers proposed that scholarships should be made more readily available to Hispanics. This need for additional educational support for ELLs is substantiated by the literature. According to Ladson-Billings and Tate (1995) race continues to play a significant role in determining social inequity in the United States and therefore, determines who gets what and why. If equal educational support is provided for every student, including minorities, then everyone would be on the same playing field. However, the literature suggest that mostly whites have received and will receive the best educational opportunities because race and power have been used to control and restrict the advancement of minorities in America while that same race and power has been used to promote white, majority progress (Ladson-Billings and Tate, 1995). The color of their skin, at least in part, an innate attribute, has managed to restrict their advancement in this society.

Another finding revealed that teachers felt the school district could help educate the parents of students on matters such as fiscal responsibility. Hispanics are often very poor, they believed that such a move could help them immensely. It was an area they felt was lacking in the majority of Hispanic parents and needed to be addressed. It is possible that many of these minorities function well within the salary and budget they have. According to Shin (2012), there have been barriers placed on minorities restricting any kind of access to limited resources and upward mobility, therefore minority parents may have never been exposed to opportunities that their majority white counterparts may have been privy to. Additionally, Delgado-Bernal (2002) suggests that the educational processes and structures such as the curricula, for instance, which
tends to advance the interest of whites in the American economic system are designed to oppress and marginalize minorities. This practice results in limiting almost every form of advancement for these individuals. Practices such as this will ultimately benefit whites and those for whom certain privileges are believed to belong.

The findings indicating that school districts should improve their efforts regarding hiring more teachers of color is also supported by the literature. CRT theorists Ladson-Billings and Tate (1995) suggest that the employment of mostly white teachers in a school district is one sure way of maintaining the status quo in regard to race. If little effort is placed on attracting more diverse teachers to the school district, then white district administrators may believe they have no choice but to continue hiring white teachers.

A final finding that emerged in the data revealed that administrators felt that building trusting relationships among teachers and their ELLs was paramount not only to student success, but to the success of teachers as well. Gay (2010) supports a need for trust among teachers and students in the literature by expressing that “culture affects how individuals communicate and teach, and neither culture nor communication can exist without the other (p. 76).” They work hand-in-hand. For instance, instead of teachers transferring knowledge to students in the same manner in which they themselves received this knowledge, they can attempt to learn the cultural nuances of how information is passed on to their ELLs in their own cultures even if the end goal is to assimilate these students in the American culture. That way, teachers can work to instruct them by using students’ own cultural understandings. This would not only improve communication between the two groups, but it would open gateways for trusting relationships among them. Student appreciate the efforts made by their teachers, and the attendance and behavioral records of those students who pose challenges often improve (Gay, 2010). If students feel that their culture is respected, and their real-life experiences are given credence, then
everyone wins. Gay (2010) also asserts that research shows that students from minority groups may actually prefer learning in settings where they are able to learn kinetically. Being able to engage emotionally and be provided with stimuli that are not only visual but physical in nature is important. According to Delgado-Bernal (2002) the knowledge and experiences of Hispanics have not historically been accepted as accurate academic sources of information. Gay (2010), however, suggests that this can be changed if teachers allowed students to influence their own learning processes. Gay (2010) asserts that allowing these groups of students to express themselves as well as to be able to actively participate in their own learning will be crucial for their academic success. If teachers are able to acknowledge the experiences of their students, then it is possible that students will be more likely to trust and communicate openly with their teachers. Additionally, the power given to students in their own learning processes will benefit them immensely because it will also give them the opportunities that are usually denied students, to illustrate what they already know from their prior experiences. An additional benefit is to the majority children around them. When white students see and hear the ideas, backgrounds and ways of knowing the world that the minority students bring to school, they too learn and broaden their understandings. This type of exposure will help CLD students to be confident that their experiences are acknowledged and validated. Furthermore, Gay (2010) posits that if the manner in which students are taught and learn at home are not incorporated into their learning processes at school, this may be cause disruption in their emotional well-being and academic achievements. The result of this could be learning difficulties and school behavior problems.

**Recommendations for Future Research**

As Hispanic and minority students continue to grace classrooms across America, schools and school districts are left with the ever-increasing challenges of ensuring that ELLs receive equitable educational opportunities that are afforded their white counterparts. Therefore, there is
a need for further studies regarding the education of Hispanics and the impacts that the incorporation of teachers of color can have on these groups of students. While the area under study in this research has experienced large growths in numbers of Hispanics, there are countless other regions which may be experiencing the same upsurge in minority groups and ELL student populations at schools. Continued study adds to a growing body of research and understanding about how to educate children from language and minority populations.

Research on large quantitative scales help to understand who these minority populations are and what delineates their educational needs. Policy studies that examine specific policies at a macro level can explore the results of those studies at the local, micro level. Also, research is needed that investigates educated and successful minorities to understand how they succeeded. That is, educators need to know how Latinos become professionals, especially educators, what motivated them, how they financed their educations and how we can use that to establish successful education models.

Although I do not have data to support this, I believe that schools can also take into consideration other forms of representations in their public spaces. For example, schools and school districts can incorporate posters or slogans of notable Hispanics—in Spanish and English—on their walls where students are able to see those and aspire to be even better than those on display at their schools. Teachers can also invite professionals from within the Latino community to deliver speeches and/or presentations to their students in an attempt to encourage them to aim for the best.

Research is also needed that looks at systemic racism and how it can be addressed and reformed to better achieve academic opportunities for language and cultural minorities. This will require both quantitative and qualitative work—quantitative that asks what the barriers to educational opportunities are and qualitative that asks why it occurs and how it can be overhauled.
to better serve all students. Educators from all research methodologies and various theories and disciplines must apply their skills to better understanding old and creating new policies that enhance the chances for academic achievement among this underserved and little understood population.

Affirmative action type policies or similar policies must be implemented as a means of including more minority teachers at schools and school districts across the country. The nearby university in question, for example, perhaps may consider providing daycare at reduced rates for young Hispanic or other minority group mothers who are enrolled in the teacher education programs. This would give these individuals sufficient time to attend class and not have to worry about the cost, care or safety of their children. Furthermore, the local school district could implement a policy that would ensure the inclusion of more minority teachers in the district. Also, future researchers could possibly conduct mixed methods studies to include a sample of minority individuals within the area, and other regions, in order to investigate the reasons why those who may be interested in teaching may not pursue the profession. Furthermore, future research must focus on the present practices used in teacher education programs. What parts of them are successful? What parts must be discarded or reformed? How will new policies effect the current practice? The creation of new education policies regarding the education of ELLs may help better inform practice to better prepare teachers to deal with the challenges and cultural differences that arise.

If policies favoring the restructuring of school curricula to include more diverse forms of education and cultural changes are instituted, not only will students be in better positions to succeed academically, but future teachers will also gain new skills and perspectives about how to educate students from these minority groups. Moreover, public policies focusing on teacher salaries should be at the forefront of the discussions by those who govern and manage the
Department of Education. Teacher salary reforms that increase teacher salaries, to be on par with other professions may be one way by which individuals may be influenced to pursue a career in the field of education.

**Implications for Improved Practices and Policies**

It is apparent that a coordinated effort between the university’s teacher education program and local school districts is needed to find ways to recruit students of color to the education programs at the nearby university. Both the nearby university and colleges along with the school district ought to work on collaborating their efforts to ensure that more students of color are enrolled in teacher education programs and are eventually hired as teachers in the district. If, for instance, Hispanic students do not see teachers who resemble them in the classroom, then these students may not regard themselves as future teachers of color. It is the duty of both the school district and universities to enact changes to their current policies and practices. If the numbers of minority students enrolled at the teacher education program at the university are increased, then this could result in boosting the image of the institution. Moreover, mentorship programs that assist students navigate the transition from high school to college could prove useful for students and benefit teacher education programs. Since many minority students tend to struggle in what are largely majority contexts, mentors who are familiar with the process can help those without the relevant experience navigate the complexities of the transition into college programs. This could be help parents as well, especially those who may not be familiar with the process.

Furthermore, universities and colleges should be more intentional when it comes to creating educational opportunities for students of color. One of the measures that could be used to ensure this is to increase the availability of finances and scholarships for these students. If students believe that they are likely to receive financial assistance to fund their education, this
could serve as an incentive to not only enroll in teacher education programs, but also help them to feel supported in pursuing their studies and a career. Additionally, incoming students will be able to enroll in the recently implemented concurrent four year teacher educator and teacher licensure programs there. That way, students will both pursue a degree in teaching in a subject area of their choice and a teaching certification. While this is new to the teacher educator program there, it may prove more sensible to a wider number of students since it may mean that they will incur less debt and can potentially increase the numbers of diverse students to the teacher educator program. Not having these supports may result in minority students equating university and/or the profession of teaching as one that available only to one racial group.

One advantage of a larger minority teaching cohort and better inclusion of CLD students in school district life is the benefit to the majority population. If more teachers of color are hired and retained at school districts across the country, the profession may begin to appear more appealing to future minority groups of students who may be considering this profession as a career choice. Minority students should be exposed to the same curricula, but it would be advantageous not only to Hispanics, for instance, if students are exposed to diverse forms of information. Moreover, even the white students would benefit from information and the various forms of cultural representations that are meant to promote the cultures of the different minority groups on school campuses. Initiatives like these could foster interest among all students. Every student would benefit and gain a wealth of knowledge about the world they live in and the different cultures that exist.

A larger emphasis placed on incorporating more teachers of color could actually help boost the teaching profession and majority students. Additionally, an increase in the numbers of teachers of color could even help to eradicate some of the negative stereotypes that have been used to describe the profession. For one thing, when different ethnic and cultural representations
are used throughout the learning processes every student will benefit, if minority students are included with majority students in the classroom. For instance, if a lesson focusing on Día de los Muertos (Day of the Dead) is fused in as part of the lesson to teach a topic on Latin American history, not only will it be relatable to Hispanic students, but white American-born students and students from other minority groups could learn about this event from authentic sources. Non-Hispanic students may perhaps learn about the origins and how this became a national Latin American celebration. Latina teachers can bring authentic artefacts from their own homes to incorporate into lessons. Additionally, perhaps current students can begin to change their perceptions about teaching, and view the profession more positively if there are more teachers of color. This lack of teacher diversity is a systemic issue, however. It is not a problem that is experienced solely by the public schools, but rather it is one that needs to be acknowledged by universities and teacher education programs as well. The public schools across this district, and others, can diversify their school and classroom libraries to include more minority representations.

Districts should ensure that the racial backgrounds, including the identities, languages, ethnicities, among other major aspects of all their students are always represented at schools, in classrooms, in the curricula and the literature that are used to educate their minority students.

Furthermore, this could help curb any type of negative labels or stereotypes that may have been placed or used to describe minority groups by individuals of the mainstream population. Positive results could be had from this because avenues for working together and understanding each other’s differences could be one of the major benefits of a diverse education for all.
Summary

The purpose of this study is to investigate the perceptions of teachers and administrators regarding the educational issues within one school district surrounding the lack of diversity among teachers with an increasing diverse student population and the impact that this may have on learning among Hispanics and other English language learners enrolled at schools specifically. While there are several different ethnicities of students enrolled at schools within the district, this study only focused on the largest language minority there: Hispanics.

A collective case study was used to gather pertinent material for this qualitative research to examine the perceptions of teachers and administrators within one school district about the low numbers of teachers of color who are employed there.

The participants in this study were able to provide data concerning the shortage of teachers of color within the school district. As the numbers of students from minority groups increase across America, and in the school district under study, the teachers and administrators need to encourage diversity to match it. Also, teachers and administrators need to be better able to highlight the cultures and ethnicities of their English language learners and lend importance to students’ prior life, and educational experiences and knowledge. This is important in promoting cooperative learning and in helping students understand that they are part of their own learning processes. Schools and school districts must also aim to provide additional forms of support, including but not limited to mentoring programs and more diverse curricula, for the parents of their Hispanic and other minority students which could likely be advantageous to the communities within these minority groups.

Qualitative studies of this type are important for focusing on a dearth in teachers of color. This one looked specifically at teachers and administrators who work within a school district where approximately half of the student population are Hispanics. Findings for this research
corroborated many of the findings in the current literature and revealed that there is a great need for additional research on this topic.

If our immigrant community is to grow and contribute its own experiences and understandings to the society we live in, they must have an educated base to assist their efforts to become productive members of society. This is especially important in this period of social and racial divide, growing misunderstandings, unfounded rumors, and distrust of newcomers to this country. Immigrants must be allowed to advocate for themselves and provide informed, enlightened education “spaces” for their children.

In conclusion, this study enhances the current literature about the lack of teacher diversity and the challenges experienced by districts with increased numbers of minority students. This research focused solely on the lack of teacher diversity in the area. Findings from this study added knowledge both to the local region and possibly the field of teaching by extension. The findings revealed that one of the major contributors for the current lack of teachers of color within a district was because of the vast majority of white students who are enrolled in the teacher education program at a nearby university. Findings suggest that the school district in question lacks the diverse curricula within its structure needed to engage students and prepare minority populations for successful futures. If we are to all live together in the future, we ought to acknowledge our differences as well as our similarities. Combining our strengths and knowledge and all that makes us unique will give us countless opportunities to succeed and grow towards a more positive and diverse educational system in American education.
REFERENCES


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APPENDICES

Appendix 1

1. What is your gender?
   - Male
   - Female

2. What is your age?
   Under 20-24
   - 25-29
   - 30-34
   - 35-39
   - 40-49
   - 50-59
   - 60 or over

3. How many years have you worked as an ELL teacher?
   - 0-5 years
   - 5-10 years
   - 11-15 years
   - 16-20 years
   - 21-25 years
   - 26-30 years
   - 30 years or over

4. What is your highest level of education?
   - Bachelor
   - Masters
   - Doctorate

5. What is your teaching certification in?

6. Do you have an additional license or a master’s in ESL?

7. What other areas of specialization do you have?

8. Do you believe that cultural diversity or inclusion is important to your school? Why or why not?

9. Would you say that the principals and other members on staff encourage/promote diversity?
10. Do you believe that there is a policy within your district that addresses the recruitment of teachers of color for ELLs? Y/N If so, has this policy been successful in achieving its goals? Y/N

11. Would you say that you are competent/(trained in culturally responsive pedagogy) with sufficient knowledge and skills to teach ELLs?

☐ Yes
☐ No

12. Do you believe that it is important to have teachers of color at your school?

☐ Yes
☐ No

13. How many teachers of color did your school have during the 2015 – 2016 academic year?

14. Are you happy with the number of teachers of color on staff?

☐ Yes
☐ No

15. How often would you say your school uses culturally responsive materials when instructing ELLs?

☐ Every class or Always
☐ Daily (Once a day)
☐ 2-3 times a week or occasionally
☐ 3-5 times a week
☐ Seldom
☐ Never

16. Would you say that ELLs at your school receive proper accommodation in terms of equity/diversity?
Appendix 2
Questions for teachers:

1. Name (optional):Title:

2. Tell me about how you became an ELL teacher.

3. Talk to me about the kinds of instructional programs you have designed here (at your school) to meet the specific language needs of ELLs?

4. Is your school racially diverse?

5. How many of the teachers on staff are of Latino descent?

6. What do you think your school does that is culturally responsive? What else would you like to see done?

7. On a scale of 1 – 10, how comfortable are you teaching ELLs on your campus? Why (what number is mentioned)?

8. Why is it so hard to find a diverse teaching force? What do you suppose prevents this from happening?

9. What is the socioeconomic and home-language demographics of the students at this school?

10. What kinds of accommodations are available for your Hispanic students, especially those who are financially insecure?

11. What structures do you have in place that may ensure that every student has equal access to the educational opportunities at your school?

12. What else can districts do?
Appendix 3
Questions for administrators:

1. Name: 
   Title: 

2. How culturally diverse is your district?

3. Talk to me about issues related to teacher diversity?

4. The research says that there is disproportionality in rates of expulsion among Hispanics nation-wide, can you tell me about your rates of expulsion? Do you see that here? Why do you think that is? Is there anything that can be done about it?

5. Are you finding the same issues with disproportionality with test scores? What, if anything, do you suggest can be done about it?

6. Talk to me about teacher recruitment.

7. How do you prepare majority teachers to work with minority students?

8. What else would you like me to know?
Appendix 4
Questions for human resources manager:

1. Name: Title:

2. Can you describe your role?

3. Can you describe the hiring policies in your district?

4. How culturally diverse is your district regarding the teachers who work there?

5. Can you describe some of the challenges that you (may) experience when it comes to the recruitment of teachers of color?

6. Do you have any policies in place to prepare majority teachers to work with minority students?

7. What else can districts do to attract teachers of color?
Appendix 5
IRB Approval Letter

To: Samantha Juncia Julien
From: Douglas James Adams, Chair
IRB Committee
Date: 07/10/2018
Action: Expedited Approval
Action Date: 07/09/2018
Protocol #: 1802102773
Study Title: Addressing Teacher Diversity Issues in Education among Hispanics and English Language Learners (ELLs) in Public Education in Northwest Arkansas.
Expiration Date: 05/21/2019
Last Approval Date:

The above-referenced protocol has been approved following expedited review by the IRB Committee that oversees research with human subjects.

If the research involves collaboration with another institution then the research cannot commence until the Committee receives written notification of approval from the collaborating institution’s IRB.

It is the Principal Investigator’s responsibility to obtain review and continued approval before the expiration date.

Protocols are approved for a maximum period of one year. You may not continue any research activity beyond the expiration date without Committee approval. Please submit continuation requests early enough to allow sufficient time for review. Failure to receive approval for continuation before the expiration date will result in the automatic suspension of the approval of this protocol. Information collected following suspension is unapproved research and cannot be reported or published as research data. If you do not wish continued approval, please notify the Committee of the study closure.

Adverse Events: Any serious or unexpected adverse event must be reported to the IRB Committee within 48 hours. All other adverse events should be reported within 10 working days.

Amendments: If you wish to change any aspect of this study, such as the procedures, the consent forms, study personnel, or number of participants, please submit an amendment to the IRB. All changes must be approved by the IRB Committee before they can be initiated.

You must maintain a research file for at least 3 years after completion of the study. This file should include all correspondence with the IRB Committee, original signed consent forms, and study data.

cc: Felicia Lincoln, Investigator